

Every Student, Every Minute, Every Day

SUPERINTENDENT'S MESSAGE

Dear Students:

As the Superintendent of the El Monte Union High School District, I want to assure you of several important concepts as you read and study this registration manual:

- You are an important individual. The school's mission is to help you develop a healthy body, disciplined mind and positive attitudes...every minute, every day.
- You will receive a superior academic education from the El Monte Union High School District, but you, in turn, must put forth your best efforts, every minute, every day, to achieve success.
- You will receive guaranteed career, academic and personal guidance services, but you, in turn, must take personal responsibility for your decisions and actions.
- You will receive the opportunity to participate in a variety of extra-curricular activities, but you, in turn, must commit your enthusiasm, time and talents.

Read this manual carefully as it contains a wealth of information. Save this manual for future reference. Share the contents of this manual with your parents. Talk about your plans for the future and post-secondary education options with your teachers, counselor and family. We all support you as you progress in your academic and personal journey.

With best wishes for continued success,

Sincerely,



Nick J. Salerno
Superintendent
El Monte Union High School District

El Monte Union High School District
reaffirms its policy of the
ELIMINATION OF DISCRIMINATION
or
DENIAL OF SERVICE
on a basis of
RACE, COLOR, NATIONAL ORIGIN, SEX or HANDICAP

QUESTIONS OR COMPLAINTS
should be directed to
Mr. Joel Kyne - 444-9005
Mr. Dan Morris - 444-9005

EL MONTE UNION HIGH SCHOOL DISTRICT
is an
EQUAL OPPORTUNITY / AFFIRMATIVE ACTION
Educational Institution

FLAG CEREMONY

The California Education Code Section 52720 requires daily performance of patriotic exercises in public schools. "In every public secondary school there shall be conducted daily appropriate patriotic exercises. The giving of the Pledge of Allegiance to the Flag of the United States of America shall satisfy such requirement. Such patriotic exercises for secondary schools shall be conducted in accordance with the regulations which shall be adopted by the governing board of the district maintaining the secondary school."

The schools in the El Monte Union High School District satisfy this requirement by conducting the Pledge of Allegiance to the Flag each day. No one can be coerced into participating in the flag salute if it violates their religious beliefs or expressive rights. Students who do not choose to participate in the flag salute may elect to participate, stand, remain seated or excuse themselves from the classroom during the exercise.

The registration process must begin with all data subject to verification to the satisfaction of the staff of the El Monte Union High School District. By law, any false, incomplete, missing, or misleading information provided in the registration process ends the student's registration.

**PARENTS and STUDENTS - Save this
Registration Manual for future use.**

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Student Support Services

COUNSELING SERVICES

The El Monte Union High School District offers a full program of guidance and counseling services to each student throughout his or her high school career. Students and their parents are urged to take advantage of these services.

Students are assigned to a counselor on an alphabetical basis. Except for slight adjustments each year in order to maintain a balance in the counselor-student ratio, a student may look forward to an unbroken relationship with the same counselor for four years.

The range of a counselor's contacts with his or her counsees is all-inclusive, extending from program changes to personal counseling. In conjunction with the parent and student, the major goals of the counseling program are to:

1. Develop a 4 year plan
2. Ensure completion of high school
3. Prepare for post-graduation choices
4. Prepare for eligibility for entrance into the college/university of his or her choice
5. Assist in the search for scholarships and financial aid
6. Provide guidance in the personal growth and development of the counselee.

Wise decisions made at registration time are of great importance. Once school begins in September, program changes will only be made by counselor recommendation or administrative necessity.

CAREER CENTER

The Career Center is an extension of the counseling program and offers services to aid students in preparing for their future. These services include guidance in the areas of college selection, availability of scholarships, and career training. The Career Center houses resource materials on careers, colleges, vocational schools, and the military. The school counselors direct students to this valuable resource.

Assistance from the Career Guidance Coordinator is available in helping students become more aware of their interests, aptitudes, abilities, and values through a series of tests and inventories. This self-knowledge, when applied, becomes significant in determining future plans and the high school courses necessary to accomplish those plans.

A structured exposure to the career decision-making process including self-awareness, career exploration, and knowledge of the world of work is offered in specific courses or infused into various classes during the student's high school career.

Specific career-technical training courses for high school credit are offered through Los Angeles County Regional Occupational Program (LACROP). Students may register for these classes in the Career Center.

The Career Center makes available guest speakers from many vocational and educational areas and plans career oriented field trips for students. It is open daily from 7:30 a.m. to 4:00 p.m. All students are invited to make educational use of the Career Center's facilities. The Career Center and the counseling staff are excellent sources of information for college financial aid.

El Monte Union High School District Guaranteed Guidance Services

In an effort to acquaint you with the school, your counselor and the services available to you, the Guaranteed Guidance Services Program was instituted. You are GUARANTEED the following counseling services without bias on the basis of race, color, national origin, sex or disability.

My counselor's name is: _____

9th Grade

- An initial registration interview for each student
- Parent or student conferences, as requested
- Orientation to the school's Career Center program
- A personalized four-year educational plan developed for the student, updated by a counselor and communicated to the parents
- Orientation meeting for parents and incoming 9th grade students
- Personal counseling, as needed
- Registration, scheduling and program adjustments (school initiated)
- A special grade check for student progress, if requested by parents
- A referral to an outside agency or other community resource, if requested by parents or students
- Career Center opportunities
- Pre-college testing information – Explore

10th Grade

- All services provided at 9th grade plus:
- Orientation to the school's Career Center program (ST in 9th)
- Competency and achievement test interpretation and parent conferences (CAHSEE)
- 10th Grade Counseling Program, subject to funding availability
- Pre-college testing information - PSAT
- Career Center opportunities
- Pre-college testing information – Plan

11th Grade

- All services provided at the 9th and 10th grades plus:
- Invitation to parents and students to a college information night
- Information provided to parents and students of student's progress toward graduation if deficiencies are anticipated
- College bound students will be given:
 - a. planning and financial information
 - b. opportunity to meet with college representatives
 - c. pre-college testing information - ACT, PSAT, SAT
- CAHSEE Intervention – Counseling and test preparation as needed
- Career Center opportunities
- Counseling – as needed

12th Grade

- All services provided at the 9th, 10th and 11th grades plus:
- A graduation status report provided to parents and students, if deficiencies are anticipated
- College bound students will be given:
 - a. SAT/ACT testing dates
 - b. assistance with applications for financial aid, scholarships and admissions, as necessary
- CAHSEE Intervention – Counseling and test preparation as needed
- Outline of options for students not planning to attend college
- Career Center opportunities
- Counseling – as needed

Academic Notes

Purpose: To encourage student enrollment in academically rigorous high school coursework.

Students taking college-prep courses beyond the minimum college admission standards will:

- broaden university admission options
- strengthen preparation for college admission exams
- develop strong academic skills
- gain a higher probability of acceptance into competitive majors such as architecture, business, computer science, engineering, or nursing.

Grade Point Average

Each semester course with the exception of Student Help, when issued a passing grade, grants 5 credits towards the 220 credits required for graduation. Students must meet the prerequisites for each course in which they enroll. Prerequisites may include permission of the teacher or counselor as well as completion of specific courses. Honors courses that are approved by the University of California have the letter "H" and Advanced Placement courses have the letters "AP" after the course title. Grades for Honors or Advanced Placement courses are as follows for the purposes of computing grade point averages:

Courses are titled AP (Advanced Placement) and H (Honors). Classes must be approved by the University of California on an annual basis. Only 8 units of AP/Honors courses are allowed by UC/CSU. Only 2 of the 8 units can be in the 10th grade year. A unit refers to 1 year of study in high school.

A = 5 points	}	For Advanced Placement courses, this grade point computing system applies only if the student takes the AP exam. Otherwise, grade points will be A=4, B=3, C=2.
B = 4 points		
C = 3 points		
D = 1 point		
F = 0 points		

All other high school courses (except Student Help) will be included in the GPA calculation as follows. This includes Accelerated courses.

A = 4 points	Excellent Achievement
B = 3 points	Above Average Achievement
C = 2 points	Average Achievement
D = 1 point	Below Average Achievement
F = 0 points	Little or No Achievement
I = 0 points	*Incompletes are provided for students who have not been able to complete the required course work due to unavoidable absence, illness or accident. Note that, with few exceptions, the incomplete must be made up no later than the end of the next grading period.

Citizenship evaluation is calculated as follows:

1	= Outstanding
2	= Satisfactory
3	= Needs Improvement
4	= Unsatisfactory

In addition, several specific positive and negative comments are available for teachers to include with the grade report. These comments cover work and study habits, attendance, and classroom conduct.

Students should be aware of how GPAs are calculated and make informed class choices based on that knowledge. If in doubt, please contact your counselor or assistant principal for student services.

As a final note, students should also be aware that although GPAs are important for college admission, most colleges include other factors in their analysis of candidates which may include both depth and breadth of high school preparation, community experiences, volunteer involvement, and/or special talents, needs, or interests.

Credit for College Courses

(Education Codes 48800 and 76001)

Students may take college courses while enrolled in high school. The college course will not count towards high school graduation requirements, but will count for elective high school credit and will be included in the calculation of the GPAs. The student shall receive the same letter grade for the high school credit as is granted by the college.

The intent of this section is to provide educational enrichment opportunities for eligible pupils, rather than to reduce current course requirements of elementary and secondary schools.

To participate in a college enrollment program, students must have the permission of the school principal, parent, counselors and college dean.

Alternative Academic Programs

Alternative programs for gifted and high potential students are encouraged in the El Monte Union High School District. These offerings may be in the form of Advanced Placement classes, Honors courses (if approved in advance by the University of California), courses through Rio Hondo Community College, Pasadena City College, or other community colleges, Upward Bound, and a variety of variable credit offerings made available through universities and colleges in the Southland.

To participate in these programs, students must have the permission of the school principal, parent, counselor and college dean as appropriate.

THE ADVANCED PLACEMENT® AND HONORS PROGRAMS

The Advanced Placement (AP) Program is based on the fact that many students can complete college-level studies in their secondary schools. Advanced Placement serves three groups: 1) students who wish to pursue college-level studies while still in secondary school, 2) schools that desire to offer these opportunities, and 3) colleges that wish to encourage and recognize such achievement. Advanced Placement provides service by providing descriptions of college-level courses to interested schools and the results of examinations based on these descriptions to the colleges of the student's choice. Participating colleges, in turn, grant credit and appropriate placement, or one of these, to students who have done well on the examinations. Thus the Advanced Placement Program extends the educational opportunities available to students by effectively relating college-level courses at thousands of schools to appropriate credit and placement at the colleges that the students eventually attend.

Honors classes must be approved in advance by the University of California.

Categorical Programs Resources

CATEGORICAL PROGRAMS

Categorical Programs provide extra instructional help in developing reading comprehension and language arts skills in classes such as Transitional English, English 1 Intensive, and English 2 Lab. The program also provides assistance in math classes and other areas. Computer assisted instruction is one of the manners in which students learn reading and language skills.

Instructional aides may be assigned in the above classes to work with students individually and in small groups to meet their individual needs. In addition, classroom materials are developed by teachers, taking into account students' interests and academic level.

The program offers intervention classes for students identified as "at-risk" for not meeting proficiency on the state standards. The resource teacher at each site assists with the identification of students for placement in intervention classes. The resource teacher also monitors the academic progress of students identified as "at-risk" and all English learners. The intervention classes that are funded through Categorical Programs include: Reading Advancement, English 1 Intensive, English 1 Transitional Lab, English 2 Lab, Advancement Via Individual Determination (AVID), Guided Studies, and Strategies for Success.

PROGRAMAS CATEGORICOS

Programas Categoricos proveen ayuda instruccional extra en el desarrollo de las habilidades de comprensión de lectura y lenguaje en clases como Inglés Transicional, Inglés Intensivo 1 y Laboratorio de Inglés 2. El programa también provee ayuda en clases de matemáticas y otras materias. Instrucción con el apoyo de computadoras es una de las maneras en que los estudiantes pueden aprender habilidades de lectura, y lenguaje.

Asistentes de instrucción trabajan en las clases mencionadas arriba para ayudar a los estudiantes individualmente o en grupos pequeños. Los materiales instruccionales son desarrollados por los maestros tomando en cuenta los gustos de los estudiantes y el nivel académico apropiado.

El programa ofrece clases de intervención para estudiantes identificados como "en peligro" de no ser proficiente en los estándares del estado. El maestro(a) de recursos de cada escuela ayuda con la identificación de estudiantes para la colocación en clases de intervención. El maestro(a) de recursos también vigila el progreso académico de estudiantes identificados como "en peligro" y todos estudiantes aprendices de inglés. Las clases de intervención que son financiadas por Programas Categoricos incluyen: Avancamiento de Lectura, Inglés Intensivo 1, Laboratorio de Inglés 1 Trancisión, Laboratorio de Inglés 2, Adelantamiento a Través de Determinación Individual (AVID), Estudios Guiados, y Estrategias para Éxito.

BILINGUAL PROGRAM/SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH/ENGLISH LANGUAGE DEVELOPMENT

A bilingual-bicultural educational program is available to students who need or have an interest in receiving instruction in English and in their primary language, mainly provided in Spanish. Schools offer English Language Development (ELD) which consists of ELD 1, 2 and 3 and English 1 Transitional and Spanish 1X and 2X classes in Spanish to develop the student's English and primary language skills in listening, speaking, reading and writing. The English 1 Transitional class follows the same curriculum as the English class.

Bilingual content classes in most graduation requirements are offered to help students learn the regular subject matter in the language best understood by them. Content related vocabulary is also taught in the student's second language. For students who have acquired an intermediate level of English, Specially Designed Academic Instruction in English (SDAIE) is provided in most graduation requirements. These classes cover the same course outlines and materials as the classes that use only English. Emphasis is placed on important concepts and vocabulary building in each course.

Parent permission is required to enroll a student in bilingual classes. Parents need to personally visit the school or a district to request a parent waiver. For a more detailed description of the course objectives, please refer to the specific departments and listings in this manual.

The Bilingual Program is offered at South El Monte High School while SDAIE classes and ELD are available at all schools for the benefit of English learners who need primary and English language development to achieve academic success.

PROGRAMA BILINGUE/PROGRAMA ACADEMICO EN INGLES DISENADO ESPECIALMENTE PARA ESTUDIANTES QUE ESTAN APRENDIENDO INGLES/DESARROLLO DEL INGLES.

Un programa educativo, bilingüe-bicultural está a la disposición de los estudiantes que necesitan o tienen interés en recibir la instrucción en inglés y en su idioma nativo, particularmente en español. Las escuelas ofrecen desarrollo del idioma inglés el cual incluye las clases de inglés ELD 1, 2 y 3 además de inglés 1, 2, 3 y 4 Transicional y Español 1 Para El Hispanohablante con el propósito de desarrollar las destrezas de escuchar, hablar, leer y escribir en inglés y español. Las clases de Inglés Transicional contienen la misma materia que en el Programa de inglés de la escuela.

Las clases bilingües de materias distintas requeridas para graduación son ofrecidas para ayudar a los estudiantes aprender las materias académicas en el idioma que entienden mejor. El vocabulario de las distintas materias se enseña también en inglés. Para aquellos estudiantes que ya tienen el nivel intermedio del inglés, se les ofrece un programa académico en inglés diseñado especialmente para ellos. Se pone hincapié en los conceptos importantes y el desarrollo del vocabulario de cada curso.

Para poder matricular a los estudiantes en el programa bilingüe se requiere el permiso de los padres. Los padres necesitan visitar la escuela o el distrito personalmente para hacer una petición por escrito. Si desea una descripción más detallada de los objetivos del curso, consulte por favor a los departamentos específicos y a los apuntes en este manual.

El Programa Bilingüe se ofrece en algunas escuelas mientras el programa académico en inglés diseñado especialmente para estudiantes que están aprendiendo dicho idioma y las diferentes clases de inglés están instituidas en todas las escuelas para beneficio de los que necesitan su idioma nativo y el inglés para lograr el éxito académico.

ELD, Transitional English, Bilingual, and Sheltered Courses

Department	Title	Course or Methodology	Language Used in Classroom	Purpose
English	ELD (English Language Development) ELD 1, ELD 1 Lab ELD 2, ELD 2 Lab ELD 3, ELD 3 Lab	Course: Language Arts for English Learners	English	To teach the English language To gain proficiency in English
English	Transitional English courses and Lab for Transition 1 courses	Course: Language Arts for English Learners	English	To teach the English language To gain proficiency in English To serve as a bridge into the regular English sequence of courses. Comes after ELD 3. To acquire the nuances of the English language (structure, idioms) that the native speaker would learn in the natural course of learning the language. Literature may be abridged.
Departments other than English	Bilingual content area courses may be offered in the following departments: Math Science Social Science	Course: Graduation requirements provided through bilingual education - primarily in Spanish	Student's native language and English	To teach content area courses using both English and the student's native language. To use the same curriculum as parallel courses while enhancing English language development.
Departments other than English	Sheltered content classes may be offered in the following departments: Art Business Family and Consumer Science Health Industrial Technology Math Physical Education Science Social Science	Methodology: Specially designed academic instruction for English learners	English with primary language support as needed	To teach content area classes in English using parallel curriculum. To achieve course goals including learning the course content to meet the course objectives, improving English language skills (reading, writing, listening, speaking), and participating in successful experiences to understand one's place in American society.



Regional Occupational Program (ROP)

WHAT IS ROP?

ROP is designed to aid the student in acquiring marketable job skills. The emphasis is on providing ROP classes that enhance the student's career path choices for transition into the working world after graduation. Special classes are offered during and after school which train the student for a specific job or trade. Transportation is provided between school campuses after school. Some classes include on-the-job training.

ROP is a career education system that provides job training programs to help students develop the skills they need for part-time employment, higher-level career technical training programs, or full-time employment after completing high school. ROP is designed to meet the job training needs of the students and employment needs of the school community.

ROP provides high-quality job skills preparation through a variety of specialized courses. ROP also enables students to be trained on the job site and meet industry standards for job performance. In partnership with Los Angeles County ROP, classes are offered to assist students in acquiring marketable job skills.

WHO MAY ENROLL?

Priority is given to high school seniors, juniors, and 15-year old sophomores. ROP classes are also available to out-of-school youth and adults. Some classes have specific requirements or prerequisites.

HOW DO YOU ENROLL?

High school seniors, juniors, and 15 year-old sophomores can enroll.

1. Look over the ROP course selections.
2. See the ROP Technician or the ROP Counselor in the Career Center on your high school campus.
3. Complete an enrollment form.

Adults:

1. Look over the ROP course selections.
2. Call the ROP office of the high school closest to you if you need more information.
3. Enroll with the ROP Technician or the ROP Counselor in the Career Center of the high school closest to you.

REGISTRATION, ENROLLMENT, ATTENDANCE

Most classes are open on a first-come basis to eligible students. Interested individuals should enroll as soon as possible because all classes have established maximum and minimum class sizes. Waiting lists may be maintained when classes are full, and classes may be adjusted, cancelled or merged when there is insufficient enrollment. Regular attendance is required in order to receive credit for a course.

PROGRAM CREDIT & CERTIFICATES OF ACHIEVEMENT

All ROP classes count towards high school graduation requirements. Some classes that have articulation agreements with Rio Hondo receive college credit if the student attends Rio Hondo Community College. Some classes satisfy UC-fg requirements. A certificate of achievement that includes a list of all competencies achieved will be awarded upon successful completion of a program.

TUITION FEES

ROP programs are free. Most books and materials are provided for student use. However, registration fee for adults is \$50 per course, per semester, and for private post-secondary courses, \$50 per course, per semester. Economically disadvantaged adults, adults in a high school diploma program, and district employees may request waiver of fees. Several ROP classes have a strict dress code that must be followed.

HOW DO I GET TO ROP CLASSES?

Transportation to and from your school and other sites may be provided. Check with your ROP Technician or ROP Counselor at your high school for details.

WORK PERMITS

All work permits must be renewed at the beginning of each school year. Students can obtain a work permit application at their school site Career Center from the ROP Technician or at the El Monte / Rosemead Adult School (located at 10807 Ramona) office from 8:00 a.m. to 3:30 p.m.

MINORS' WORK REGULATIONS

- Minors 14-17 years of age must have a "Request for Work Permit" and "Statement of Intent to Employ a Minor" (B1-1) on file with the school district of attendance when working on school days.

- Minors up to age 18 who have not graduated are required to attend school a minimum of four (4) hours per week. See the face of the permit for hours this minor can work.
- Students in approved CVE programs may work up to eight (8) hours per day on days school is in session. An agreement must be on file for CVE exemptions. Parental and school permission are required.
- All labor laws applicable to other employees of the business will apply to the minors who are employed.
- Workers' Compensation Insurance for the student will apply when these provisions of law apply to the industry of employment.
- Minors exempt from the permit regulations are those working at newspaper delivery or baby-sitting, and agricultural workers working on premises owned and operated by the parent or guardian.
- Minors are not permitted to work in the following occupations: (FLSA)*

1. Explosives	2. Motor vehicles	3. Coal mining
4. Logging & saw-milling	5. Power-driven woodworking machines	6. Radiation exposure
7. Power-driven hoists	8. Other mining	9. Slaughtering, meat packing
10. Power bakery machines	11. Power-driven paper product machines	12. Mfg. brick, tile products
13. Power saws & shears	14. Wrecking, demolition	15. Roofing
16. Excavation operations	17. Power-driven metal forming, punching, & shearing machines	
- Exemptions are available for Order #'s 5,6,7,9,11,13,15,16, and 17 when an agreement is on file with the school indicating the student is enrolled in an approved Work Experience Education/CVE program and the tasks are incidental to regular employment. (FLSA)*
- Student ages and hours per day and per week:

Age	Non-school days	School days
12-13	8 per day/40 per week (IWC jobs only)	0 per day/0 per week
14-15	8 per day/40 per week	3 per day/18 per week (FLSA)* & IWC
16-17	8 per day/48 per week	4 per day/28 per week
- A day of rest from work is required if the total hours employed per week exceed thirty (30) hours, or if more than six (6) hours are worked on any one day during the week (school attendance is not considered employment).
- Minor's work must be performed between specified hours:
 - 12-13 years, 7 A.M. - 7 P.M. on non-school days only (IWC jobs only)
 - 14-15 years, 7 A.M. - 7 P.M. (7 A.M. to 9 P.M. - FLSA)* (may work until 9 p.m. June 21-Sept. 3)
 - 16-17 years, 5 A.M. - 10 P.M. (12:30 A.M. when no school next day--IWC)*
- Students in approved CVE programs may work on school days to 12:30 A.M. Parental and school permission are required, and the adult minimum wage must be paid for the hours from 10:00 P.M. - 12:30 A.M.
- The prevailing minimum wage for the business must be paid to the minor. Check with IWC or FLSA for rates in your business.

* When regulations of two enforcement agencies differ, the more restrictive regulations apply. Either the Industrial Relations Division of the Industrial Welfare Commission (IWC) or the U.S. Department of Labor - Fair Labor Standards Act (FLSA) can assist you in determining when a regulation applies.

Cooperative Vocational Education (CVE)

Cooperative Vocational Education (CVE) classes enable students to receive specialized job training while employed in specific occupations. Specialized skills are taught in related classroom instruction by teachers who have direct cooperation with the students' employers.

In CVE classes, students are assisted in developing marketable skills and beneficial work habits. Besides being introduced to careers, students also acquire knowledge that assists them in successfully achieving their occupational goals.

Students who enroll in CVE classes must have paying jobs in their communities or at their schools. In addition to their jobs, students must meet with their Cooperative Vocational Education teachers for a minimum of 2.5 hours of related classroom instruction each week. Employers or supervisors rate and make evaluation reports which determine part of the student's grade. The teacher receives the evaluation report. In addition to the employer's rating, the students' grades are determined by satisfactorily completing all course requirements, including related classroom instruction.

Students must be 16-years old or juniors or seniors to enroll in Cooperative Vocational Education classes and can earn a maximum of ten (10) credits each semester, depending upon the number of hours and assignments students complete. Students may enroll in CVE courses in office occupations and food services with the approval of the CVE teacher. Once enrolled in a CVE class, the student qualifies for an extended work permit, allowing him/her to work more hours.

The program is funded through the Los Angeles County ROP and follows the credit guidelines of other ROP courses.

Notice to Parents

PARENT EDUCATION AND INVOLVEMENT

The Board of Trustees recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at grade levels 9-12 for parents/guardians to be involved in district and school activities, advisory, decision-making, and advocacy roles; and activities to support learning at home (see BP 5020 and AR 5020 for additional information).

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's' education and of the opportunities available to them to do so. The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit participation.

SEX EDUCATION IN CLASSES

California State Law (Senate Bill 431) requires that parents or guardians be notified of any school classes in which the human reproductive organs and their functions and processes are described, illustrated, or discussed.

The El Monte Union High School District does not offer any courses in Sex Education; however, the following courses offered at our schools include or may include one or more class sessions and material in which the human reproductive organs may be described, illustrated, or discussed:

Biology	Parenting/Child Dev.
Fitness for Life	Physical Education
Health	Physiology

If your child is enrolled in one or more of the above courses and you wish him or her to be excused from class sessions in which the human reproductive organs may be described, illustrated, or discussed, it is necessary to send a written request to the school principal. Such requests shall be valid for the school year in which they are submitted and may be withdrawn by the parent or guardian at any time. Other activities will be scheduled for students excused from these class sessions.

If you wish your child to receive all the instruction within the courses in which he/she is enrolled, no special communication is required.

The audio-visual and written materials to be used in the class sessions during which the human reproductive organs, their functions and processes are described, illustrated, or discussed shall be available for inspection by parents or guardians upon request.

Suspension or Expulsion

CALIFORNIA STATE LAW (Education Code 48900) requires that parents be notified that the schools comply with state prescribed suspension/expulsion mandates. Below are excerpts of important parts of this law.

SUSPENSION OR EXPULSION

Violation of any reasons listed below may result in suspension or expulsion proceedings. Items 10, 11, 12, 13, and 31 below are grounds for automatic expulsion pursuant to Section 48911 of the Education Code.

10. Possessing, selling, or furnishing a firearm (EC 48915(c)(1))
11. Brandishing a knife at another person (EC 48915(c)(2))
12. Unlawfully selling a controlled substance (EC 48915(c)(3))
13. Committing or attempting to commit a sexual assault or battery (EC 48915(c)(4) or 48900(n))
14. Caused serious physical injury to another person (EC 48915(a)(1))
15. Possession of a knife, explosive or other dangerous object (EC 48915(a)(2))
16. Unlawful possession of any controlled substance (EC 48915(a)(3))
17. Robbery or extortion (EC 48915(a)(4) or 48900(e))
18. Assault or battery upon any school employee (EC 48915(a)(5))
19. Caused, attempted to cause, or threatened serious physical injury to another person (EC 48900(a)(1))
20. Willfully used force or violence on another person (EC 48900(a)(2))
21. Possessed, sold or furnished a firearm, knife, explosive or other dangerous object (EC 48900 (b))
22. Unlawfully possessed, used, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage, or intoxicant (EC 48900(c))
23. Selling or delivering material represented to be a controlled substance (EC 48900(d))
24. Caused or attempted to cause damage to school or private property (EC 48900(f))
25. Stole or attempted to steal school property or private property (EC 48900(g))
26. Possessed or used tobacco or nicotine products (EC 48900(h))
27. Committed an obscene act or engaged in habitual profanity or vulgarity (EC 48900(i))
28. Unlawfully possessed, or unlawfully offered or arranged to sell drug paraphernalia (EC 48900(j))
29. Disruption of school activities or willfully defying the valid authority of school personnel (EC 48900(k))
30. Knowingly received stolen school property or private property (EC 48900(l))
31. Possession of an imitation firearm (EC 48900(m))
32. Harassed, threatened or intimidated a pupil who is a witness (EC 48900(o))
33. Engaged in sexual harassment (EC 48900.2)
34. Attempted to cause, threatened to cause, or participated in an act of hate violence (EC 48900.3)
35. Engaged in harassment, threats, or intimidation against a pupil or group of pupils (EC 48900.4)
36. Made terrorist threats against school officials or school property (EC 48900.7)
37. Determined by a hearing officer (federal IDEA)
38. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (ED 48900(p))
39. Engaged in, or attempted to engage in, hazing as defined in CA Education Code Section 32050 (EC 48900(q))
40. Possession of an explosive (EC 48915 (c)(5))
41. Aids or abets the infliction or attempted infliction of physical injury to another person (EC 48900(s))

Mandatory Recommendation for Expulsion

The principal or superintendent of schools shall immediately suspend, pursuant to Section 48915, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

1. Brandishing a knife at another person.
2. Possessing, selling or otherwise furnishing a firearm.
3. Unlawful selling of a controlled substance listed in Chapter 2 (Commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault. (Ed. Code Sec. 48915(c))

Suspension/expulsion may result in student transfer to an approved alternative education program.

Alternative Education Programs

Program	Attends	Ages	Schedule	Credits	Referred By	Enrolled	Length of Stay
<i>Fernando R. Ledesma</i>	Continuation School	16-18	<ul style="list-style-type: none"> • H.S. Diploma Classes • 15 hrs. Weekly • Modular Scheduling 	<ul style="list-style-type: none"> • Competency Based 	Home School	Fernando R. Ledesma	Graduation or Return to Home School
<i>Opportunity</i>	Fernando R. Ledesma High School	14-15	Minimum 3 hrs. Daily	<ul style="list-style-type: none"> • Competency Based • 30 Credits a Semester 	Home School	Home School	Semester or Remainder of School Year
<i>Independent Study</i>	Alternative Ed. Site or Home School	14-18	<ul style="list-style-type: none"> • 2 hrs. in Class Per Week • 18 hrs. Homework 	<ul style="list-style-type: none"> • Competency Based • Contract Work Completed 	Home School	Home School	6 Months or Semester
<i>Community Day School (CDS)</i>	Alternative Ed. Site	14-18	<ul style="list-style-type: none"> • H. S. Diploma Classes Daily • Parent-Student Contract 	<ul style="list-style-type: none"> • Competency Based 	Home School, Probation or Expulsion	CDS	Depends on Agreement
<i>Concurrent Adult Enrollment</i>	Home School Site or FRLHS Evenings	15-18	<ul style="list-style-type: none"> • Make-up Credits 	<ul style="list-style-type: none"> • 5 Credits Per Contract • 48 hrs. Attendance & Completion of Work 	Home School Counselor	Home School	Not Over One School Year

Alternative Education Programs

1. FERNANDO R. LEDESMA

Fernando R. Ledesma High School is a continuation high school committed to providing its students with an alternative educational program designed to meet the individual needs and academic abilities of students who have not been successful in the program offered on the comprehensive high school campus. Alternative approaches to learning and flexible academic programs are utilized to better serve the special needs of these students. In addition to academics, the school offers extra-curricular activities including student government, co-ed sports, academic decathlon, and dances.

2. OPPORTUNITY

The Opportunity Program is for students ages 14-15 who have experienced difficulties at the comprehensive high schools including: habitually truant, failing grades, insubordination and disorderly conduct, and irregular attendance. Students are assigned to this program with the goals of improving attendance, grades, attitude, and self-esteem. Students are returned to the comprehensive high schools as soon as possible. The Opportunity Program curriculum is based on the district's core curriculum and taught within a self-contained classroom. Coursework is individualized and students work at their own pace. The instructional methodology is a tutorial approach with some group work along with computers and projects to enhance the various subject areas. Students attend school for half of the day five days a week.

3. INDEPENDENT STUDY

The primary purpose of the Independent Study Program is to offer a means of individualizing the educational plan for pupils whose needs may best be met outside the regular classroom setting. Independent Study is optional for students. The curriculum is consistent with the school district's core curriculum. Multiple modes of instruction are utilized including: individual work, labs, oral presentations, discussions, projects, and computer assignments.

4. COMMUNITY DAY SCHOOL

The Community Day School is an alternative educational option for students who have been expelled from local districts or have had behavior problems at their high schools. Some students have previously been incarcerated or are in need of a structured environment. Students attend classes all day every day and follow the same curriculum as the comprehensive high schools. The curriculum follows district guidelines. Two instructors provide instruction in all disciplines. In addition, parents/guardians and students must attend counseling classes, and there is random drug testing for the students.

5. CONCURRENT ENROLLMENT

El Monte Union High School District students, with the permission of their comprehensive high school counselor and the El Monte-Rosemead Adult School counselor or representative, may enter into arrangements for participation in adult education classes (concurrent enrollment) within the El Monte Union High School District. Details regarding this instructional option may be secured from the high school counselor. Students exercising this option must meet the graduation requirement format approved for comprehensive day school students and attend a minimum of 240 minutes a day in regular day classes.

1. Students must be in need of credit to graduate that can be earned through his or her adult education class.
2. Students must have completed a counseling session that involved the pupil, a certificated representative of the high school, and the pupil's parent or guardian. That session must ensure that the student's participation in adult education classes is voluntary and will enhance the pupil's progress towards graduation.
3. Credit will be granted when all adult course requirements such as examinations and assignments are completed with a minimum of 48 hours of attendance.
4. When a course is completed, an official credit slip will be mailed to the day school counselor who signed the permission slip. An unofficial copy will be given to the student.
5. Day students are expected to conduct themselves as adults when attending adult classes. Failure to do so may result in dismissal.

Nondiscrimination Notice

The El Monte Union High School District, as an educational institution that receives or benefits from state financial assistance and enrolls pupils who receive state student financial aid, does not discriminate in any of its policies, procedures, practices, programs or activities on the basis of sex (in compliance with Title IX of the Education Amendments of 1972); race, color, and national origin (in compliance with Title VI of the Civil Rights Act of 1964); mental or physical disability (in compliance with Section 504 of the Rehabilitation Act of 1973); age (in compliance with the Age Discrimination Act of 1975); religion, ethnic group identification, or any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code. This nondiscrimination policy covers admission and access to, and treatment and employment in, the District's programs and activities, including vocational education. If you do not understand this statement in the translations provided, or to inquire regarding the equal opportunity policies or the filing of complaints, or to request a copy of the complaint procedures, contact the district office by calling (626) 444-9005 and asking for assistance from:

The Assistant Superintendent, Educational Services, Title IX Coordinator, or
The Assistant Superintendent, Personnel, Affirmative Action Officer.

The Board shall not tolerate the sexual harassment of any student or employee by any other student or any district employee. Any student or employee who is found guilty of sexual harassment shall be subject to disciplinary action.

The Board encourages students or staff to immediately report incidences of sexual harassment to the principal or designee. The Superintendent or designee shall promptly investigate each complaint of sexual harassment in a way that ensures the privacy and confidentiality for all parties concerned. In no case shall the complainant be required to resolve the complaint directly with the offending person, nor will any form of retaliation be tolerated.

The district recognizes its obligation to provide overall facility and program accessibility throughout the district for disabled persons. To obtain information as to the existence and location of services, activities, and facilities that are accessible to and usable by disabled persons, contact the Section 504 Coordinator, Assistant Superintendent, Educational Services. The district has a uniform complaint procedure for filing of complaints (Board Policy E1312.3 is available at the district office, the high school sites, and on the district website: www.emuhd.org), which is disseminated annually to parents, students and employees. Local community legal assistance agencies are available and can be located in the telephone book under legal services.

Inquiries regarding federal laws and regulations concerning nondiscrimination in education or the district's compliance with those provisions may also be directed to:

Office of Civil Rights, U.S. Department of Education
50 United Plaza, Room 239, San Francisco, California 94102

NOTIFICACION DE NO DISCRIMINACION

El Distrito Unión de Escuelas Secundarias de El Monte, como una institución educacional que recibe o se beneficia de la asistencia financiera estatal y matrícula a alumnos quienes reciben ayuda financiera del estado, no discrimina en ninguna de sus pólizas, procesos, practicas, programas o actividades basadas en el sexo (de acuerdo con la Enmienda Educacional del Título IX de 1972); raza, color y origen nacional (de acuerdo con el Título VI del Acta de los Derechos Civiles de 1964); incapacidad mental o física (de acuerdo con la Acta de Rehabilitación de 1973, Sección 504); edad (de acuerdo con la Acta de 1975 de Discriminación de Edad); religión, identificación de grupo étnico, o de cualquier base que contenga la prohibición de crímenes de odio así asentados en la cláusula (a) de la Sección 422.6 del Código Penal. Esta póliza de no discriminar cubre la admisión y el acceso a, y el trato y el empleo en los programas y actividades del distrito incluyendo la educación vocacional. Si usted no entiende esta declaración en la traducción proveída, o para adquirir información sobre las pólizas de igualdad de oportunidades, para someter quejas, o para adquirir una copia de los procedimientos de quejas, póngase en contacto con la oficina del distrito al número (626) 444-9005 y pida asistencia de:

El Asistente al Superintendente, Servicios Educativos, Coordinador del Título IX o
El Asistente al Superintendente del Personal, Oficina de Acción Alternativa

La Mesa Directiva no tolerará el hostigamiento sexual de ningún estudiante o empleado por ningún otro estudiante o ningún empleado del distrito. Cualquier estudiante o empleado que se le encuentre culpable de hostigamiento sexual será sujeto a acción disciplinaria.

La Mesa Directiva anima a los estudiantes y empleados a denunciar inmediatamente cualquier incidente de hostigamiento sexual al director o a su asignado. El Superintendente o su asignado investigará prontamente cada queja en tal forma que asegure la privacidad y confidencialidad de todas las personas involucradas. En ningún caso la persona que hace la queja se le pedirá resolver la queja directamente con la persona que la ofendió, y ninguna forma de venganza será tolerada.

El distrito reconoce su obligación de proveer localidad y accesibilidad en todo el distrito para personas incapacitadas. Para obtener información de la existencia y localidad de los servicios, y actividades que son accesibles a ellos y utilizados por personas incapacitadas, póngase en contacto con el Coordinador de la Sección 504, Asistente al Superintendente de Servicios Educativos. El distrito tiene un proceso uniforme para asentar una queja (Reglas de la mesa directiva E1312.3 disponible en el distrito, en las escuelas secundarias, o www.emuhdsd.org), la cual es diseminada anualmente a los padres, a los estudiantes y a los empleados. Agencias de asistencia legal en la comunidad son disponibles y pueden ser localizadas en el libro telefónico bajo servicios legales.

Averiguación a cerca de las leyes federales y regulaciones concernientes a el no discriminar en la educación o el cumplimiento del distrito con esas provisiones pueden también ser dirigidas a:

Oficina Civil de Derechos, Departamento de Educación de Estados Unidos
50 United Plaza, Room 239, San Francisco, California 94102

不歧視的通告

El Monte聯合高中學區,一個接受州政府的財政支助及收那些領州政府財政支助的學生的教育機構不因性別(以符合1972年 Title IX 教育修正法) 種族, 色, 原國籍,(以符合1964年 Title VI民權法),精神或生理殘障(以符合1973年 504 條恢復法),年齡(以符合1975年年齡歧視法),宗教,少數民族或包含在刑事律的 422.6章(a)節裡所禁止的任何仇視罪行而在各政策,手續,,作風,章程,活動有所歧視。此不歧視的政策包括入學,進入,治療,工作於學區內包括專業的各章程或活動。如你對這聲明的翻譯仍不明白,或要得知同等機會政策,呈申訴書,或要得到申訴手續說明請聯絡學區 (626)444-9005 及要求得到下列者的幫助:

學區學務副監督, Title IX 主任或
學區人事副監督, 確定行動負責人

學區理事會不容許學區中學生或職員被其他學生或職員性騷擾。任何學生或職員被發現犯性騷擾將被紀律。

學區理事會鼓勵學生或職員立即報告給校長或獲指派的人關於性騷擾。監督或獲指派的人將保秘調查此性騷擾事件。當事人絕對不必向被告人直接解決問題。也不准許報復行動。

學區認為有責任在學區內提供設備,章程給殘障學生。想獲知有關殘障學生的服務,活動,設備請聯絡504條款負責人學區學務副監督。學區有統一申訴手續程序(三號行政指令在學區辦公室或各校都)每年都有分發給家長,學生,及職員。有地方各法律協助事務所可在電話簿見到。

想獲知關於聯邦法律或不歧視的教育規定或學區是否遵從實行可聯絡:

Office of Civil Rights, U.S. Department of Education
50 United Plaza, Room 239, San Francisco, California 94102

Thông Báo Về Việc Không Kỳ Thị

Liên Hiệp Học Khu Trung học El Monte, một cơ quan giáo dục nhận sự tài trợ của tiểu bang hay nhận những học sinh được sự trợ giúp tài chánh của tiểu bang không kỳ thị dựa trên nền tảng phái (để phù hợp Title IX về Luật Tu Chính Giáo Dục năm 1972), sắc tộc, màu da, nguồn gốc quốc tịch (để phù hợp với Title VI của Luật Dân Quyền năm 1964), tàn phế tinh thần hay thể xác (để phù hợp với Khoản 504 của Luật Quyền Tái Phục Hồi năm 1973), tuổi tác (để phù hợp với Luật Kỳ Thị Về Tuổi Tác năm 1975) tôn giáo, dân tộc thiểu số, hay dựa trên nền tảng chứa trong Luật Hình Sự Điều 422.6 Khoản (a) cấm đoán về sự thù hằn trong bất kỳ chính sách, thủ tục làm việc, tác phong, chương trình hay sinh hoạt. Thông Báo Về Việc Không Kỳ Thị này bao gồm việc nhập học, được vào, chữa trị, làm việc trong chương trình và hoạt động học khu gồm cả giáo dục chuyên nghiệp. Nếu quý vị không hiểu về Lời Tường Thuật trong bản dịch này hay quý vị muốn tìm hiểu về chính sách cơ hội ngang nhau, làm đơn khiếu nại, xin bản thủ tục khiếu nại có thể gọi văn phòng học khu (262) 444-9005 hay yêu cầu được giúp đỡ từ:

Phó giám đốc học khu, đặc trách học vụ, chủ nhiệm Title IX hay

Phó giám đốc học khu, đặc trách nhân sự, nhân viên phụ trách Hành Động Xác Định

Ban giám đốc không dung túng việc sách nhiễu tình dục đối với học sinh hay nhân viên bởi bất cứ học sinh hay nhân viên nào trong học khu. Bất cứ học sinh hay nhân viên nào bị phát hiện có tội sách nhiễu tình dục sẽ bị kỷ luật.

Ban giám đốc khuyến khích học sinh hay nhân viên hãy báo cáo lập tức việc sách nhiễu tình dục lên hiệu trưởng hay người được chỉ định. Giám đốc học khu hay người được chỉ định sẽ điều tra mọi vụ sách nhiễu tình dục bằng cách bảo đảm giữ bí mật cho liên can. Không khi nào người khiếu nại phải đương đầu với người bị thưa cũng như không dung túng việc trả thù.

Học khu nhận thấy có bốn phận cung cấp phương tiện và chương trình trong học khu cho người tàn tật. Để nhận được tài liệu về sự tồn tại và địa điểm của sự phục vụ, hoạt động, phương tiện được sử dụng cho người tàn tật, liên lạc với chủ nhiệm Khoản 504, Phó giám đốc đặc trách học vụ. Học khu có thủ tục đơn khiếu nại đồng nhất (Chỉ thị hành chánh số 3 có ở văn phòng học khu và các trường) được phân phát hằng năm cho phụ huynh, học sinh và nhân viên. Các cơ sở phụ giúp luật pháp địa phương cũng có sẵn và có thể tìm thấy trong sổ điện thoại dưới mục phục vụ luật pháp.

Việc tìm hiểu về luật và quy định liên bang liên quan đến việc không kỳ thị trong ngành giáo dục hay những thể lệ áp dụng cho học khu có thể biên thư về:

Office of Civil Rights, U.S. Department of Education
50 United Plaza, Room 239, San Francisco, California 94102



El Monte Union High School District

3537 Johnson Ave. El Monte, CA 91731

Uniform Complaint Procedure

Annual Notice

(Education Code 32289)

To: Parents/guardians, students, employees, district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties

The El Monte Union High School District has primary responsibility for insuring that it complies with state and federal laws and regulations governing educational programs. Formal complaints may be filed regarding alleged acts of discrimination or failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, career technical education and career technical training program, childcare and development programs, child nutrition programs, and special education programs. The district shall investigate and seek to resolve those complaints in accordance with the district's uniform complaint procedures. A complaint may also be filed for noncompliance with the school safety planning requirements of Title IV of the No Child Left Behind Act. The complainant will have the opportunity to provide relevant information. A written report will be given to the complainant within 60 days of receipt of complaint unless the complainant agrees in writing to an extension of the time line. A complainant has the right to appeal the district's decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving the district's decision. The appeal to the CDE must include a copy of the complaint filed with the district, a copy of the district's decision, and the rationale for appealing the district's decision.

Complaints alleging discrimination must be filed within six months from the alleged occurrence or when knowledge was first obtained. Complainants may also pursue civil law remedies available under state or federal discrimination laws, if applicable, or the appeal process available pursuant to Education Code 262.3, allowing the complainant to take a complaint directly to the California Department of Education or pursue remedies before civil courts or other public agencies.

Copies of the district's complaint procedures are available free of charge at the Principal's office and at the district office.

Refer allegations and/or complaints, in written form to the following compliance officers:

Assistant Superintendent Education Services/
Assistant Superintendent Personnel
3537 Johnson Avenue
El Monte, CA 91731
(626) 444-9005



Date Received:

EL MONTE UNION HIGH SCHOOL DISTRICT Uniform Complaint Procedures

The Uniform Complaint Procedures (UCP) may be used for complaints alleging non-compliance and regulations governing educational programs or discrimination. Most parents'/guardians' concerns can be resolved informally with the school principal. If this is not possible, this form may be used to file a formal complaint.

I. Contact Information

NAME: _____
ADDRESS: _____
CITY: _____ STATE _____ ZIP CODE _____
CONTACT PHONE: _____ (please circle one: home, work, cell phone)
Please Check: Parent/Guardian Student District Employee Other _____

II. Complaint

Date: _____

School site of alleged violation: _____

Subject of complaint: Please check all that apply

_____ Discrimination on the basis of (*circle all that apply*): age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color or mental or physical disability

_____ Violation of law or regulation governing the following program(s):

- Adult Education
- Career/Technical Education
- Child Development
- Special Education
- Nutrition Services
- Consolidated Categorical Aid such as:
 - No Child Left Behind
 - Economic Impact Aid
 - Migrant Education Program
 - School Improvement Program
 - Other _____

continued on next page

EL MONTE UNION HIGH SCHOOL DISTRICT

PROHIBITION OF UNLAWFUL HARASSMENT OF STUDENTS

The district is committed to providing an educational environment free of unlawful harassment. The district maintains a strict policy prohibiting harassment of students because of sex, race, color, national origin, ethnicity, religion, age, physical or mental disability, blindness or severely impaired vision, or any other basis protected by federal, state, or local law, ordinance or regulation. All such harassment is unlawful. Irrespective of law, the district believes that all such harassment is offensive. The district's anti-harassment policy applies to all persons involved in the operations of the district and prohibits unlawful harassment by any district student or any employee of the district, including administrators, supervisors, certificated employees, and classified employees. Unlawful harassment in any form, including verbal, physical and visual conduct, threats, demands, and retaliation is prohibited. Violation of this policy by an employee may result in discipline which may include discharge depending on the seriousness of the violation. Violation of this policy by a student or students may result in discipline, which may include suspension or expulsion, depending on the nature and seriousness of the violation. (See Education Code 48900 and 48900.2)

Unlawful harassment because of sex, race, ancestry, physical or mental disability, age, or any other protected basis includes, but is not limited to:

- a. Verbal conduct such as epithets, derogatory comments, slurs or unwanted sexual advances, invitations or comments.
- b. Visual conduct such as derogatory posters, photography, cartoons, drawings or gestures.
- c. Physical conduct such as assault, unwanted touching, blocking normal movement, or interfering with academic performance or progress directed at a student because of sex or race or any other protected basis.
- d. Threats and demands to submit to sexual requests in order to receive a good grade or other benefit or avoid some other loss, and offers of good grades or other benefits in return for sexual favors.
- e. Retaliation for having reported or threatened to report harassment.

Sexual Harassment as Defined in the Education Code

- a. Unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:
 1. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's academic status or progress.
 2. Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.
 3. The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.
 4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Students may have a claim of harassment even if they have not lost an economic benefit. The law prohibits any form of protected-basis harassment which impairs the educational environment or their emotional well-being at school.

If a student thinks he or she is being harassed because of his or her sex, race, ancestry, or other protected basis, the student should use the procedure outlined in this policy to file a complaint and have it investigated.

Students have a right to redress for unlawful harassment. In order to secure this right, provide a complaint, preferably but not necessarily in writing to a staff member, a counselor, the school site principal, or the Assistant Superintendent for Educational Services, El Monte Union High School District, 3537 Johnson Avenue, El Monte, CA 91731, (818) 444-9005, as soon as possible, but at least within six (6) months of the date the alleged harassment occurred or within six (6) months of the date the student first obtained knowledge regarding the alleged harassment. Students' complaints should include the details of the incident or incidents, the names of the individuals involved, and the names of any witnesses. (See Attachment A, Sexual Harassment - Initial Incident Report). The district will immediately undertake an effective, thorough, and objective investigation of the harassment allegations. The investigation will be conducted in a manner that protects the confidentiality of the parties and the facts. This investigation will be completed and determination regarding the alleged harassment will be made and communicated to the student within sixty (60) days after the district receives the complaint.

If the district determines that unlawful harassment has occurred the district will take effective remedial action commensurate with the severity of the offense. Appropriate action will also be taken to deter any future harassment. The district will not retaliate against the student for filing a complaint and will not knowingly permit retaliation by any district employee or another student.

The district encourages all students to report any incidents of harassment forbidden by this policy immediately so that complaints can be resolved quickly and fairly. A complaint may be filed directly with the State Superintendent of Public Instruction in a variety of circumstances. More information on this complaint process may be obtained from the Assistant Superintendent for Educational Services, El Monte Union High School District, 3537 Johnson Avenue, El Monte, CA 91731, (626) 444-9005, or the Superintendent, El Monte Union High School District, 3537 Johnson Avenue, El Monte, CA 91731, (626) 444-9005.

Students should also be aware that the U.S. Office of Civil Rights also investigates complaints of harassment on the basis of sex, race, color, national origin, blindness or severely impaired vision, or other protected basis in educational programs that receive federal financial assistance. If any student thinks he or she has been harassed or retaliated against for resisting or complaining about harassment, the student may file a complaint with the U.S. Office of Civil Rights. Information on beginning this complaint process may be obtained from the Assistant Superintendent for Educational Services, El Monte Union High School District, 3537 Johnson Avenue, El Monte, CA 91731, (626) 444-9005, or by calling the U.S. Office of Civil Rights directly.

Harassment Complaint Procedure

- a. Any individual, public agency or organization may file a written complaint with the designated school official. An investigation of the alleged unlawful discrimination shall be initiated by filing a complaint not later than six months from the date the alleged discrimination occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, unless such time is extended by the Superintendent of Public Instruction. The investigation shall be conducted in a manner that protects confidentiality of the parties and facts. (The complaint form is available from the district office or from any school).
- b. Within sixty (60) days of the receipt of the complaint, the local superintendent or designee shall complete the investigation of the complaint and prepare a written local educational agency decision. This decision shall be in writing and sent to the complainant within sixty (60) days after receiving the complaint. The decision shall contain the findings and disposition of the complaint, including corrective actions if any, the rationale for the disposition, notice of the complainant's right to appeal, and procedures for initiating the appeal.
- c. Any complainant may appeal the local educational agency decision to the Superintendent of Public Instruction by filing a written appeal with the Superintendent of Public Instruction within fifteen (15) days of receiving the local decision. Extensions for filing appeals may be granted in writing for good cause. The complainant must specify the reason for appealing the local decision and shall include a copy of the locally filed complaint and a copy of the local decision.
- d. After the Superintendent of Public Instruction receives an appeal, the local agency shall be notified. The local agency shall forward the following documents to the Superintendent of Public Instruction: the original

complaint, a copy of the Local Educational Agency's decision, a summary of the nature and extent of the investigation conducted by the local agency, a report of any action taken to resolve the complaint, a copy of the local agency's complaint procedures, and such other relevant information as the Superintendent of Public Instruction may require.

- e. If a complaint is erroneously sent to the Superintendent of Public Instruction before the local superintendent or designee has investigated the complaint, the Superintendent of Public Instruction will refer the complaint to the local designee. There are some circumstances, however, when filing a complaint with the Superintendent of Public Instruction is appropriate before a local investigation has taken place. These circumstances include, but are not limited to, when the complainant requests anonymity and presents clear and convincing evidence that he or she would be in danger of retaliation if the complaint were filed locally or has been retaliated against because of past or present complaints, the complainant alleges facts that indicate that he or she will suffer an immediate loss of some benefit such as employment or education if the Department of Education does not intervene, the local agency refuses to respond to the Superintendent of Public Instruction's request for information regarding the complaint, no action has been taken by the local designee within sixty (60) calendar days of the date the complaint was filed locally, and in several situations relating to special education.

Suggested Course of Study for High School Graduation

The course of study outlined on this page indicates the specific required subjects offered at each grade level. Each student has the opportunity to supplement these requirements with appropriate electives from the various departmental offerings. These electives should be selected carefully in keeping with a student's post-graduate educational and vocational plans.

Students are required to enroll in at least five (5) subjects each semester. Credits toward graduation are earned at the rate of five (5) per semester for each course completed with a passing grade. A total of 220 credits are required for graduation.

9th Grade (Freshman)

English I
Math* (see note #1)
Science*
Physical Education
Fine Arts or Foreign Language*
Elective

10th Grade (Sophomore)

English 2
World History
Physical Education
Health (plus a one-semester elective) (9th or 10th grade)
Mathematics (see note #1)
Elective

11th Grade (Junior)

English 3
United States History
Mathematics (2 years math required – 20 units)
(See note #1)
Science
Elective or Career/Vocational Education
Elective

12th Grade (Senior)

U. S. Government/Economics
English 4
Elective
Elective
Elective
Elective

*Math, fine arts or foreign language, and science may be taken at any grade level, but are recommended as ninth grade subjects.

Note #1 - Algebra is required for all students. (This requirement can be satisfied in 7th or 8th grade).

Graduation Requirements

The high school graduation requirements represent a combination of courses prescribed by the State of California and by the Board of Trustees of the El Monte Union High School District.

A student must also pass both sections, Mathematics and English Language Arts (ELA), of the California High School Exit Exam (CAHSEE).

2009-10 Budget Act Revising the CAHSEE Requirement for Students with Disabilities

Pursuant to Assembly Bill 2 of the 2009-10 Fourth Extraordinary Session (ABX4 2) (Chapter 2, Statutes of 2009), which enacted California *Education Code* Section 60852.3, commencing with the 2009-10 school year, an eligible pupil with a disability is not required to pass the CAHSEE as a condition of receiving a diploma of graduation or as a condition of graduation from high school. Pupils with disabilities will continue to take the CAHSEE in grade ten for purposes of fulfilling the requirements of the federal No Child Left Behind Act of 2001. This exemption shall last until the State Board of Education either implements an alternative means for students with disabilities to demonstrate achievement in the standards measured by the CAHSEE or determines that an alternative means assessment to the CAHSEE is not feasible.

Section 60852.3 of California *Education Code* can be accessed on the [Official California Legislative Information Web page](#) (Outside Source).

Graduation Requirements

(10 credits per course per year; 5 credits per course per semester)

English*	40
Science (Biological and Physical)**	20
Health	5
Mathematics***	20
World History & Geography	10
U. S. History	10
Economics/US.Government	10
Physical Education	20
Fine Arts or Foreign Language	10
Computer Studies	5
Career Technical Education	10
	<hr/>
	Sub-total
	160
Elective Subjects	60
	<hr/>
Total credits required for graduation	220

*English taken in another country where it is considered a foreign language will be used for elective credit--not English graduation requirement credit.

**All students must complete, at a minimum, two semesters of physical science and two semesters of life science.

***All students must complete Algebra (may be satisfied in 7th or 8th grade).

Students must pass both the Math and English sections of the California High School Exit Exam with the following exception:

2009-10 Budget Act Revising the CAHSEE Requirement for Students with Disabilities

Pursuant to Assembly Bill 2 of the 2009-10 Fourth Extraordinary Session (ABX4 2) (Chapter 2, Statutes of 2009), which enacted California *Education Code* Section 60852.3, commencing with the 2009-10 school year, an eligible pupil with a disability is not required to pass the CAHSEE as a condition of receiving a diploma of graduation or as a condition of graduation from high school. Pupils with disabilities will continue to take the CAHSEE in grade ten for purposes of fulfilling the requirements of the federal No Child Left Behind Act of 2001. This exemption shall last until the State Board of Education either implements an alternative means for students with disabilities to demonstrate achievement in the standards measured by the CAHSEE or determines that an alternative means assessment to the CAHSEE is not feasible.

Section 60852.3 of California *Education Code* can be accessed on the [Official California Legislative Information Web page](#) (Outside Source).

NOTES:

- (1) Students must complete all requirements and 220 credits.
- (2) Students are required to enroll in five (5) classes per semester with the exception of South El Monte (SEM) and Mountain View (MV), which requires six (6) classes per semester. A sixth class is optional but is highly recommended for all students. At SEM and MV a 7th class is optional but is highly recommended for all students.
- (3) Students must pass both parts (Math and English) of the California High School Exit Exam with the exemption stated on page 26.
- (4) Summer School may not be offered because of financial difficulties.
- (5) Students must also take ten (10) units of Career/Vocational Education and a course to fulfill the Computer Studies requirement.
- (6) Students must pass Algebra 1.
- (7) All students must complete, at a minimum, two semesters of life science and two semesters of physical science.
- (8) The 20 math credits required for graduation must include at least 10 credits in Algebra 1 (or equivalent) or a higher-level math class.
- (9) The various curricula established shall be based upon the educational needs, interest, and capacities of the pupils of the district. The Governing Board expects students to progress through each grade within one school year. To accomplish this expectation, instruction should accommodate the varying interests and growth patterns of individual students and, when needed, includes strategies for addressing academic deficiencies. When a student is identified as being at-risk of becoming credit deficient, the Principal or designee shall so notify the student's parent/guardians as early as practicable in the school year.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement. Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits. By graduation the student must also meet the minimum proficiency requirements set by the Board and the State of California. Beginning with the class of 2001 and thereafter, all grade level privileges will be based solely on the grade level of the student. This standing will be determined at the end of Summer School for all class privileges. However, class standing for fall registration priority will be determined after the spring grades are issued.

Designation for actual grade level (determined by credits earned):

- 9th grade - up to 49 credits having successfully completed all core requirements*
- 10th grade - 50 to 99 credits having successfully completed all core requirements*
- 11th grade - 100 to 159 credits having successfully completed all core requirements*
- 12th grade - 160 to 220 credits having successfully completed all core requirements*

* Core requirements are defined as those classes required for graduation by grade level in the subject areas of English, mathematics, science and social science, in which the student had officially enrolled.

High School Fine Arts Requirement

The following classes meet the fine arts requirement of Senate Bill 813 for high school graduation. One year of fine arts or foreign language is required.

Department and Course	AHS	EMHS	MVHS	RHS	SEMHS	FRLHS
ART DEPARTMENT						
Art 1,2,3,4 (including bilingual and sheltered)	X	X	X	X	X	X
Art Appreciation					X	
Ceramics 1,2,3,4 (including bilingual and sheltered)		X	X	X		X
ENGLISH DEPARTMENT						
Drama 1,2,3,4 (Performing Arts Dept. at AHS and MVHS)	X	X	X	X	X	
Speech	X					
FOREIGN LANGUAGE DEPARTMENT						
Chinese 1,2,3	X	X	X	X	X	
Chinese Language and Culture AP		X		X		
French 1,2,3,4 (French Language AP)	X	X	X			
Spanish 1,2,3	X	X	X	X	X	
Spanish Language AP, Spanish Literature AP	X	X	X	X	X	
Spanish 1X	X	X	X	X	X	
Spanish 2X	X	X	X	X	X	
INDUSTRIAL ARTS/ TECHNOLOGY						
Digital Video Production and Graphic Design 1,2,3,4		X	X			
Graphic Arts 1,2,3,4	X		X	X		
MUSIC DEPARTMENT/PERFORMING ARTS DEPARTMENT						
A'Cappella	X	X	X	X		
Advanced Guitar (including bilingual)		X		X		
Aeolian Choir	X	X	X			
Beginning Instruments		X		X		
Chamber Choir	X		X		X	
Chamber Jazz Ensemble	X			X	X	
Glee	X	X	X	X		
Guitar		X	X	X		
Music Theory AP	X			X		
Music Appreciation (including sheltered)	X		X	X	X	
Percussion Techniques			X		X	
Piano 1,2,3,4		X	X	X	X	
Senior Band	X	X	X	X	X	
Stage Band	X		X		X	
String Orchestra		X		X		
Treble Choir	X	X		X		
PHYSICAL EDUCATION DEPARTMENT						
Dance 2 (Performing Arts Dept. at AHS)				X		
SPECIALS						
Stagecraft Technology: Costumes for the Stage (ROP)					X	
Stagecraft Technology: Special Effects Makeup (ROP)	X	X	X	X	X	X
Stagecraft Technology: Stage Design Levels 1 & 2 (ROP)					X	
Stagecraft Technology: Stage Lighting Levels 1 & 2 (ROP)					X	
Stagecraft Technology: Stage Productions (ROP)	X	X	X	X	X	X
Yearbook Production	X	X	X	X	X	X

Summer School

Summer School is subject to funding. Registration for Summer School is done during the spring and all classes offered are subject to change and/or cancellation. The dates for Summer School are subject to change. It is anticipated that the following courses will be offered during the 2011 summer session depending upon the availability of funds and staff. Most courses are offered for students needing to make-up lost credits.

Potential 2011 Summer School Course Offerings

Department and Course	AHS	EMHS	MVHS	RHS	SEMHS
BUSINESS DEPARTMENT					
Business Tech Core	X	X	X	X	X
ENGLISH DEPARTMENT					
ELD Workshop 1,2,3	X	X	X	X	X
Transitional English	X	X	X	X	X
CAHSEE Preparation – English	X	X	X	X	X
English 1	X	X	X	X	X
English 2	X	X	X	X	X
English 3	X	X	X	X	X
English 4	X	X			
HEALTH DEPARTMENT					
Health	X	X	X	X	X
MATH DEPARTMENT					
CAHSEE Preparation – Math	X	X	X	X	X
Algebra 1A	X	X	X	X	X
Algebra 1	X	X	X	X	X
Pre Calculus/Trigonometry	X	X	X	X	X
Geometry makeup only	X		X		X
SCIENCE DEPARTMENT					
Introduction to Physical Science	X	X	X	X	X
Introduction to Biology	X	X	X	X	X
Introduction to Physical Science Accelerated	X				
Physical Science					X
Biology			X		
SOCIAL SCIENCE DEPARTMENT					
World History	X	X	X	X	X
U.S. History	X	X	X	X	X
U.S. Government	X	X	X	X	X
Economics	X	X	X	X	X
OTHER DEPARTMENTS					
Advanced Curricular Training (ACT)		X	X		

◆ ROP Complete Listing of Classes Offered ◆
(This list includes ROP classes that may be offered during Summer School.)

1. Administration of Justice 1-2
2. Administrative Assistant CC*
3. Banking Occupations CC*
4. Building Construction
5. Business Management/Entrepreneurship (P)
6. Business Information Technology
7. Certified Nursing Assistant CC*
8. Child Care Occupations 1-3
9. Computer Aided Drafting (CAD) and Design 1-3
10. Crime Scene Occupations: Introduction To Forensics 1-3
11. Criminal Law 1-2
12. Desktop Publishing
13. Fashion Merchandising CC*/CVE**
14. Fitness Occupations 1-2
15. Floristry CC*/CVE**
16. Food Service Management CC*/CVE**
17. Law Enforcement—Field Operations 1-5
18. Marketing
19. Media Design and Development (P)
20. Medical Assistant: Back Office CC*
21. Medical Billing & Coding Specialist (CC* optional)
22. Microsoft Office Specialist 1
23. Office Occupations CC*
24. Office Occupations CVE**
25. Professional Actor
26. Retail Marketing CC*/CVE**
27. Silkscreen Occupations 1-4
28. Stagecraft Technology: Costumes for the Stage
29. Stagecraft Technology: Entertainment Design (Honors)
30. Stagecraft Technology: Lighting & Sound
31. Stagecraft Technology: Special Effects Makeup
32. Stagecraft Technology: Stage Design 1-2
33. Stagecraft Technology: Stage Lighting 1-2
34. Stagecraft Technology: Stage Productions
35. Stagecraft Technology: Technical Production 1-3
36. Woodworking Occupations

IMPORTANT

- 1) The ROP classes listed in the column to the left are available at hosting district schools throughout the school year to district high school students who are at least 15-year-old sophomores.

- 2) See your school’s ROP Technician or ROP Counselor in your Career Center to discover which ROP classes will fit into your unique schedule and meet your personal interests and needs.

.....
 *CC = Community Classroom
 (non-paid on-the-job training)

**CVE = Cooperative Vocational
 Education (paid on-the-job training)

University and College Entrance Requirements

Community College

In order to enroll in community college, either a high school diploma or 18 years of age is required.

Entrance exams are no longer required, but math and English placement tests are usually required.

Applicants must:

1. File an application with the Office of Admissions and Records. The deadlines for filing new applications may be obtained by calling the community college or from the counselor.
2. Have a transcript of high school record sent directly to the Office of Admissions and Records. Transcripts are not accepted from the students. All transcripts become the property of the college.
3. Fulfill residency requirements.

NOTE: A student wishing to take college level classes at Rio Hondo College or Pasadena City College while attending El Monte Union High School District schools should see his/her counselor for details.

Pasadena City College

On behalf of our entire faculty and staff, I warmly invite you to Pasadena City College. Here you will encounter a patient, nurturing faculty and staff who stand ready to help you turn your dreams into reality.

Enrolling at PCC will make you a part of a long, 86-year tradition of excellence. Since 1924, the good people of Pasadena City College have dedicated themselves to student success while educating more than a million students. Indeed, the roll call of PCC alumni reads like a "Who's Who" of American success stories, including the pioneering Jackie Robinson who helped change the course of American history.

Pasadena City College offers outstanding educational opportunities, whether your goal is to transfer to a four year institution or acquire vocational training to enter a competitive workforce. Additionally, with the permission of your parents and your school, you may earn college credits while still attending high school. Take the first step in becoming a proud PCC alumnus by calling the numbers listed below for complete information on registration, financial aid, assessment, and classes or contact us online at www.pasadena.edu.

I look forward to meeting you on campus.

Dr. Mark Rocha
Superintendent/President

Enroll today!
Call us for details:

Admissions.....(626) 585-7395
Counseling.....(626) 585-7251
Financial Aid.....(626) 585-7401
EOP&S.....(626) 585-7439
Assessment Center.....(626) 585-7272

Ext. 33

Rio Hondo College

Rio Hondo College is a two-year public community college conveniently located near the junction of the Pomona (60) and San Gabriel River (605) freeways. Founded in the early 1960's, the college has served nearly 1 million students.

The campus is located on a hillside in Whittier with panoramic views of the San Gabriel Valley/Los Angeles area, and is noted for outstanding transfer courses, state-of-the-art career training courses, and for its caring and skilled faculty and staff. There is a full range of campus clubs and student government, too, as well as 16 intercollegiate athletic teams and a wide array of opportunities in the performing arts.

With the permission of your school and your parents, you can enrich your education by taking Rio Hondo College courses while still in high school, and the fees are waived if you not yet graduated from high school. Graduating high school seniors will find that compared to four-year institutions, the current tuition of \$20 per unit for California residents, plus some minor additional costs, such as parking, books, and Student Representation Fee, makes Rio Hondo an inexpensive choice for higher education and career success. In addition, full-time (12 units or more) students qualify for a "Go Rio" transit pass.

For full information on enrollment, financial aid, assessment testing, and class scheduling, contact the college at the following numbers or online at www.riohondo.edu.

Counseling Department..... (562) 908-3410
Admissions..... (562) 908-3415
Financial Aid..... (562) 908-3411
EOP&S..... (562) 908-3423

We hope that you will take advantage of the world of opportunities waiting for you at Rio Hondo College.

Ted Martinez, Jr., Ph.D.
Superintendent / President

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Other local community colleges

- Citrus Community College
1000 W. Foothill Blvd.
Glendora, CA 91741-1899
(626) 963-0323

- Mount San Antonio Community College
1100 N. Grand Ave
Walnut, CA 91789
(909) 594-5611

- East Los Angeles College
1301 Avenida Cesar Chavez
Monterey Park, CA 91754
(213) 265-8650

UC Freshman Admission Requirements

If you're interested in entering the University of California as a freshman in the fall of 2012 — or any time after that — you'll have to satisfy these new admission requirements:

- Complete a minimum of 15 college-preparatory courses ("a-g" courses), with at least 11 finished prior to your senior year.
- Earn a grade point average (GPA) of 3.0 or better in these courses with no grade lower than a C.
- Take the ACT With Writing or the SAT Reasoning Test by December of your senior year. You won't have to take SAT Subject Tests for fall 2012 admission; however, you are encouraged to submit scores if you want to:
 - demonstrate your mastery of a particular subject
 - apply for a competitive major and your preferred campus recommends certain subject tests
 - use subject tests to satisfy the "a-g" requirements listed above

California students are guaranteed admission (you will be offered admission to a UC campus; however, it does not guarantee acceptance to your campus of choice) if:

1. Eligibility in the Statewide Context: Students must rank in the top 9 percent of California high school students.
2. Eligibility in the Local Context (ELC): Students must rank in the top 9 percent of their graduating class at a participating California high school. This is on the basis of GPA in UC-approved coursework completed in the 10th and 11th grades.

To be considered for ELC, you must complete the following specific courses prior to your senior year:

- | | |
|---------------------------------|-----------|
| a. History/social science | 1 year |
| b. English | 2 years |
| c. Mathematics | 2 years |
| d. Laboratory Sciences | 1 year |
| e. Language other than English | 1 year |
| f. College-preparatory elective | 4 courses |

Scholarship Requirement:

The Scholarship requirement defines the grade point average (GPA) students must attain in the "a-g" subjects to be eligible for admission to the University.

If a student's "a-g" GPA is 3.0 or higher, and the student achieves the test score total indicated in the Eligibility Index, the student has met the minimum scholarship requirement for admission to the University.

The University calculates the "a-g" GPA by assigning point values to the grades students earn, totaling the points, and dividing the total by the number of "a-g" course units. Points are assigned as follows: A=4 points, B=3 points, C=2 points, D=1 point, and F=0 points. Only the grades students earn in the "a-g" subjects taken in grades 10 and 11 are used to calculate the GPA.

The University assigns extra points for up to eight units (a unit refers to one year of study in high school) of certified Honors level and Advanced Placement courses taken in the last three years of high school: A=5 points, B=4 points, and C=3 points. Grades of D earned in Honors and AP courses are not assigned extra points. No more than two units of certified Honors level courses taken in grade 10 may be assigned extra points.

D and F Grades: If a student earns a D or F in an "a-g" course, the course must be repeated with a grade of C or better in order to apply it toward the subject requirement. The original D or F grade will not be included in the GPA calculation, and the new grade will be used. If a course is repeated in which a grade of C was initially earned, the second grade will not be used.

The websites for further details are:

www.universityofcalifornia.edu/admissions/
www.ucop.edu/pathways or
www.ucop.edu/doorways/guide

UNIVERSITY OF CALIFORNIA A-G REQUIREMENTS

CALIFORNIA STATE UNIVERSITY A-G REQUIREMENTS

Grade	Semester	7th or 8th		9th		10th		11th		12th	
		1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd
a-f Subject Requirements											
a. HISTORY/SOCIAL SCIENCE--(2 years required) Two years of history/social science, including one year of world history, cultures and geography; and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.											
b. ENGLISH (4 years required) Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.											
c. MATHEMATICS (3 yrs required-4 recommended) Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own math courses.											
d. LABORATORY SCIENCE--(2 yrs required-3 recommended) Two years of laboratory science providing fundamental knowledge in at least two of these three foundational subjects: biology, chemistry and physics. Advanced laboratory science classes that have biology, chemistry or physics as prerequisites and offer substantial additional material may be used to fulfill this requirement, as may the final two years of an approved three-year integrated science program that provides rigorous coverage of at least two of the three foundational subjects.											
e. FOREIGN LANGUAGE--(2 yrs of same language required-3 recommended) Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. Courses in languages other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses.											
f. VISUAL AND PERFORMING ARTS - (1 year required) A single yearlong approved arts course from a single VPA discipline: dance, drama/theater, music or visual art.											
g. COLLEGE PREPARATORY ELECTIVES (1 year required) One year (two semesters), in addition to those required in "a-f" above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the "e" requirement or two years of another language).											

Grades earned in required academic courses taken in the 9th grade or earlier will not be used in calculating the grade-point average for admission.

The University of California is one of the world's largest and most renowned centers of higher education. The University recognizes and values the intellectual and cultural contributions that result from a diverse student population. It seeks a heterogeneous environment which reflects the rich diversity of the State of California. Without this diversity, the University would lose a great deal of its intellectual vitality, and the quality of its educational experience would be diminished.

The University recognizes its responsibility to develop leadership among low-income and minority groups and has, therefore, established programs which identify promising low-income and underrepresented minority students, and encourages and supports their attendance at the University's campuses. The Educational Opportunity Program (EOP) and Student Affirmative Action (SAA) Program are instrumental in encouraging minority student enrollment at the University.

CALIFORNIA STATE UNIVERSITY SYSTEM

Freshman Admission Requirements

To establish eligibility for admission as a first-time freshman, an applicant is required to: (1) be a high school graduate; (2) have completed, with grades of C or better, each of the courses in the comprehensive pattern of college preparatory subject requirements; and (3) have a qualifiable eligibility index.

College Preparatory Pattern

First-time freshman applicants are required to have completed, with a grade of C or better in each course, the 15-unit comprehensive pattern of college preparatory study. A unit is equal to one year of study in high school.

- | | |
|--|---------|
| a. U.S. history or U.S. history and government | 2 years |
| b. English | 4 years |
| c. Mathematics (algebra, geometry, intermediate algebra, pre calculus) | 3 years |
| d. Science with laboratory (biology, chemistry, physics or one physical/one life science) | 2 years |
| e. Foreign language (subject to waiver for applicants demonstrating equivalent competence) | 2 years |
| f. Visual and performing arts (art, dance, drama/theater, or music). Must be UC approved. | 1 year |
| g. College preparatory electives (English, advanced mathematics, social science, history, laboratory science, foreign language, visual and performing arts, and agriculture) | 1 year |

For the purpose of satisfying CSU's college preparatory course requirements, CSU accepts all high school courses identified by the University of California as meeting "a-g" requirements. CSU also accepts courses in the visual and performing arts and in agriculture if accepted by the University of California.

Key - A-1 = Class is taught at Arroyo High School, 1 semester in length
 Key - A-2 = Class is taught at Arroyo High School, 2 semesters in length
 Key - A-1-2 = Class is taught at Arroyo High School, 1 or 2 semesters in length
 Key - (P) = Class meets University of California entrance requirements

ART DEPARTMENT

AHS	EMHS	MVHS	RHS	SEMHS	CLASS DESCRIPTION
A-2	EM-2	MV-2	R-2	SEM-2	<p>1. ART 1 (P) (Any grade level eligible) Prerequisite(s): None This course is designed to provide the beginning art student with an understanding and an appreciation of traditional and contemporary art forms. The course will emphasize the basic Elements of Art and Principles of Design while addressing the five California Visual and Performing Arts Standards: 1) <i>Artistic Perception</i>, 2) <i>Creative Expression</i>, 3) <i>Historical and Cultural Context</i>, 4) <i>Aesthetic Valuing</i> and 5) <i>Connections, Relationships and Application</i>. The students will be introduced to artistic experiences utilizing a variety of media and techniques. Historical aspects and an appreciation of the arts are incorporated into each area of study. Taught at FRLHS.</p>
A-2		MV-2			<p>2. ART 1 (P) SHELTERED Prerequisite(s): Student must be an English Learner The section(s) of sheltered art will meet the same objectives listed for Art 1. SDAIE strategies will be used.</p>
A-2	EM-2	MV-2	R-2	SEM-2	<p>3. ART 2 (P) Prerequisite(s): Art 1 P or teacher recommendation. This course is designed to provide the continuing art student with an understanding and an appreciation of traditional and contemporary art forms. The course will emphasize the basic Elements of Art and Principles of Design while addressing the five California Visual and Performing Arts Standards: 1) <i>Artistic Perception</i>, 2) <i>Creative Expression</i>, 3) <i>Historical and Cultural Context</i>, 4) <i>Aesthetic Valuing</i> and 5) <i>Connections, Relationships and Application</i>. The students will continue to develop their artistic experiences utilizing a variety of media and techniques. Historical aspects and an appreciation of the arts are incorporated into each area of study. Taught at FRLHS.</p>
A-2	EM-2	MV-2	R-2	SEM-2	<p>4. ART 3 (P) Prerequisite(s): Art 2 P or teacher recommendation This course is designed to provide the continuing art student with an even deeper understanding and an appreciation of traditional and contemporary art forms. The course will emphasize the basic Elements of Art and Principles of Design while addressing the five California Visual and Performing Arts Standards: 1) <i>Artistic Perception</i>, 2) <i>Creative Expression</i>, 3) <i>Historical and Cultural Context</i>, 4) <i>Aesthetic Valuing</i> and 5) <i>Connections, Relationships and Application</i>. The students will continue to be introduced to new artistic experiences as well as utilizing their artistic repertoire. Historical aspects and an appreciation of the arts are incorporated into each area of study.</p>
A-2	EM-2	MV-2	R-2	SEM-2	<p>5. ART 4 (P) Prerequisite(s): Art 3 P or teacher recommendation This course is designed to provide the continuing art student with an advanced understanding and a more complex appreciation of traditional and contemporary art forms. The course will continue to emphasize the basic Elements of Art and Principles of Design while addressing the five California Visual and Performing Arts Standards: 1) <i>Artistic Perception</i>, 2) <i>Creative Expression</i>, 3) <i>Historical and Cultural Context</i>, 4) <i>Aesthetic Valuing</i> and 5) <i>Connections, Relationships and Application</i>. The students will be challenged to produce art utilizing a more creative use of media and techniques. Historical aspects and an appreciation of the arts are incorporated into each area of study.</p>

AHS	EMHS	MVHS	RHS	SEMHS
				SEM-1
			R-2	
			R-2	
	EM-2	MV-2	R-2	
			R-2	
A-2				

CLASS DESCRIPTION

- 6. ART APPRECIATION (P)**
 Prerequisite(s): None
 This course is a one-year course in the fundamentals of art. This course emphasizes the necessary skills to provide the student with a perceptual base leading to understanding artistic perception, creative expression, art history, historical and cultural context(s), aesthetic valuing and connections, relations, and applications of the Visual Arts. This course will focus on the Elements of art, the Principles of design, and the history of art. Emphasis will be on learning to use a variety of mediums, tools, techniques, technology, and materials. The course will follow a chronological approach to the study of art history. Selected historical or cultural contexts will be examined with attention to analysis, interpretation, and judgment of artworks. Artwork to be analyzed will include art from each cultural/historical period as well as student produced artworks. Pencil, pen, charcoal, pastel, marker, watercolor, tempera, and acrylic paints will be used in this course. Taught at FRLHS.
- 7. ART IN ADVERTISEMENT (P – pending College Board approval)**
 Prerequisite(s): Must be a Restaurant Management Academy Student at Rosemead High School. At other sites must have completed Art 1P and Art 2P successfully with teacher recommendation.
 Art in Advertisement is an integrated approach to marketing communications that is backed by solid strategic thinking with use of fine arts. The class is designed to show you how to use creative and professional skills to get the best advertising for a business. Art principle and elements of design are imbedded into the curriculum.
- 8. CERAMICS 1 (P)**
 Prerequisite(s): None. A materials fee may be requested.
 A class in which the student makes objects of clay using various techniques. Classes advance in skill level and technique according to the course level.
- 9. CERAMICS 1-4 (P)**
 Prerequisite(s): A grade of "B" in Ceramics 1 or better is required to enter Ceramics 2, 3 or 4. A materials fee may be requested.
 A class in which the student makes objects of clay using various techniques. Classes advance in skill level and technique according to the course level.
- 10. CERAMICS 2**
 Prerequisite(s): A grade of "B" in Ceramics 1 or better is required. A materials fee may be requested.
 A class in which the student makes objects of clay using various techniques. Classes advance in skill level and technique according to the course level.
- 11. COMMERCIAL ART**
 Prerequisite: Grade of "C" or better in Art 1 or instructor's approval
 This is an introductory course in commercial art skills, including the terminology, tools, equipment, and materials commonly used in lettering, layout, design, composition, illustration and production of posters, advertisements, brochures, packaging materials, and various other applications of commercial art. Students will gain a general knowledge of the development and use of graphic design elements as a persuasive communication vehicle, reviewing the principles of good design presented in Art 1. The student will demonstrate an understanding of these areas by the integration of type and design in the production of commercial art projects over the duration of the year. Taught at FRLHS.

CLASS DESCRIPTION

AHS	EMHS	MVHS	RHS	SEMHS
			R-2	
A-2	EM-2	MV-2	R-2	SEM-2
A-1-2	EM-2	MV-1-2		SEM-1-2

12. STUDIO ART 2D DESIGN AP (P)

Prerequisite(s): Grade of "A" in Art 1 and instructor's approval

This portfolio is intended to address two-dimensional (2-D) design issues. Design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. For this portfolio, students are asked to demonstrate mastery of 2-D design through any two-dimensional medium or process, including, but not limited to: graphic design, digital imaging, photography, collage, fabric design, illustration, painting, and printmaking.

13. YEARBOOK PRODUCTION

Prerequisite(s): "C" grade average and instructor's permission

This course is concerned with the planning of the school yearbook.

There is practical experience in planning layouts, design, organization and photography. Leadership experience is gained in the positions of managing editor, layout editor, copy editor and section leaders. At AHS and MVHS appointments are made through interview and experience on staff. At EMHS, MVHS, RHS, and SEM, Yearbook Production is in the English Department. At AHS Yearbook Production is in the Art Department. Taught at FRLHS.

14. LAB ASSISTANT – ART

Prerequisite(s): Open only to 10th, 11th and 12th grade students (11th and 12th grade students at MVHS) with permission of department head. Enrollment closes two weeks after semester begins.

Assist instructor with clerical work. Help prepare art materials. Check art tools and equipment for class use. Available at FRLHS.

BUSINESS EDUCATION DEPARTMENT

An agreement has been reached between the El Monte Union High School District and Rio Hondo Community College. Students who successfully complete the EMUHSD courses listed below can then move on to the next course in sequence at Rio Hondo. Refer to the Regional Occupational Program (ROP) section on page 78 for additional course offerings.

School/District Name	Course Title	Grade Requirement	RHC Course Number	RHC Course Title	Units
El Monte Union High School District					
Arroyo High School	Business Tech Core (formerly Computer Concepts)	B or Higher	CIT 103	Introduction to Microsoft Word	1.5
Arroyo High School	Business Tech Core (formerly Computer Concepts)	B or Higher	CIT 107	Introduction to Microsoft Excel	1.5
El Monte High School	Accounting 1	B or Higher	ACCT 090	Introduction to Accounting	3
El Monte High School	Accounting 1	C or Higher	ACCT 101	Financial Accounting	4
El Monte High School	Business Information Technology (formerly Computer Applications)	B or Higher	CIT 102	Introduction to Microsoft Office	3
El Monte High School	Business Tech Core (formerly Computer Concepts)	B or Higher	CIT 103 & CIT 107	Introduction to Microsoft Word	1.5
El Monte High School	Business Tech Core (formerly Computer Concepts)	B or Higher	CIT 107 & CIT 103	Introduction to Microsoft Excel	1.5
El Monte-Rosemead Adult	Accounting 1	B or Higher	ACCT 090	Introduction to Accounting	3
El Monte-Rosemead Adult	Accounting 2	C or Higher	ACCT 101	Financial Accounting	3
FRL High School (previously Valle Lindo)	Business Tech Core (formerly Computer Concepts)	B or Higher	CIT 102	Introduction to Microsoft Office	3.0
FRL High School (previously Valle Lindo)	Business Information Technology ROP (formerly Keyboarding ROP)	B or Higher	CIT 100A	Keyboarding	1
South El Monte High	Accounting 1	B or Higher	ACCT 090	Introduction to Accounting	3
South El Monte High	Business Information Technology (formerly Computer Applications)	B or Higher	CIT 102	Introduction to Microsoft Office	3
South El Monte High	Business Tech Core (formerly Computer Concepts)	B or Higher	CIT 103	Introduction to Microsoft Word	1.5

AHS	EMHS	MVHS	RHS	SEMHS
	EM-2		R-2	SEM-2
	EM-2		R-2	SEM-2
A-1	EM-2			SEM-1
A-1	EM-1	MV-1	R-1	SEM-1
A-2	EM-2			

CLASS DESCRIPTION

- 1. ACCOUNTING 1**
Prerequisite(s): Business Technology Core or Business Information Technology
In this course, the student learns the basic fundamentals of accounting as applied to business and personal records. Through the process of learning about the accounting cycle, the students get experience in recording and posting business transactions, the preparation of work sheets, profit and loss statements and balance sheets. A basic understanding of accounting is most helpful for personal use or to any person planning a business career. The students will have experiences in computerized accounting at EMHS, RHS and SEM.
- 2. ACCOUNTING 2**
Prerequisite(s): A grade of "C" or better in Accounting 1
This course deals with more advanced accounting situations met in business. The student will make advanced applications of fundamentals of journalizing, posting, and making reports and records. The uses of automated equipment will be studied. The student who plans to continue the study of accounting in college should take this course. Students will use computers to solve business problems in accounting at EMHS, RHS and SEMHS.
- 3. BUSINESS INFORMATION TECHNOLOGY 1 or 2**
Prerequisite(s): Business Tech Core with a "C" or better OR an equivalent course with teacher's approval
Business Information Technology (formerly Computer Applications) is a semester or year course designed to reinforce keyboarding and application software skills. Students will be introduced to the various types of microcomputer applications such as advanced features of Microsoft Word, spreadsheet basics, and advanced features for Microsoft Excel, graphics, database, and presentations using Microsoft PowerPoint. Through the information processing concepts presented in this class, students will learn how to gather, create, and analyze data for a rapidly changing technological and global society. Students are expected to perform multiple tasks required to process data effectively and produce usable information in support of management for a business in a global society.
- 4. BUSINESS TECHNOLOGY CORE**
Prerequisite(s): None
Business Technology Core is the foundation course for all business sequences. It is the introductory course for all business pathways. The course emphasizes business communication, basic economic concepts, basic financial concepts, functions of business, business technology, career preparation, and job acquisition. Business Technology Core provides students with a foundation of business skills and knowledge necessary to pursue a major in business at postsecondary institutions. It will also prepare students for entry-level employment upon high school graduation. The class reinforces academic concepts through real-life applications in the business environment. As part of the course, students will be introduced to various types of business software such as word processing, and spreadsheet. Business Technology Core encompasses computer literacy and keyboarding.
- 5. DESKTOP PUBLISHING 1, 2, 3**
Prerequisite(s): Business Technology Core or Business Information Technology
Desktop Publishing is the integration of text and graphics using graphic design and electronic page assembly software with a computer-based system to produce professional-quality documents. Such documents may include newsletters, brochures, forms, flyers, reports, schedules, advertisements, magazines, books, newspapers, letters, memos, and other correspondence. One major benefit that desktop publishing will offer the student is the ability to improve his/her communication skills through the use of text and graphics. Everyday documents will become more readable and attractive.
Students who develop proficiency with desktop publishing software will find their skills are in high demand in a wide range of employment settings. Desktop publishing will allow the student to design a publication, add text and graphics at his/her own desktop, and revise them on-screen. Further, knowing a desktop publishing software can be personally enriching.

AHS	EMHS	MVHS	RHS	SEMHS
				SEM-2
		MV-2	R-2	
			R-1	
				SEM-2
			R-2	

CLASS DESCRIPTION

- 6. ENTREPRENEURSHIP**
Prerequisite(s): Business Technology Core
Entrepreneurship is designed to introduce students to the world of entrepreneurship as a means of understanding business principles and concepts. Besides learning the basic principles, students will also have an opportunity to apply them in organizing and managing a specific business during the course of the class. Students will learn the areas of planning, accounting, finance, marketing, management, business ethics, social responsibility, and the legal and economic environment in which a business operates.
- 7. FINANCE**
Prerequisite(s): None
This course will assist students in the understanding of personal finance in the “real world”. Students will be paired to simulate a marriage or roommate situation, and must complete activities while considering the feelings and goals of their partner. Students will learn through textbook assignments, teacher created assignments and projects, real-life activities involving the community and local businesses, as well as practical advice. In one school year, students will progress through ten years of adulthood.
- 8. FOUNDATIONS OF BUSINESS MANAGEMENT**
Prerequisite(s): Acceptance into the Restaurant Management Academy Program at RHS.
Students learn the role of business and its impact on the lives of individuals, consumers, workers, and citizens. Business Foundations covers small business management, business fundamentals, career planning, social responsibility, and ethics in our society. Fundamental concepts in economics, technology, financial operations, risk management, consumer decision-making, and insurance will also be covered. Students will get a solid introduction in essential business concepts as they apply to the Restaurant Management Academy at RHS. This class qualifies for technology credit. Students will learn and apply keyboarding, Microsoft Word, Excel, and PowerPoint throughout the course.
- 9. INTERNATIONAL BUSINESS (P – pending College Board approval)**
Prerequisite(s): Business Technology Core with a grade of “C” or better; Computer Business Skills with a grade of “C” or better and / or Business Information Technology (*formerly Computer Applications*) with a grade of “C” or better
International Business is designed to introduce students to the fundamental concepts of international trade. Besides learning the basic principles of business, students will have a better understanding of how geographic, cultural, political, legal, historical, and economic factors influence how U.S. companies do business in the global marketplace. Students will learn the role of information technology in modern global trade and explain the logistics of importing and exporting products and services.
- 10. MICROSOFT OFFICE 1**
Prerequisite(s): Computer Concepts with a “C” or better
This course introduces students to Microsoft Word, Microsoft Excel, and Microsoft PowerPoint and is the starting point to earn the Microsoft Office Specialist (MOS) certification. The Microsoft office Specialist (MOS), or as some refer to it, the Microsoft Office User Specialist (MOUS), is the only comprehensive, performance-based certification program approved by Microsoft to validate desktop computer skills using the Microsoft Office programs Word, Excel, and PowerPoint. This training and certification preparation program will help students acquire the skills and knowledge they need to successfully complete the MOS certification exams.

AHS	EMHS	MVHS	RHS	SEMHS
			R-2	
			R-2	
A-1-2	EM-2	MV-1-2		SEM-1-2

CLASS DESCRIPTION

11. MICROSOFT OFFICE 2 & 3

Prerequisite(s): Microsoft Office 1 with a "C" or Better

This course is a continuation of Microsoft office 1 and is intended for students who desire to achieve expert levels in Microsoft Office 2003. The student will be provided with advanced techniques of each of the programs in the Microsoft Office 2003 suite of programs. (Word Expert, Excel Expert, PowerPoint Expert, Access, as well as Outlook 2003). Students will then be able to take the Microsoft Office Certification tests for each program at the Expert level. In Access and Outlook Express 2003 students will take the Specialist Tests. Students will be expected to pass two or three tests per year. A student who passes all five tests listed above will achieve the Microsoft Office master Certification.

12. RMA: ACCOUNTING

Prerequisite(s): Acceptance into the Restaurant Management Academy Program at Rosemead High School and freshmen level classes.

Students will learn the basic principles of Accounting such as debits and credits, journal entries, the accounting cycle, cash control systems, inventory, and financial statements for a small business with emphasis on the restaurant industry. Students will use QuickBooks in addition to specialized restaurant management software (Chef Tec). The ChefTec program will allow students to enter detail information from invoices, recipes, nutrition information, orders/sales, and track inventory as well as assign prices to menu items and determine the profitability of any of the five cost centers as needed. ChefTech will interface with Quickbooks to allow students to see the overall financial status the Restaurant that is run at Rosemead High School. Both software programs, ChefTec and QuickBooks will run on a PC platform, which is in line with the business industry standards. Students will continue to learn and apply Keyboarding, Microsoft Word, Excel and PowerPoint throughout the course.

13. LAB ASSISTANT – BUSINESS

Prerequisite(s): Open to juniors and seniors with department head permission, and Business Tech Core or Computer Concepts

Students who are considering a future in some field of business or the teaching of business can obtain practical experience in the activities and functions related to business. The student will participate in the responsibilities and operation of the business department. This will include assisting teachers in the operation of the classrooms, performing department aide duties, keyboarding, filing, set-ups of equipment, acting as a liaison to other departments and teachers, and learning simple repairs of departmental equipment. The student will also learn the operation of departmental equipment including computers, printers, and projectors. Students will also assist in the keeping of records. It is important for students interested in this class to know how to take the initiative.

ENGLISH DEPARTMENT

The California High School Exit Exam must be passed.

Your success in high school depends largely upon your ability to listen attentively, to think clearly, and to read, write and speak well. No learning takes place without the use of at least some of these skills. Your English classes will help you to develop them and, in doing so, will help you in your other classes as well.

In your English classes, you will have the opportunity to express ideas orally and in writing. The study of grammar, usage, and vocabulary will help you to do this more skillfully.

Since the ability to read well is basic to learning, reading activities of various kinds are an important part of the courses. The reading selections vary from study-type materials to deep thought-provoking literature. All should contribute to improved reading ability, to a broadened outlook, and to intellectual maturity. Forty (40) units of English are required. Classes in Speech, Drama, T.V. Production, or English Lab Assistant can be taken for elective credit only. Check with your school on Journalism credit.

Refer to the Regional Occupational Program (ROP) section on page 78 for additional course offerings.

AHS	EMHS	MVHS	RHS	SEMHS	CLASS DESCRIPTION
A-2	EM-2	MV-2	R-2	SEM-2	<p>1. ACADEMIC SKILL BUILDING Prerequisite(s):</p> <ul style="list-style-type: none"> Gates MacGinitie score of 400 lexile or below Scholastic Reading Inventory (SRI) score of 400 lexile or below SPI (Scholastic Phonic Inventory) validating a need for the <i>System 44</i> program and indicating the entry level for the program 7th or 8th Grade ELA CST far below basic (this prerequisite <u>alone</u> may not indicate appropriate placement into Academic Skill Building) <p>A student may advance from <i>Academic Skill Building</i> to <i>Reading Advancement</i> as prescribed in the program.</p> <p>This course is offered to help students acquire the foundational skills to be successful academically. <i>System 44</i> will be used in the course. <i>System 44</i> is designed for our most challenged students, those reading at a BR (Beginning Reading) – 400 lexile level. This metacognitive program helps students understand that the English language is a finite system of sounds and letters that can be mastered.</p>
A-2	EM-1	MV-1	R-1	SEM-1	<p>2. CAHSEE PREPARATION – ENGLISH Prerequisite(s): Teacher or counselor recommendation.</p> <p>This is a non-college preparatory English course designed to prepare students to score higher on the English section of the California High School Exit Exam. The 9th and 10th grade strands of vocabulary development, reading comprehension and analysis, literary response and analysis, writing strategies and applications and written English language conventions will be covered. Concept attainment, skill development, and test-taking skills will be emphasized. Application-based class activities will be stressed. Taught at FRLHS.</p>
A-2	EM-2	MV-2	R-2	SEM-2	<p>3. ENGLISH LANGUAGE DEVELOPMENT (ELD) 1 Prerequisite(s): Non-English or limited English speaking ability.</p> <p>This course is designed for students whose native language is not English. The course covers basic expressions, vocabulary, and grammar used in everyday written and spoken English as well as learning about American culture. The purpose of the course is to help the student gain enough knowledge and background to succeed in regular English classes. The extent of a student's previous education in both foreign and American schools and prior training in English are also determining factors for placement in this class. A student registered in ELD 1 is required to have a second ELD 1 Lab class to reinforce skills. A portfolio will be maintained for each student.</p> <p>Eligibility is determined by the student's scores on both the CELDT and a diagnostic language test.</p>
A-2	EM-2	MV-2	R-2	SEM-2	<p>4. ENGLISH LANGUAGE DEVELOPMENT (ELD) 2 Prerequisite(s): Students who have completed ELD 1 and students new to the program may enroll with appropriate diagnostic test results and the recommendation of the counselor and/or teacher. A student registered in ELD 2 is required to have a second class ELD Lab 2 to reinforce skills. A portfolio will be maintained for each student.</p> <p>ELD 2 is the second level course in English language development. ELD 2 is a continuation of ELD 1. The course reviews and adds to the materials of ELD 1. The knowledge acquired by the student in the first-year course is expanded to include a much larger vocabulary, more complex structure, and verb forms. The course provides an increased opportunity to develop greater fluency in both spoken and written English.</p> <p>Eligibility is determined by the student's scores on both the CELDT and a diagnostic language test.</p>
A-2	EM-2	MV-2	R-2	SEM-2	<p>5. ENGLISH LANGUAGE DEVELOPMENT (ELD) 3 (P) Prerequisite(s): Students who have completed ELD 2 and students new to the program may enroll in this class with appropriate diagnostic test results. EMHS and RHS require a passing score on an exit test.</p> <p>ELD 3 provides training in advanced communication skills, thus preparing the student for entrance into Transitional English. A student registered in ELD 3 is required to have a second-class ELD lab to reinforce skills. A portfolio will be maintained for each student.</p>

AHS	EMHS	MVHS	RHS	SEMHS	CLASS DESCRIPTION
A-2	EM-2	MV-2	R-2	SEM-2	<p>6. ENGLISH LANGUAGE DEVELOPMENT (ELD) WORKSHOP 1, 2, 3 Prerequisite(s): Identified ELD students. ELD workshop will supplement the student's skills in reading, writing, listening, speaking and survival skills. Only elective credit is earned. The course is offered during summer only.</p>
A-2	EM-2	MV-2	R-2	SEM-2	<p>7. ENGLISH 1 (P)/ACCELERATED (P) Prerequisite(s): Placement in English courses is based on grade levels. For Accelerated courses, the following criteria may be used: CST score, teacher recommendation, and/or student choice. The freshman year lays the groundwork for a functional English program for the following years. The curriculum includes: skills in reading, writing, speaking, thinking, listening, learning to use words proficiently, practicing the usual forms of written communication, learning grammatical construction, and spelling. English 1 may include a unit entitled "Study Skills" which is designed to enhance the student's ability to succeed in all academic classes. An emphasis is placed on specific skills: comprehension and writing strategies. Writing portfolios are established for each student.</p>
A-2	EM-2	MV-2	R-2	SEM-2	<p>8. ENGLISH 1 LAB Prerequisite: Any combination of two of the following: 8th Grade ELA CST below 325 (students that haven't been identified for Reading Advancement), Gates MacGinitie Lexile measure below 1015, SRI Lexile measure below 1015. English 1 lab is designed to continue the development of student skills in reading and writing and serves as a reinforcement class for English 1P. The class is based on the California State Content Standards for (9th/10th grade) English Language Arts. In addition, writing strategies and California High School Exit Exam preparation are integrated into the curriculum.</p>
A-2	EM-2	MV-2	R-2	SEM-2	<p>9. ENGLISH 1 INTENSIVE (P) Prerequisite(s): CST ELA below 325; Gates McGinitie Lexile score between 400 and 849 English 1 Intensive is a course that blends a rigorous English Language Arts Curriculum and support for struggling readers. This University of California A-G approved course will fulfill the B requirement. With the integration of Scholastic's READ 180 Enterprise Edition and a college prep curriculum, comes a unique opportunity for at risk students to develop strong literacy skills, yet remain on track for university admittance. English I Intensive is a year long course presented in a daily 90-102 minute (specific to site schedules) instructional model. The research-based practices of whole group instruction, computer assisted support using READ 180 instructional software, small group instruction, and modeled and independent reading have a proven track record of improving students' literacy skills. Integrated with grade level appropriate literature, students are able to transition their skills into the higher levels of learning for a college prep course.</p>
A-2	EM-2	MV-2	R-2	SEM-2	<p>10. ENGLISH 1 INTENSIVE LAB Prerequisite(s): 9th grade student enrolled in English 1 Intensive English 1 Intensive Lab is designed to continue the development of student skills in reading and writing and serves as a reinforcement class for English 1P Intensive. The READ 180 program will be used.</p>
A-2	EM-2	MV-2	R-2	SEM-2	<p>11. ENGLISH 1 TRANSITIONAL (P) Prerequisite(s): ELD 3 or testing (CELDT and a diagnostic language test). Must be enrolled in English 1 trans lab concurrently. Transitional English follows the format of English 1P. English 1 Transitional offers the student the opportunity to develop the skills in reading and writing that are necessary for success in English 1. English 1 Transitional includes a study of more advanced grammar, literature, and continues the heavy emphasis upon vocabulary building in context and listening/oral activities. English 1 Transitional is specifically designed for English Learners who can benefit from a second-language approach methodology. Writing portfolios are developed at MVHS and EMHS. This course includes enrollment in a lab also. One year of English credit is granted for one year of Transitional English (one class per semester). Taught at FRLHS.</p>

AHS	EMHS	MVHS	RHS	SEMHS
A-2	EM-2	MV-2	R-2	SEM-2
A-2	EM-2	MV-2	R-2	SEM-2
A-2	EM-2	MV-2	R-2	SEM-2
A-2	EM-2	MV-2	R-2	SEM-2

CLASS DESCRIPTION

12. ENGLISH 1 TRANSITIONAL LAB

Prerequisite(s): Enrollment in English 1 transitional
English 1 Transitional Lab is an extension of English 1 Transitional.

13. ENGLISH 2 (P)/ACCELERATED (P)

Prerequisite(s): Placement in English courses is based on grade levels. For Accelerated courses, the following criteria may be used: CST score, teacher recommendation, and/or student choice.

English 2 provides further opportunities for a student to learn to use language effectively and to read with greater depth of understanding and appreciation. The student will learn to construct more mature sentences and to expand ideas into effective paragraphs. He/she can acquire skill in speaking before the class and in being a good listener. Finally, he/she can begin to make the transition between teenage literature and more advanced literature of quality. Through the study of novels, short stories and plays in class and through leisure reading, the student will become a more discriminating reader with a deepening appreciation of human problems found both in life and in literature. An emphasis is placed on specific skills: comprehension and writing strategies. Writing portfolios are continued.

14. ENGLISH 2 LAB

Prerequisite(s): Any combination of two of the following: Reading Advancement, 9th grade ELA CST below 325, SRI Lexile measure below 1045.

English 2 Lab is designed to continue the development of student skills in reading and writing and serves as a reinforcement class for English 2. The class is based on the California State Content Standards for (9th/10th grade) English Language Arts. In addition, writing strategies and California High School Exit Exam preparation are integrated into the curriculum.

15. ENGLISH 3 (P)/ACCELERATED (P)

Prerequisite(s): Placement in English courses is based on grade levels. For Accelerated courses, the following criteria may be used: CST score, teacher recommendation, and/or student choice.

English 3 offers a more adult approach to the study of language and literature. The survey of American literature provides the student with new concepts about his/her own cultural heritage. The work of major writers is presented in two ways: (1) as literature that comes out of life experienced in America, reflected against an historical background; and (2) as literature that has shaped American thought. The student will begin to discover the fact that writers may use a variety of literary forms to express their meaningful experiences of life and that each form may be effective in its own way, whether it be the novel, the poem, the essay, the short story, or the drama.

Continued emphasis is placed on the student's need for a more effective expression of his/her own ideas in written and oral communication. Emphasis is placed upon critical thinking and writing. Student writing skills will include clarifying and unifying thoughts. An emphasis is placed on specific skills: comprehension and writing strategies. Writing portfolios are continued. The Junior Career Research Project is necessary for passing at SEMHS.

CLASS DESCRIPTION

AHS	EMHS	MVHS	RHS	SEMHS	
A-2	EM-2	MV-2	R-2	SEM-2	<p>16. ENGLISH LANGUAGE AND COMPOSITION AP (P) Prerequisite(s): A grade of "B" or better in sophomore English and completion of a special summer assignment. Placement is by student choice at RHS. This class is designed to aid students in developing an individual writing style adaptable to different occasions for writing in college. Included in the course will be examination and practice of specific kinds of writing and writing styles appropriate for various assignments. Students will study examples of recognized American authors as a basis for different writing experiences. One goal of Junior English Seminar AP is to enable students to pass the Language and Composition AP Exam at the end of the year. Although the work is demanding, that fact is recognized in the grading system; most colleges allow a 25% bonus for all Advanced Placement grades (e.g., A=5 points; B=4 points; etc.) A grade of "C" or grade must be maintained or the student will be dropped. Emphasis is placed upon English literature and analytical writing.</p>
A-2	EM-2	MV-2	R-2	SEM-2	<p>17. ENGLISH 4 (P) Prerequisite(s): A grade of "C" or better in the junior year of college preparatory English is required or the approval of the teacher is necessary for enrollment. No prerequisite at AHS, EMHS, MVHS or RHS. The program offers composition and World and English literature in keeping with the needs of junior college or college entrance. RHS offers the class to non-college bound seniors. An emphasis is placed on American literature. Writing portfolios are developed.</p>
A-2	EM-2	MV-2	R-2		<p>18. ENGLISH LITERATURE AND COMPOSITION AP (P) Prerequisite(s): Seniors must pass the Senior English Seminar AP qualifying examination. This course is intended primarily for those students who plan to attend highly competitive colleges and universities. One of the important purposes of the course is to enable participants to improve the skills necessary to succeed on the Advanced Placement English Examination. A high score on this exam makes it possible for a student to receive freshman English credit for this course at many universities and colleges around the United States Although the work is demanding, that fact is recognized in the grading system; most colleges allow a 25% bonus for all Advanced Placement grades (e.g., A=5 points; B=4 points; etc.) A grade of "C" or grade must be maintained or the student will be dropped. Emphasis is placed upon English literature and analytical writing.</p>

AHS	EMHS	MVHS	RHS	SEMHS	CLASS DESCRIPTION
A-2	EM-2	MV-2	R-2	SEM-2	<p>19. EXPOSITORY READING AND WRITING COURSE (ERWC) (P) Prerequisite(s): A grade of “C” or better in English 1P, 2P, and 3P. A selection process will be followed which includes:</p> <ul style="list-style-type: none"> • student interest • student GPA of 2.0 or better • completion of “a-g” requirements appropriate for grade level <p>The goal of the Expository Reading and Writing Course is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. They will read closely to examine the relationship between an author’s argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other nonfiction texts. The course materials also include modules on two full-length works (one novel and one work of nonfiction). Written assessments and holistic scoring guides conclude each unit.</p>
					<p>20. SENIOR ENGLISH Prerequisite(s): Teacher recommendation. This course is a non-“P” college prep course offered to seniors who need extra support. Emphasis is placed on core literature and building literacy skills. Taught at FRLHS only.</p>
A-2	EM-2	MV-2	R-2	SEM-2	<p>21. DRAMA 1 (P) Prerequisite(s): Grade of "C" in Regular English at AHS and RHS. No prerequisite at EMHS, MVHS, or SEMHS. Drama 1 provides students with an opportunity to develop poise and personality by engaging in dramatic activities. The course includes studying dramatic literature as well as giving sound training in the techniques of good acting, listening and theatrical design. This course is in the Performing Arts Dept. at AHS and MVHS and the English Department at SEMHS. At RHS there are at least 50 extra hours of extra curricular activity required.</p>
A-2	EM-2	MV-2	R-2	SEM-2	<p>22. DRAMA 2, 3, 4, (P) Prerequisite(s): Drama 1 or instructor's approval. At AHS, Drama 2 and 3 or instructor’s approval for Drama 3 and 4. These courses are open to students who show promise of further improvement in their dramatic ability. In these courses more extensive reading of plays is done, and play production is practiced. In addition to the regular class schedule, the class has extra-curricular requirements, especially during all-school play productions. These intensive rehearsal periods require the actors' and staff members' after-school time (a minimum of 50 hours a semester at RHS). These courses are in the Performing Arts Dept. at AHS and MVHS.</p>
A-2	EM-2	MV-2	R-2	SEM-2	<p>23. JOURNALISM 1 (P) Prerequisite(s): Grade of "C" in Regular English. The first year of journalism covers the techniques of writing news articles, editorials, feature articles, and headlines. The general makeup of a newspaper is studied. Students who hope to help produce the school paper should take Journalism 1 to gain background for Journalism 2, the class which trains the staff and produces the paper. Sophomores are urged to enroll in Journalism 1 if they wish to be on the staff later. Students should check with their counselors to see how journalism counts towards college entrance requirements.</p>

AHS	EMHS	MVHS	RHS	SEMHS	CLASS DESCRIPTION
A-2	EM-2	MV-2	R-2	SEM-2	<p>24. JOURNALISM 2,3,4 Prerequisite(s): Grade of "B" in Journalism 1 or instructor's approval. A student with a genuine "nose for news" will find an opportunity to try his/her design wings at editing and reporting in Journalism 2, as it is in this class that the editorial and reporting of the school papers' are trained. Students have an opportunity to actually edit, report and produce the school newspaper. In addition, they find out about the interesting careers in the newspaper field.</p>
A-2	EM-1-2	MV-2	R-2	SEM-1-2	<p>25. READING ADVANCEMENT Prerequisite(s): Any combination of two of the following: Gates MacGinitie 850 lexile or below, SRI results (below 850 lexile), or 8th grade CST-ELA below 325. Every student registered in Reading Advancement is required to have a second period of Reading Advancement Lab. Recommendation of teacher or counselor. A wide range of materials are provided. The READ 180 program is used. Help is given to the students in their efforts to read textbooks for other classes.</p>
					<p>26. READING COMPREHENSION Prerequisite(s): Scoring below a grade level of 8.5 on a reading diagnostic exam. Scoring below 325 on CST ELA. This Reading Comprehension class provides students with opportunities to increase reading comprehension by using Achieve 3000, a web-based program, as well as through directed lessons provided by the teacher. Students will remain in the course until they complete the assigned lessons and/or reach an 8.5 grade level or higher on a reading diagnostic exam. Taught at FRLHS.</p>
A-2					<p>27. SPEECH 1 Prerequisite(s): Consent of the instructor/counselor Speech 1P is a year-long course which is designed to give students practical speaking skills, particularly in the development and presentation of speeches to be given publicly in the English language, to English speaking audiences. The course aim is to help students develop excellent speaking habits, reduce speaking anxiety, emphasize critical thinking skills and hone the skills of organization, speech writing and the use of research in speaking. The course also prepares students to compete at the Novice level with the school's interscholastic speech and debate team, which is a member of the Southern California Debate League and the National Forensics League.</p>
A-2					<p>28. ADVANCED SPEECH AB (P) Prerequisite(s): Completion of Speech 1 with a grade of "C" or better and consent of the instructor/counselor Speech AB (Advanced Speech) is a year-long college-prep course which is designed to give students advance intermediate level practical speaking skills, particularly in the development and presentation of speeches to be given publicly in the English language, to English speaking audiences. The course aim is to help students develop excellent speaking habits, reduce speaking anxiety, emphasize critical thinking skills and hone the skills of organization, speech writing and the use of research in speaking. The course also prepares students to compete at the Junior Varsity level (students with one-year prior competitive speaking experience) with the school's interscholastic speech and debate team, which is a member of the Southern California Debate League and the National Forensics League.</p>
A-1-2	EM-1-2	MV-1-2	R-1-2	SEM-1-2	<p>29. LAB ASSISTANT – ENGLISH Prerequisite(s): Department head approval and recommendation of counselor required. Students work in English classes and labs assisting fellow students and teachers.</p>

FAMILY AND CONSUMER SCIENCE DEPARTMENT

An agreement has been reached between the El Monte Union High School District and Rio Hondo Community College. Students who successfully complete the EMUHSD courses listed below can then move on to the next course in sequence at Rio Hondo. Refer to the Regional Occupational Program (ROP) section on page 78 for additional course offerings.

School/District Name	Course Title	Grade Requirement	RHC Course Number	RHC Course Title	Units
El Monte Union High School District					
South El Monte High	Child Development and Education	B or Higher	CD 103 (ECE 103)	Introduction to Parenting Skills	3

AHS	EMHS	MVHS	RHS	SEMHS
		MV-2		
		MV-2		
		MV - 2		SEM-2

CLASS DESCRIPTION

- 1. CAREERS IN TEACHING 1**
 Prerequisite(s): Students must be juniors enrolled in the Teacher Preparation Academy. A Child Development ROP class taken his/her sophomore year is recommended, but not required.
 Careers in Teaching 1 is a one-year course that provides students who are interested in the field of education the opportunity to experience, first hand, the role of the teacher and the art of teaching. Throughout the year, students will reinforce their career choice, receive insight into the philosophical and theoretical foundations of teaching and learning, as well as gain experience in using a wide variety of valuable teaching tools and methodologies. Literacy coach from Kranz trains the tutors in how to use high frequency word flashcards and the Read Naturally program in order to work with 7th and 8th grade students. Tutors are also trained in math strategies to work with identified tutees in math skills. As a result of taking the course, students will have an excellent head start on the road toward becoming competent teachers who are able to make thoughtful, informed decisions about instructional strategies and ways to support student learning.

- 2. CAREERS IN TEACHING 2**
 Prerequisite(s): Students must be seniors enrolled in the Teacher Preparation Academy and have taken Careers in Teaching 1.
 Careers in Teaching 2 is a one-year course that provides students who are interested in the field of education the opportunity to experience, first hand, the role of the teacher and the art of teaching. Throughout the year, students will reinforce their career choice, receive insight into the philosophical and theoretical foundations of teaching and learning, as well as gain experience in using a wide variety of valuable teaching tools and methodologies. Literacy coach from La Primaria Elementary trains students in phonemic awareness and sound/spelling cards in preparation for their work with K-3rd graders. This training occurs the first six weeks of the Fall semester and additional training is provided on an ongoing basis. As a result of taking the course, students will have an excellent head start on the road toward becoming competent teachers who are able to make thoughtful, informed decisions about instructional strategies and ways to support student learning.

- 3. CHILD DEVELOPMENT (P)**
 Prerequisite(s): Family & Consumer Science Tech Core
 Child Development is the second in a three-course sequence taught at the high school level in the Child Development and Education Career Pathway. It is also the first required academy elective taken in the TPA by 10th graders at MVHS. Child Development is a one-year course that is a comprehensive study of developmental stages of children from conception through early adolescence, including the major theories of development and their application. The study of the influence of heredity and environmental factors on emotional/psychological, cognitive, and physical development will be studied. Topics include parenting, guidance and discipline, abuse and neglect, health, learning, play, recreation, cultural diversity, and children with special needs and the affects on children's development will provide the foundation for pursuing a life-long career as a parent, preschool teacher, elementary, middle or high school teacher, counselor, or pediatrician. There is a \$10.00 lab fee. This course meets the a-g elective requirement.

AHS	EMHS	MVHS	RHS	SEMHS
A-2	EM-1-2	MV-2	R-2	
A-2	EM-1-2	MV-2	R-2	
				SEM-2
A-2		MV-1		SEM-1
			R-2	

CLASS DESCRIPTION

4. CULINARY ARTS 1

Prerequisite(s): Family and Consumer Science Tech Core or prior teacher's approval

We all have years of experience eating food and dining in restaurants, but do you really know what goes on behind the scenes? This exciting class is an introduction to the food service and hospitality industry and is designed to prepare students for careers with unlimited opportunities. Topics include: basic principles of sanitation and food safety; basic food preparation and handling techniques; commercial tools, equipment and their uses; meal service and etiquette; a gain of nutritional knowledge to make healthy choices; and high skilled careers related to food service, hospitality and nutrition. In addition you will gain leadership, teamwork, and communication skills that will last a lifetime.

5. CULINARY ARTS 2

Prerequisite(s): Family and Consumer Science Tech Core and Culinary Arts I

Do you want to become a highly skilled professional with high wages in one of California's leading industries? This growing industry needs highly motivated and talented workers all across California. Students pursuing a career in food service and hospitality will study all aspects of the industry. Topics include: laws and regulations; safety, sanitation, and emergency procedures; facilities management; customer service and guest relations; commercial food and beverage production; marketing and guest interactions; prime cost and profitability analysis; entrepreneurship, personal, interpersonal, and communication skills; and teamwork and leadership. Students will have the opportunity to earn the National Restaurant Association's ServSafe certification upon completion of the course. Secure your future by learning skills that will give you a competitive edge in the job market.

6. EXPLORING TEACHING AS A CAREER

Prerequisite(s): Family Consumer Science Technology Core and Child Development ****Prerequisites are strongly encouraged but may be waived with teacher approval.****

This course is designed to prepare students for careers in education, working with children from prekindergarten through grade twelve. Students study human development; standards, regulations, and codes; positive guidance and counseling techniques; age-appropriate and grade-appropriate learning strategies; learning theories; and standards-based curriculum and instructional design. Students can apply and practice their knowledge and skills by tutoring Special Education students on campus during the Fall Semester. In the Spring they will have the opportunity to tutor at local elementary schools. They will also provide childcare at the Back to School and Open House. There is a \$10.00 lab fee.

7. FAMILY AND CONSUMER SCIENCE TECH CORE

Prerequisite(s): None.

Family and Consumer Science Tech Core is a semester course that incorporates a teenage pregnancy prevention unit and focuses on career exploration in the family and consumer science field. Content areas included in this comprehensive course include an overview of careers in: Consumer Services, Individual, Family Health and Human Services; Child Development and Education, Nutrition and Food Service, Fashion Design, and Interior Design. This class will equip young men and women with the life skills needed to manage both a career and a family. Students will begin to develop employability skills that will help them to find and maintain a job or career. There is a \$5.00 lab fee.

8. FOUNDATIONS OF PROFESSIONAL COOKING

Prerequisite(s): Application and Interview leading to admission to the Restaurant Academy

This first course in the RMA Culinary Arts series introduces the students to the food service industry with its far ranging career opportunities. Students will be exposed to skills needed in all levels of the industry, from customer service to upper levels of management.

AHS	EMHS	MVHS	RHS	SEMHS
			R-2	
A-1-2	EM-1-2	MV-1-2	R-2	SEM-1-2

CLASS DESCRIPTION

9. INTRODUCTION TO R.M.A. AT R.H.S.: AN ORGANIC APPROACH

Prerequisite(s): Admission into Restaurant Management Academy
 The purpose of this course is to expose students to the skills and concepts needed to be successful members of the Restaurant Management Academy at Rosemead High School. An emphasis will be placed on reading and writing in the content areas and the development of Critical and Analytic thought processes. Students will work to produce a portfolio that will accompany them throughout their four years at Rosemead High School. Included in the portfolio will be a Myers-Briggs personality assessment, current standardized test scores including READ 180 scores, a resume, student study habit inventory, a tentative 8-year academic plan, and other effects that reflect a commitment to academic success. In addition, students will work closely with Academy partner Earthworks, an organic urban farm located in the city of South El Monte, to develop the skills and work habits necessary for success in the workplace. In short, the course provides students with a tool belt of skills and concepts needed to ease the transition into high school. Students will also begin the journey of becoming life long learners armed with the ability to think and act in a critical and analytic manner thus facilitating the long-term goal of matriculation from a four-year academic institution or comparable professional degree program.

10. LAB ASSISTANT – FAMILY AND CONSUMER SCIENCE

Prerequisite(s): 10th - 12th grade (11th and 12 grade at MVHS) boys and girls. The student must be approved by the department head before placement. Enrollment closes two weeks after the semester begins.

Lab assistants do a variety of tasks from secretarial duties to room organization, from cooking to display set-ups. They will help other students, wash dishes, run the washer and dryer, type, file, make bulletin boards, operate the computer and other office machines, keep records, and prepare teaching aids.

Students will be expected to be self-directed. They will be graded on their ability to complete a job in a satisfactory way and then go on to the next job. Computer literacy is desirable.

FOREIGN LANGUAGE DEPARTMENT

AHS	EMHS	MVHS	RHS	SEMHS
A-2	EM-2	MV-2	R-2	SEM-2
A-2	EM-2		R-2	SEM-2

CLASS DESCRIPTION

1. CHINESE 1 (P)

Prerequisite(s): None
 This is a beginning level course in Modern Standard Mandarin Chinese. It will focus on the knowledge of Mandarin Chinese phonetics--pinyin, and train the students how to use this phonetic system to pronounce and type the Chinese characters on a computer. Rules of order of strokes in writing Chinese characters will be another essential practice in this class. When students finish this course, they will have a solid foundation of Chinese language both in pronunciation and character writing.

2. CHINESE 2 (P)

Prerequisite(s): Completion of Chinese 1P with grade of "C" or above, or pass a placement test with a score 80% and higher

This is a beginning high level course in Modern Standard Mandarin Chinese for those who successfully complete Chinese 1P or have the equivalent level to learn Mandarin Chinese. It will provide students with a broad knowledge of Chinese language, history, geography, and culture. It will continue to provide the knowledge of Mandarin Chinese phonetics, pinyin and rules of order of strokes in writing as well. When students finish this course, they will have a good foundation of Chinese language and a broad knowledge of Chinese culture, history and geography. They will learn colors, weather conditions, clothes, and hobbies.

AHS	EMHS	MVHS	RHS	SEMHS	CLASS DESCRIPTION
A-2	EM-2		R-2		<p>3. CHINESE 3 (P) Prerequisite(s): Completion of Chinese 2P with a grade of "C" or better, or teacher recommendation (demonstrating competency at the required level) This is a beginning high level course in Modern Standard Mandarin Chinese for those who complete successfully Chinese 2P or has the equivalent level to learn Mandarin Chinese. It will provide students with a broad knowledge of Chinese language, history, geography, and culture. It will also continue to provide the knowledge of Mandarin Chinese phonetics, pinyin and rules of order of strokes in writing as well. After students finish this course, they will have a good foundation of Chinese language and a broad knowledge of Chinese culture, history and geography. They will be able to send E-mails in Chinese on a computer by using pinyin. They will be able to pronounce the 24 initials (consonants), 35 finals (vowels) appropriately, and read short phrases and articles in pinyin.</p>
	EM-2		R-2		<p>4. CHINESE LANGUAGE AND CULTURE AP (P) Prerequisite(s): Completion of Chinese 2P or 3P with a grade of "C" or better, teacher recommendation, and/or successful completion of special entrance procedures The AP Chinese Language and Culture course is designed to be comparable to fourth semester (or the equivalent) college/university courses in Mandarin Chinese. This course will deepen students' immersion into the language and culture of the Chinese-speaking world. Course work reflects the proficiencies exhibited throughout the Intermediate range, as described in the American Council on the Teaching of Foreign Languages (ACTFL) <i>Proficiency Guidelines</i>.</p>
A-2	EM-2	MV-2			<p>5. FRENCH 1 (P) Prerequisite(s): No prerequisite. Grade of "B" or better in English or is recommended. The first year course covers enough material to allow the student to read and speak about common everyday topics. Emphasis is placed on oral work with use of films and tapes. The course also includes an introduction to the culture of France. Francophone geography is covered at AHS and EMHS. This course can be used for partial fulfillment of the University of California college entrance requirement.</p>
A-2	EM-2	MV-2			<p>6. FRENCH 2 (P) Prerequisite(s): Grade of "C" or better in French 1 French 2 increases both usage and recognition of vocabulary, furthers conversational fluency, and enriches the students' use of the language. The study of French culture continues. The fine arts are emphasized at AHS. Supplementary assignments and projects may include French student magazines, writing and learning French songs, preparing French cuisine, having a French pen-pal, and making French posters, games, and puzzles. This course fulfills part of the University of California foreign language entrance requirements</p>
A-2	EM-2	MV-2			<p>7. FRENCH 3 and 4 (P) Prerequisite(s): Grade of "C+" or better in French 2/3 French 3 and 4 will include development of a more advanced usage of the language in original composition and oral performance. The history, literature and philosophy of the French civilization will be pursued. These courses can be used for partial fulfillment of the University of California college entrance requirement.</p>
A-2		MV-2			<p>8. FRENCH LANGUAGE AP (P) Prerequisite(s): A grade of "B" or better in French 3 P This course is the fourth in a sequence of classes for the development of proficiency in the skills of reading, writing, speaking and comprehending French. It is a college-level with all the inherent difficulties and expectations. As the most advanced of French courses offered, its focus is linguistic fluency with near-native insights into culture and literature. Students who take this course will be required to take the French language test.</p>

CLASS DESCRIPTION

AHS	EMHS	MVHS	RHS	SEMHS	
A-2	EM-2	MV-2	R-2	SEM-2	<p>9. SPANISH 1 (P) Prerequisite(s): No prerequisite. Grade of "B" or better in English or is recommended. Emphasis is placed on oral communication, as well as on the understanding of the basic structure and grammar of the language. The student learns to read and understand simple conversations and stories and to write in the foreign language. Films, tapes, and/or videos may be used as a means of achieving comprehension skills. This course can be used for partial fulfillment of the University of California college entrance requirement.</p>
A-2	EM-2	MV-2	R-2	SEM-2	<p>10. SPANISH 1X (P) Prerequisite(s): Placed in class by Spanish Challenge Test, pass departmental examination, or teacher recommendation This accelerated class is designed for students who speak and understand Spanish and who wish to become proficient in reading and writing Spanish. At AHS and EMHS, students should be able to read and write some Spanish. The course is the first in a series designed to prepare a student for advanced placement (AP) Spanish classes. This course can be used for partial fulfillment of the University of California college entrance requirement.</p>
A-2	EM-2	MV-2	R-2	SEM-2	<p>11. SPANISH 2 (P) Prerequisite(s): Pass Spanish 1P with a "C" or better, or placed in course by a Spanish challenge Test. In general, the methods of Spanish 1 are continued in Spanish 2. The knowledge acquired in the first year is expanded to include a much larger vocabulary, a more thorough study of sentence structure and verb forms, and greater opportunity to develop increased fluency in the use of spoken and written Spanish. Considerable emphasis is also placed upon the ability to understand the spoken language. The study of the history and culture of the Spanish-speaking world is continued. This course can be used for partial fulfillment of the University of California college entrance requirement.</p>
A-2	EM-2	MV-2	R-2	SEM-2	<p>12. SPANISH 2X (P) Prerequisite(s): Pass with a grade of "C" or better in Spanish 1X at EMHS MVHS, and SEMHS or Spanish Challenge Test. This accelerated class in Spanish is designed for students who speak and understand Spanish and have writing and reading skills. Students in this class will become more proficient in all aspects of Spanish reading, writing, speaking and understanding. This is the second course in preparation for the Advanced Placement (AP) Spanish examination. This course can be used for partial fulfillment of the University of California college entrance requirement.</p>
A-2	EM-2	MV-2	R-2	SEM-2	<p>13. SPANISH 3 (P) Prerequisite(s): Grade of "C" or better in Spanish 2 and/or instructor's approval. The third year course offers the advanced student a concise, but thorough review of Spanish grammar. Considerable emphasis is placed upon an expanded Spanish vocabulary, fluency of speech, and accuracy of writing. The student is introduced to representative examples of the literature of the Spanish-speaking people including plays, short stories and/or full-length novels. The student may be given opportunities for original work from reports, both oral and written, to the creation of short plays and skits for classroom presentation. This course can be used for partial fulfillment of the University of California college entrance requirement.</p>

AHS	EMHS	MVHS	RHS	SEMHS
A-2	EM-2	MV-2	R-2	SEM-2
A-2	EM-2	MV-2	R-2	SEM-2
A-2	EM-2	MV-2		

CLASS DESCRIPTION

14. SPANISH LANGUAGE AP (P)

Prerequisite(s): Performance of "B" or better in Spanish 2, 2X, or 3 and recommendation of Spanish 2 or 3 teacher, or placement by Spanish Challenge Test. Recommendation of Spanish 2X teacher required at MVHS and SEMHS. Performance grade of "C" or better in Spanish 2 or 2X at AHS and MVHS. Students are expected to take the AP test if enrolled in the AP class.

The course will be conducted with a higher degree of expectation than a regular Spanish 3 class. The level of this course work is above the California State Model Curriculum Standards. The goals are: listening--the skills will be at a level to comprehend normal conversation of the media (radio, T.V., movies, etc.); speaking--student will be able to communicate with a pronunciation and intonation acceptable to a native speaker and to participate in a conversation or group discussion; reading--the student will be able to read newspapers, magazines and selected words with comprehension; writing--the student will be able to create sentences using the forms of the correct grammatical tenses; culture--the student will develop a sensitivity to other culture's value systems and behavior patterns. Students may take the Advanced Placement Spanish language test at the end of the course. AHS and SEMHS require students to take the Advanced Placement Spanish language test at the end of the course.

15. SPANISH LITERATURE AP (P)

Prerequisite(s): Grade of "B" or better in Spanish Language and Composition AP and recommendation by Spanish Language and Composition teacher. AP students are expected to take the AP test.

The goal of the Advanced Placement Spanish literature class is to help students read and analyze Spanish literature while maintaining or improving their writing skills, aural comprehension, grammar use, and depth of vocabulary. The course is based on the works of five specified authors in accordance with the requirements for the AP Spanish Literature Exam. This course is intended to replace a third-year college "Introduction to Hispanic Literature" course.

16. LAB ASSISTANT – FOREIGN LANGUAGE

Prerequisite(s): Approval of the department head and at least one-year of the foreign language in which the student is assisting.

This course is designed to give the capable foreign language student additional experience in the target language and some experience in classroom procedures and clerical skills.

HEALTH

Refer to the Regional Occupational Program (ROP) section on page 78 for additional course offerings.

AHS	EMHS	MVHS	RHS	SEM
A-1	EM-1	MV-1	R-1	SEM-1

CLASS DESCRIPTION

1. HEALTH / HEALTH SHELTERED

Prerequisite(s): None

Health is a semester course that is a requirement for high school graduation. The goals and objectives of the course are based upon the Health Framework for California Public Schools and Education Codes for instruction in healthy decisions, body systems, nutrition, substance abuse, human sexuality, sexually transmitted diseases, including AIDS education. A district approved text book, Perspectives on Health, is a resource for instructional content. This is a comprehensive health curriculum. Taught at FRLHS.

INDUSTRIAL TECHNOLOGY DEPARTMENT

An agreement has been reached between the El Monte Union High School District and Rio Hondo Community College and Mt. San Antonio College. Students who successfully complete the EMUHSD courses listed below can then move on to the next course in sequence at Rio Hondo or Mt. SAC. Refer to the Regional Occupational Program (ROP) section on page 78 for additional course offerings.

School/District Name	Course Title	Grade Requirement	RHC Course Number	RHC Course Title	Units
El Monte Union High School District					
El Monte High School	Auto Technology 1	B or Higher	AUTOT 101 & 103	Introduction to Automotive Services and Repair	3
El Monte High School District ROP	Certified Nursing Assistant CC	B or Higher	VN 052	Vocational Nursing Concepts: Introduction to Acute Care Nursing	4
Mountain View High	Auto Technology 1	B or Higher	AUTOT 101 & 103	Introduction to Automotive Services and Repair	3
Mountain View High	Auto Technology 2	B or Higher	AUTOT 103 & 101	Introduction to Automotive Services and Repair	3
Rosemead High	Graphic Arts 1	B or Higher	ART 164 & 165	Graphic Design	3
South El Monte High	Engineering Design/CADD (previously Introduction to Drafting)	C or Higher	DRAF 101	Introduction to Technical Drawing and Graphics	3
South El Monte High ROP	Law Enforcement: Field Operations	B or Higher	AJ 101	Introduction to Administration of Justice	3
School/District Name	Course Title	Grade Requirement	MSC Course Number	MSC Course Title	Units
El Monte Union High School District					
Rosemead High	Graphic Arts 1	B or Higher	ART C70	Computer Graphics Intro	3

AHS	EMHS	MVHS	RHS	SEMHS
				SEM-1-2
	EM-1	MV-2		
		MV-2		

CLASS DESCRIPTION

Parents should be aware that in most industrial technology classes, various types of machines are used by the students. While safe use of these machines is taught and stressed, the possibility of injury still exists.

1. ARCHITECTURAL DESIGN (P)

Prerequisite(s): Art 1

Architectural Design is a fine arts class where young men and women will blend art with architecture. Students will learn about architectural design using the principles and elements of design. Students will learn about architectural history, sketching, drawing, and computer-aided design by constructing two-dimensional and three-dimensional models of houses and other structures.

2. AUTO TECHNOLOGY 1

Prerequisite(s): Grades 10-12

This course provides an opportunity for female and male students to learn the names, uses, and care of tools and equipment used by auto mechanics; to develop a knowledge of parts and their functions in the automobile; to read and interpret diagrams and photographs of automotive parts and assemblies. This course includes: chassis construction and maintenance, engine construction and maintenance, automotive electricity, care and maintenance of the car body, and lubrication. Traffic safety and safe driving are stressed. A car to work on is highly desirable but not necessary. Basic skills in reading, writing, and math are an integral part of this course as well as selected information on job opportunities in the automotive industry. Shop maintenance and clean-up are integral parts of this course.

3. AUTO TECHNOLOGY 2, 3, 4

Prerequisite(s): Auto Technology 1 with instructor's approval.

An advanced level course designed to give girls and boys an opportunity to learn how to do major repair work by using diagnostic equipment, machine tools and meters. Emphasis is placed on skill development in diagnostic work, assembly, disassembly and adjustment of all standard automotive components. Students will perform repair and maintenance work on automobiles. Shop maintenance and clean up are integral parts of this course as well as basic skills and career education.

AHS	EMHS	MVHS	RHS	SEMHS	CLASS DESCRIPTION
	EM-2	MV-2			<p>4. DIGITAL VIDEO PRODUCTION AND GRAPHIC DESIGN 1 (P) Prerequisite(s): Instructor's approval. This hands-on lab course will introduce the students to presenting motion and graphic images electronically. Students will explore and consider elements and principles of art and how to apply them to their computer graphic creations. They will make critical judgments of their work with appropriate art vocabulary and sensory images. Students will also learn to exchange files between various programs, create advertisements and other forms of page layouts, use video cameras and import and export video from the camera to the computer. This course is structured to promote students' analytical thinking and concept development skills, advanced research and reporting abilities, extensive reading from a variety of diverse sources and genres, and analytical and interpretive writing.</p>
		MV-2			<p>5. DIGITAL VIDEO PRODUCTION AND GRAPHIC DESIGN 2,3 (P) Prerequisite(s): Instructor's approval. This class provides practical application of the skills acquired in the first year course. Major projects are designed and produced in this class. Students are involved in all aspects of production. Students may become involved with local cable facilities.</p>
A-2	EM-2	MV-2	R-2	SEM-2	<p>6. ENGINEERING DESIGN/CAD 1 Prerequisite(s): Passing grade in Industrial Technology Core at SEMHS Engineering Design/CAD provides young men and women an introduction to technical drawing as used in industry. Students will learn how to draw using AutoCAD, a computer aided drafting (CAD) software program used in engineering, architecture, construction, and manufacturing. Students will design everyday products and present them as 2D working drawings or 3D models. At SEMHS college credit is available provided they attend a community college articulated with the High School and pass the challenge by exam with 70% or better to earn 3 college units.</p>
A-2	EM-2	MV-2	R-2	SEM-2	<p>7. ENGINEERING DESIGN/CAD 2, 3, 4 Prerequisite(s): Engineering Design/CAD 1 or equivalent and instructor's approval. For SEMHS, passing Industrial Technology Core, Engineering Design/CAD, or Architectural Design P, with a C or better, or instructor's approval. Students receive a greater level of proficiency in solving problems for industrial and architectural design. Students will acquire skills using AutoCAD and Autodesk products. Units of study may include: gears and cams, threads and fasteners, welding drawings, electronic drawings, working drawings, product design, technical illustration, model building, advanced house planning and blueprinting. Career information is stressed. For SEMHS, this class is for female and male students who, after the completion of the Engineering or Architectural Design class, are now ready to pursue architecture or engineering as a career and educational goal. Students will prepare either detailed architectural drawings or engineering working drawings by applying basic drafting conventions and principles to solve problems. Computers will be used for design, drafting and manufacturing. Students will do research and prepare themselves for employment or college within the area of engineering/architectural drafting/design.</p>
A-2		MV-2	R-2		<p>8. GRAPHIC ARTS 1 (P) Prerequisite(s): "C" or better in one or more of the following courses: Tech Core, Computer Concepts, or Art 1, or teacher recommendation. This is a comprehensive program that introduces the student to graphic art and computer-aided design. The graphic arts course will allow students to gain necessary skills for additional training through future educational sources. Through theory and hands-on training, the student will learn computer graphic art fundamentals, traditional art fundamentals, drawing, color theory, scanning, graphic rendering, basic foundations of graphic design, graphic art history, computer graphic imaging, digital photography and a basic screen printing foundation.</p>

AHS	EMHS	MVHS	RHS	SEMHS	CLASS DESCRIPTION
A-2		MV-2	R-2		<p>9. GRAPHIC ARTS 2,3,4 Prerequisite(s): "B" or better in Graphic Arts 1, or Instructor's approval. Emphasis is placed on advanced development of skills from Graphic Arts 1. Students will continue further development of their portfolio and are required to help the instructor and Graphic Arts 1 students.</p>
	EM-1	MV-1	R-2	SEM-1	<p>10. INDUSTRIAL TECHNOLOGY CORE Prerequisite(s): None The Industrial Technology Core class is a semester class that enables high school student regardless of career choice, to learn about technology and how it affects their lives. It is an exploratory course that emphasizes modern technology and career paths. Students receive instruction in general safety, principles, and industry standards.</p>
	EM-2		R-2		<p>11. INTRODUCTION TO ENGINEERING DESIGN (P) (PLTW) Prerequisite(s): Algebra 1 Co-requisite: Geometry, Algebra 2 or Calculus Introduction to Engineering Design is an introductory course which develops student problem solving skills with emphasis placed on the development of three-dimensional solid models. Students will work from sketching simple geometric shapes to applying a solid modeling computer software package. They will learn a problem solving design process and how it is used in industry to manufacture a product. The Computer Aided Design System (CAD) will also be used to analyze and evaluate the product design. The techniques learned, and equipment used, is state of the art and are currently being used by engineers throughout the United States.</p>
				SEM-2	<p>12. INTRODUCTION TO PRODUCTION TECHNOLOGY Prerequisite(s): Passing Industrial Technology Core. Introduction to Engineering Design recommended but not necessary. The Introduction to Production Technology class will introduce females and males to activities and careers in construction and manufacturing. This class combines the best of woodshop, metal shop and plastics into one class. Students who have an interest in how products are manufactured or constructed will use tools, machines and computers to process materials such as wood, metal and plastic into a usable product. An example of a manufactured product using processed materials may be a computer table that is manufactured with a wood core, plastic laminated top and metal legs. A lab fee is required for take-home projects. Students will learn where they can continue their education after high school at various trade schools, community colleges and universities.</p>
A-2					<p>13. PRE-ENGINEERING AND DESIGN 1-4 (P) Prerequisite(s): Algebra 1 Co-requisite: Geometry, Algebra 2 or Calculus Pre-Engineering and Design students will investigate the various aspects of the engineering field with special emphasis in design and understanding of physical science principles. Fundamentals of engineering theory will be emphasized through the types of materials used in engineering and their applications, as well as concepts in science and mathematics as they relate to engineering design. Students will use the tools and technologies of the engineering trade to design and conduct meaningful science and engineering investigations. Engineering investigations and projects will be rooted in real, local environmental areas of concern, and promote exploration for the connections between science and society. This course is aligned with the Career Technical Education, Physics and Mathematics standards. Math & Physics levels: Students will be expected to apply the concepts they learned in Algebra I in this course. Analytical thinking and quantitative problem solving ability is important for success as well as the application of geometry skills. California physics standards will be reinforced in this course by the application of those concepts in completing projects. Context of Course: Pre-Engineering and Design is a project-based course that teaches career technical concepts and reinforces physics and math content through the engineering process of designing products and solving engineering problems. Students will demonstrate the mastery of content and process by completion and presentation of long-term projects. Students will share project results by means of written reports as well as presentations to peers, teachers and community professionals. This course will prepare students for future careers related to various fields of engineering and design.</p>

AHS	EMHS	MVHS	RHS	SEMHS	CLASS DESCRIPTION
	EM-2		R-2		<p>14. PRINCIPLES OF ENGINEERING (P) (PLTW) Prerequisite(s): Algebra 1 Co-requisite: Geometry, Algebra 2 or Calculus Principles of Engineering is a project-based course that introduces students to the profession of engineering and engineering technology, by exploring various technologies related to manufacturing processes, and engineering systems. Students will use critical thinking skills to analyze, synthesize, and design engineering systems. Students will apply skills and knowledge of math, science, communication, and technology in complex problem solving activities. The course also includes risk analysis and engineering reliability impact on social, political and liable consequences of technological advancements. Principles of Engineering is one of the courses in the Project Lead the Way sequence.</p>
A-2					<p>15. WOOD TECHNOLOGY 1 Prerequisite(s): None This beginning level course is open to students interested in woodworking. Students will construct wooden projects using hand tools and basic woodworking machinery. Units will be covered in safety, hand tools, woods, finishes, and joints. Basic skills and career information studies are integral parts of this course. Lab fee may be required.</p>
A-2					<p>16. WOOD TECHNOLOGY 1 – SHELTERED Prerequisite(s): Parent permission. This class will meet the same objectives listed for Wood Technology 1. SDAIE strategies will be used to meet student abilities and interests. Multi-cultural wood forms will also be developed in more detail.</p>
A-2					<p>17. WOOD TECHNOLOGY 2 Prerequisite(s): Pass Wood Technology 1 with a grade of “B” or better, instructor’s approval. Students will construct large projects using blueprints and industrial methods. Units of instruction include safety, bill of goods, layout construction styles, and furniture styles. Entry-level job skills for work in a fixture shop will be stressed along with occupational opportunities and information. Basic skills studies in reading, writing and math are integral parts of this course. A lab fee may be required.</p>
A-2					<p>18. WOOD TECHNOLOGY 3,4 Prerequisite(s): “B” or better in Wood Technology 2, or have instructor’s approval. The student works as an assistant for material handling and tool checkout. The student will help maintain equipment and tools and will work in stock and tool crib. Entry-level job skills covered are lumber year or hardware clerk. There is an emphasis on furniture construction. Basic skills studies in reading, writing and math are integral parts of this course.</p>
A 1-2	EM 1-2	MV 1-2	R-2		<p>19. LAB ASSISTANT – INDUSTRIAL TECHNOLOGY Prerequisite(s): Students must be at least 10th graders (11th or 12th graders at MVHS) and have consent of the department head. Advanced student status in Industrial Technology is required at EMHS. A student may choose to be a Lab Assistant to the teacher of Auto, Metal, Drafting, Engineering Architecture, Photo, Wood, Graphic Arts, or Crafts. He or she will have daily and weekly duties and will sometimes be required to work without direct supervision of the assigned teacher. Students may check out tools and materials, repair simple machines, help other students, clean tools and machines, measure and mix chemicals, grade objective tests, fabricate teaching aids, host visitors, answer the telephone, and other tasks as assigned by the supervising teacher. A student will be graded as to the value of his or her worth in the total operation of the laboratory. Enrollment closes two weeks after semester begins. Basic skills studies and career information are integral parts of this course.</p>

LIBRARY SCIENCE DEPARTMENT

AHS	EMHS	MVHS	RHS	SEMHS
A-2	EM-2	MV-2	R-2	SEM-2

CLASS DESCRIPTION

- LIBRARY SCIENCE 1/LIBRARY SCIENCE 2**
 Prerequisite(s): Permission of the Librarian. Grades 10, 11 and 12 and a "C" grade or better in English is required.
 A one or two year course in Library Science designed to give students a thorough understanding of how to use and appreciate books and libraries as well as to promote skills that parallel those needed in many other occupations and life situations. Students learn skills that prepare them for future jobs requiring accuracy and attention to detail. Students will be exposed to a variety of subjects and materials that will promote library skills including: information literacy, personal reading, computer literacy, and life-long learning.

MATHEMATICS DEPARTMENT

Two years of mathematics and completion of Algebra 1 (or equivalent) are required for graduation; four years are suggested for most college-bound students. The information in this registration manual is to help you plan. Today more fields are using more math than ever before. Your career will extend over many years. **THE TIME TO PREPARE FOR IT IS NOW!**

AHS	EMHS	MVHS	RHS	SEMHS
A-2	EM-2	MV-2	R-2	SEM-2
A-2	EM-2	MV-2	R-2	SEM-2
A-2	EM-2	MV-2	R-2	SEM-2
A-2	EM-2		R-2	
A-2	EM-2	MV-2	R-2	SEM-2

CLASS DESCRIPTION

All students in the district must have two (2) years of mathematics in order to graduate. Students must have Algebra 1 (or equivalent) or higher math class to graduate from high school.

- ALGEBRA 1A**
 Prerequisite(s): A score of 30 or below on the MDTP (Mathematics Diagnostic Testing Project)
 Equivalent to the 1st semester of Algebra 1 including Algebra Readiness.
Offered in Summer School ONLY.
- ALGEBRA 1 (P)/BILINGUAL/SHELTERED**
 Prerequisite(s): None
 Algebra 1 is required for high school graduation. This course covers the California Content Standards for Algebra 1.
- ALGEBRA 2 (P)**
 Prerequisite(s): "C" or better in Algebra 1 and Geometry or teacher's recommendation, and/or placement exam
 This college preparatory course includes a review of the principles of first-year algebra and develops advanced principles, theories, applications and skills.
- ALGEBRA 2 ACCELERATED (P)**
 Prerequisite(s): Permission of instructor and/or a grade of "B" or higher in both Algebra and Geometry
 Algebra 2 Accelerated is a rigorous college preparatory course which includes all topics from regular Algebra 2 but in a more condensed time frame. This approach allows for an in-depth study of topics such as word problems, conic sections, elementary functions, natural and common logarithms, matrix algebra, and probability.
- ALGEBRA/GEOMETRY CONCEPTS**
 Prerequisite(s): Minimum of 10 credits in Algebra 1 and a "C-" or better in the 2nd semester of Algebra 1
 The geometric skills and concepts developed in this course are useful to all students. Aside from these skills and concepts, students will develop their ability to better understand formal logical arguments and problems. A thorough review of algebraic concepts will be done within the content of the course.

AHS	EMHS	MVHS	RHS	SEMHS	CLASS DESCRIPTION
A-1	EM-1	MV-1	R-1	SEM-1	<p>6. CAHSEE PREPARATION - MATH Prerequisite(s): None This is a non-college preparatory mathematics course designed to prepare students to score higher on the mathematics section of the California High School Exit Exam. The strands of sixth, seventh, and eight grade Math California State Content Standards are addressed: Number Sense, Algebra and Functions, Algebra 1, Probability and Statistics, and Measurement and Geometry. Concept attainment, skill development, and test-taking skills will be emphasized. Application based class activities will be stressed.</p>
A-2	EM-2	MV-2	R-2	SEM-2	<p>7. CALCULUS (P)/CALCULUS AB AP (P)/CALCULUS BC AP (P) Prerequisite(s): "C" or better in Pre Calculus or teacher recommendation The topics this course covers will include limits, continuity, derivatives and integrals of polynomials, trigonometric and log exponential functions, curve sketching, infinite series, and applications. Students will prepare for the Advanced Placement Test.</p>
A-2					<p>8. CALCULUS CD (P) Prerequisite(s): Calculus BC and teacher recommendation This class is an extension of Calculus BC. A college level curriculum.</p>
A-2	EM-2	MV-2	R-2	SEM-2	<p>9. GEOMETRY (P) Prerequisite(s): Grade of "C" in Algebra 1. Plane geometry is a study of lines and figures that lie in a plane surface. This traditional geometry course emphasizes proofs, problem solving, and deductive reasoning. This course should be taken by all students expecting to take advanced math classes such as calculus. A sheltered course is offered at AHS.</p>
A-2	EM-2		R-2	SEM-2	<p>10. GEOMETRY ACCELERATED (P) Prerequisite(s): An A or B+ in Algebra 1 or recommendation from Algebra 1 teacher and permission of Geometry Accelerated teacher, and/or placement exam. Geometry Honors covers all topics in a regular geometry course but goes into greater depth in the areas of logic and proof, problems in space, three dimensional problems, geometric solids, and coordinate geometry. Also included are topics on transformational geometry and geometric applications of trigonometry.</p>
					<p>11. PRACTICAL MATH Prerequisite(s): Passing grade in Algebra 1 or Algebra 1B. Seniors only. If a student has taken the High School Exit Exam but has not passed the math test, the student must take the CAHSEE Prep class before enrolling in Practical Math. Practical math is designed for students who have passed an Algebra or equivalent course. The emphasis of the course is on practical application with the goal of reinforcing the most life-applicable standards from Algebra and Geometry. May be offered at FRLHS.</p>
	EM-2				<p>12. PRECALCULUS HONORS (P) Prerequisite(s): "C" average in Algebra 2, teacher's recommendation, and/or placement test. This two-semester course is to be taken following the completion of Algebra 2. The course deals with trigonometric function of angles, solution of triangles, inverse functions, complex numbers, and hyperbolic functions. In addition, an introduction to the fundamentals of college mathematics will be included.</p>
A-2	EM-2	MV-2	R-2	SEM-2	<p>13. PRECALCULUS/TRIGONOMETRY (P) Prerequisite(s): "C" average in Algebra 2, teacher's recommendation, and/or placement test. This two-semester course is to be taken following the completion of Algebra 2. The course deals with trigonometric function of angles, solution of triangles, inverse functions, complex numbers, and hyperbolic functions.</p>

AHS	EMHS	MVHS	RHS	SEMHS
		MV-2	R-2	
A-2	EM-2	MV-1-2	R-1-2	

CLASS DESCRIPTION

14. STATISTICS AP (P)

Prerequisite(s): "C" or better in Trigonometry and teacher recommendation. This course comprises four central topics: exploration of data, the planning of a study, probability as it relates to the distribution of data, and inferential reasoning. These tasks will be accomplished first by traditional methods, and then by using current technology. Technology that will be integrated into the curriculum includes graphing calculator, computers with statistic software, and the World Wide Web.

15. LAB ASSISTANT – MATH

Prerequisite(s): Open to 11th and 12th grade students who are credit current and have obtained the department head's recommendation. The student will work in the mathematics lab or classroom. He/she will also assist students and teachers in the math lab or in the classroom and help to prepare math materials.

MUSIC DEPARTMENT
(Performing Arts Department at AHS)
(Visual and Performing Arts Department at MVHS and SEMHS)

AHS	EMHS	MVHS	RHS	SEMHS
A-2	EM-2	MV-2	R-2	
	EM-1-2		R-2	
A-2	EM-2	MV-2		
A-2	EM-1	MV-2	R-2	SEM-2

CLASS DESCRIPTION

1. A CAPPELLA CHOIR (P)

Prerequisite(s): Admission to this group is granted only by the instructor. At least one year of previous choir experience is preferred. A Cappella Choir is the intermediate vocal ensemble of the Music Department. Its repertoire includes all advanced vocal material, including four to eight-part music. This choir performs both for the school and the community. This group has many extra-curricular activities including regular group and individual practices after school hours and numerous social events. Performances include assemblies, festivals, and several concerts.

2. ADVANCED GUITAR (P)

Prerequisite(s): All students who have successfully completed Guitar are eligible to enroll in Advanced Guitar with the permission of the instructor except at RHS. A continuation of the first-year course in guitar, Advanced Guitar offers the student advanced training in more complex rhythms, note reading and chord patterns as well as a greater variety of strums. Opportunities for individual projects will be encouraged. Scale patterns and methods for improvisation are introduced.

3. AEOLIAN CHOIR (P)

Prerequisite(s): This course is open to all students. Beginning unison, medium and difficult two and three part music will be studied for performance at assemblies, concerts, and music festivals.

4. AUXILIARY BAND UNITS

Prerequisite(s): Tryouts for these groups are held each spring for the following school year. This class is for members of (depending upon high school) FLAGS, TALL FLAGS, DRILL TEAM, MAJORETTES, SOLO TWIRLER, DRUM MAJORS, BANNERS, SONGLEADERS, CHEERS, and/or RIFLES. Each group is required to perform with the band at football games and/or parades, and must perform individually at pep rallies, competitions, and other special occasions. After school rehearsals will be scheduled and these students will be required to attend all activities.

AHS	EMHS	MVHS	RHS	SEMHS
	EM-2		R-2	
A-2		MV-2		SEM-2
A-2			R-2	SEM-2
A-2				
A-2	EM-2	MV-2		SEM-2
				SEM-2

CLASS DESCRIPTION

- 5. BEGINNING INSTRUMENTS**
 Prerequisite(s): Permission of instructor required at AHS.
 Class instruction begins with the very basic fundamentals of note reading and instrumental techniques; also a small amount of music theory is gradually introduced.
 It is advisable to own or rent your own instrument. However, the Music Department has a few instruments which may include Sousaphones, double basses, percussion and French horns, which may be used in class. There are no double basses at MVHS or AHS. After school practices and activities may be scheduled.
- 6. CHAMBER CHOIR (P)**
 Prerequisite(s): Admission to this group is granted by the instructor only. At least one year of previous choir experience is preferred.
 The choir is the major performing ensemble of the Music Department. Its repertoire includes all advanced vocal material, including four and/or eight-part music. This choir is a performing group both for the school and the community. This group has many extra-curricular activities including regular and individual practices after school hours and numerous social events. Performances include assemblies, festivals, and several concerts.
- 7. CHAMBER JAZZ ENSEMBLE (P)**
 Prerequisite(s): Two years high school performance experience or successful audition.
 Jazz Ensemble is a performance based class in instrumental music. Only highly advanced students would be eligible, as the repertoire is technically very demanding. Students cover jazz styles including: ragtime, Dixieland, blues, swing, big band, be-bop, techno, fusion, rock, Latin, funk and popular styles of today. Students are encouraged to solo and work on improvisations modeling famous artists studied in class. Students take a written final on Jazz History and present an oral presentation along with a written paper on a famous artist covered in class that they then have to research further. Performances are numerous and attendance to all events is mandatory.
- 8. DANCE PROP PRODUCTION**
 Prerequisite(s): Successful audition or instructor approval
 Dance Prop Production involves student participation in various aspects of movement and equipment techniques. The student will obtain aesthetic perception and valuing, creative expression, and will study the heritage and history of dance. Those goals will be accomplished by various activities and performance throughout the course. Expression of movement style, equipment techniques and forms will take place through creative development of space, time, and force. The students will also focus on the ability to work in a group situation while developing performance and composition skills. This course is for members of Flags, Tall Flags, Drill Team, Drum Majors, Banners, Song Leaders, and/or Rifles. This course is aligned to the State of California Visual & Performing Arts Standards.
- 9. DRAMA 1,2,3,4 (P) SEMHS only offers 1,2 (P)**
 At AHS and MVHS these courses are in the Performing Arts Department. See course description under English Department.
- 10. EXPERIENCES IN MUSIC**
 Prerequisite(s): None
 A survey of music from the Middle Ages through the present. This course follows the State of California's Visual and Performing Arts Framework and provides a means for the communication of ideas and emotions, not always reducible to language.

AHS	EMHS	MVHS	RHS	SEMHS	CLASS DESCRIPTION
A-2	EM-2	MV-2			<p>11. GLEE (P) Prerequisite(s): This class is open to all students in high school whose voice ranges are in the bass clef and who enjoy singing. This class is preparatory for other advanced choral musical groups. Continued participation may be granted upon approval of instructor. The members of this singing group will study various kinds of songs in unison and two and four part harmony. Emphasis is placed on individual voice development through group participation. This group performs in school assemblies, programs, and musical festivals.</p>
	EM-1	MV-2	R-2		<p>12. GUITAR Prerequisite(s): None. The principle emphasis of this class is placed upon simple note and chord reading. A small amount of music theory is included.</p>
A-2		MV-2	R-1	SEM-1	<p>13. MUSIC APPRECIATION (P at AHS, MVHS & RHS)/SHELTERED Prerequisite(s): 10th grade and above. 9th grade and above at MVHS, RHS and SEMHS. This course is designed to develop within the student a knowledge of musical heritage. The student will gain an understanding of the elements of music, such as form, texture, harmony, and notation. The course will be taught with an emphasis on the historical perspective of music including the origins and development of the symphonic orchestra, opera, musical comedy, jazz and ballet. Different eras of music will be covered, emphasizing the different styles, important composers and their music.</p>
A-2			R-2		<p>14. MUSIC THEORY AP (P) Prerequisite(s): A basic knowledge of music notation and a desire to write and analyze musical composition. This course is designed to develop a student's ability to recognize, understand, and describe the materials and processes of music that are heard or presented in a score. The skills developed will be: aural, sight singing, written, compositional and analytical. They will be developed through the use of: listening, performance, written, creative and analytical exercises. Students will take the AP Exam in the spring semester.</p>
		MV-1-2		SEM-2	<p>15. PERCUSSION TECHNIQUES Prerequisite(s): A. Recommendation of instructor B. Students must own or be willing to purchase a pair of snare drum sticks (\$5), and a percussion practice pad (\$15-20). Percussion Techniques is for the instruction of proper playing technique of percussion instruments. Emphasis is placed upon the reading and notation of percussion music, and the unique performance techniques for each specific percussion instrument. Additional emphasis is placed on the historical and cultural significance of percussion instruments.</p>
	EM-2	MV-2	R-2	SEM-2	<p>16. PIANO 1 (P) Prerequisite(s): None Piano 1 is designed to provide musical experiences in keyboard performances and appreciation for excellent piano literature and performance through listening. For those students participating in other musical groups, this course offers an opportunity to further musical training. Emphasis is placed on reading music notation and is structured on individual teaching sessions. Access to a piano for individual practice outside of class time is suggested.</p>
	EM-2	MV-2	R-2	SEM-2	<p>17. PIANO 2 (P) Prerequisite(s): Completion of Piano 1 or permission of instructor. This is a continuation of Piano 1 at a more advanced level.</p>
	EM-2	MV-2	R-2	SEM-2	<p>18. PIANO 3 (P) Prerequisite(s): Permission of instructor is necessary for enrollment. This is a continuation of Piano 2.</p>

AHS	EMHS	MVHS	RHS	SEMHS	CLASS DESCRIPTION
	EM-2	MV-2	R-2	SEM-2	<p>19. PIANO 4 (P) Prerequisite(s): Permission of instructor is necessary for enrollment. This is a continuation of Piano 3.</p>
A-2	EM-2	MV-2	R-2	SEM-2	<p>20. SENIOR BAND (P) Prerequisite(s): Spring auditions along with permission of instructor at AHS Although this course meets on a regular class schedule, it has extra-curricular activities that require after-school time. Individual and group practices before or after school are scheduled. Performance is essential.</p>
A-2		MV-2		SEM-2	<p>21. STAGE BAND (JAZZ BAND) (P at MVHS) Prerequisite(s): Permission of instructor is necessary for enrollment. By audition only at AHS. The purpose of this band is to acquaint the students with jazz standards, improvisation, sight-reading, and advanced techniques of music fundamentals, as well as a comprehensive knowledge of jazz history.</p>
	EM-2		R-2		<p>22. STRING ORCHESTRA (P) String Orchestra is an instrumental ensemble in which performance skills are developed through a logical sequence of instruction in rehearsals, performance of literature in the medium, sectional rehearsals and one-on-one instruction. Students will receive instruction on string instruments: violin, viola, cello or string bass. Repertoire will be developed throughout the year to perform for the community and/or festivals and competitions. Performances will be the culminating experiences of the learning process. Attendance may be required at rehearsals and events outside of class time. This class will accommodate all skill levels, beginning through advanced.</p>
A-2	EM-2		R-2		<p>23. TREBLE CHOIR (P at AHS and EMHS) Prerequisite(s): This is a preparatory music class for all students with vocal range from middle C and above who enjoy singing. Unison songs, two and three-part harmony songs, both popular and classical, with emphasis on memorization. The proper use of the voice, tone production and reading music will also be emphasized. This group participates in several musical programs, assemblies, and musical festivals. It is a preparatory class for the advanced performing groups in Vocal Music.</p>

PHYSICAL EDUCATION DEPARTMENT

If a student in grade nine does not satisfactorily meet five of the six standards of the physical performance test (PFT), the student is not eligible for exemption from physical education courses under *EC* Section 51241(b)(1). Unless otherwise exempted, the student will need to take a physical education course in grade ten. If the student passes the FITNESSGRAM® in grade ten, the local governing board or county superintendent may exempt the student from physical education for two years, grades eleven and twelve. Pursuant to *EC* Section 51241(e), local districts may administer the FITNESSGRAM® to students in grades ten to twelve, inclusive, and students who pass the FITNESSGRAM® in any of grades ten to twelve, inclusive, are eligible for an exemption pursuant to *EC* Section 51241(b).

Refer to the Regional Occupational Program (ROP) section on page 78 for additional course offerings.

AHS	EMHS	MVHS	RHS	SEMHS	CLASS DESCRIPTION
			R-2		<p>1. ADVANCED BADMINTON 2 Prerequisite(s): Badminton 1 or teacher recommendation This class is designed mainly to accommodate the advanced or intermediate player who wishes to develop competitive skills and go out for the school team in this sport.</p>

AHS	EMHS	MVHS	RHS	SEMHS	CLASS DESCRIPTION
			R-2		<p>2. ADVANCED TENNIS Prerequisite(s): Coach's permission Demonstrations and drills on basic skills of forehand and backhand drives, serve, volley, half-volley, lob, and overhand smash are included. In addition, self-analysis of basic strokes, strategy, court positioning, scoring and class competition are included. Advanced techniques and skill development leading to team competition are stressed.</p>
A-1-2	EM-1-2	MV-1-2	R-2	SEM-2	<p>3. ATHLETICS Prerequisite(s): Coach or athletic director's permission. Grades 10-12 at AHS. Coach's and Athletic Director's permission required at EMHS and MVHS. Grades 9-12 at EMHS, MVHS, and SEMHS. The athletic program offers opportunities for students who desire a superior level of skill development and competition in interscholastic sports. Teams are organized to ensure the opportunity for all levels of competition.</p>
			R-2		<p>4. BADMINTON Prerequisite(s): Grades 11-12 at RHS; grades 10-12 at MVHS This course is a more detailed individual sport. It covers basic strokes, court awareness, and games as well as developing skills to a greater depth in areas of strategy and performance.</p>
A-2	EM-2	MV-2	R-2	SEM-2	<p>5. BODY CONDITIONING Prerequisite(s): Grades 10-12 only at AHS, EMHS, MVHS, and SEMHS; grades 11-12 at RHS. Teacher permission required at AHS. This course is designed to give students a better understanding of the problems involved in developing and maintaining good posture and body control. Daily lessons include self-evaluation, exercise instruction for figure development, aerobics, diet control for weight loss or gain, and correct use of the body for developing poise and posture. At MVHS and EMHS this course teaches the concepts of physical fitness and challenges the student to develop optimum levels of fitness. Self evaluation and laboratory are used with aerobics, calisthenics and weight training to attain these goals. An individual fitness folio is maintained throughout the course.</p>
			R-2		<p>6. DANCE 1 Prerequisite(s): Open to all sophomore, junior and senior students This class is a study of dance techniques and beginning composition. It may include techniques of aerobics.</p>
			R-2		<p>7. DANCE 2 Prerequisite(s): This class is limited to sophomore, junior and senior students who receive the recommendation of their physical education instructors. Grades 11-12 at AHS and RHS.</p>
A-2	EM-2	MV-2	R-2	SEM-2	<p>8. D.I.S. ADAPTED PHYSICAL EDUCATION Prerequisite(s): Recommendation from physician, school nurse and the Individual Educational Planning Team. Adapted P.E. is for individuals with exceptional physical needs who require developmental or corrective instruction through a specially designed physical education program.</p>
		MV-1-2			<p>9. INDIVIDUAL ACTIVITIES Prerequisite(s): 10-12 grade students at MVHS This course concentrates upon the techniques and strategies of individual sports. A variety of activities are offered from which students may select every 6 weeks those which are of the greatest interest and appeal to them. Included in the activities are archery, badminton, bowling, body conditioning, golf, paddle tennis, tennis, and weight training.</p>

AHS	EMHS	MVHS	RHS	SEMHS
A-1-2	EM-2		R-2	
A-2	EM-2	MV-2	R-2	SEM-2
	EM-2			SEM-2
A-2	EM-2	MV-2	R-2	SEM-2
			R-2	

CLASS DESCRIPTION

- 10. LIFETIME RECREATIONAL ACTIVITIES**
 Prerequisite(s): Grades 10-12. Grades 11-12 at EMHS.
 Students will have the opportunity to develop basic skills in a wide variety of activities such as golf, tennis, badminton, volleyball, softball, archery, basketball, self-defense, jogging, table tennis, and other sports with a high carry-over value.
- 11. PHYSICAL EDUCATION 9**
 Prerequisite(s): None
 Physical Education 9 is a required survey class for freshmen. It is designed to expose freshmen to the many different types of activities in physical education. Units may be taught from the following: archery, golf, badminton, pickle ball, dance, tumbling, softball, basketball, soccer, volleyball, speed-ball, physical fitness, self-defense, gymnastics, wrestling, disc games, handball, swimming, tennis, football, or track and field. A sheltered course is offered at AHS and MVHS. A unit of physical fitness is taught at MVHS.
 At EMHS the class is designed to suit the needs of the individual student. Emphasis is placed on self-esteem, self-improvement, fitness, and skill development through a progression of basic skills. Units include basic movement challenge, track and field, ancient and modern Olympics, dance, physical fitness, orienteering, team games and swimming.
- 12. PHYSICAL EDUCATION 10**
 Prerequisite(s): None
 Physical Education 10 is a required survey class for sophomores. It is designed to expose sophomores to the many different types of activities in physical education. Units may be taught from the following: archery, golf, badminton, dance, tumbling, softball, basketball, soccer, volleyball, speed-ball, physical fitness, self-defense, gymnastics, wrestling, handball, swimming, football, crickets, lacrosse, or track and field.
 At EMHS this class emphasizes fitness through activities that require more difficult skill progressions. Individual sports, team sports, physical fitness and contemporary game units make up the year's course.
- 13. P.E. PHYSICAL FITNESS TESTING (PFT)**
 Prerequisite(s): This is a coed course for all students grade 10 – 12 who have not met their California State Mandated Physical Fitness testing requirements.
 The goal of Physical Fitness Testing course is to incorporate the California State Standards while providing a developmentally appropriate sequence of instruction that includes the physical and behavioral skills students will need to be active for life. Components would include the effects of physical activity upon dynamic health, body composition, flexibility, and strength. Instruction would also include nutritional information.
- 14. SPORTS MEDICINE**
 Prerequisite(s): Pass ninth grade Physical Education and Science courses with a "C" or better, and obtain PE teacher's and counselor's recommendation
 Sports Medicine is a coeducational physical education course designed for sophomores, juniors and seniors who have basic knowledge of health-related fitness, training principles, nutrition, and anatomy. Students will gain an understanding of principles involved with first aid, CPR, and sports medicine through group and individual activities. They will gain confidence in knowledge and technique through practical application on models, fellow students and athletes. They will demonstrate expertise through written, oral, and practical application. They will gain insight into the occupational opportunities related to sports medicine and explore the possibilities in that career path. They will learn to access information through the Internet.

CLASS DESCRIPTION

AHS	EMHS	MVHS	RHS	SEMHS
A-1-2		MV-2		
A-1-2			R-2	
A-1-2		MV-1-2	R-2	
A-1-2		MV-2	R-2	SEM-2
A-1-2	EM-2	MV-1-2	R-1-2	SEM-2

15. TEAM SPORTS

Prerequisite(s): This course is open to all 10th, 11th and 12th grade students

This course offers students the opportunity to improve their skills in such sports as basketball, football, soccer, softball, speedball, swimming, and volleyball. Students select a new activity each six weeks.

16. TENNIS

Prerequisite(s): Grades 10-12 at AHS and MVHS; grades 11-12 at RHS
 Demonstrations and drills on basic skills of forehand and backhand drives, serve, volley, self-analysis of basic strokes, offensive and defensive strategy, court positioning, scoring, and class competition are included.

17. VOLLEYBALL

Prerequisite(s): Grades 10-12 at AHS and MVHS
 Volleyball introduces needed basic skills such as volley, bump pass, set, serve and spike. Team strategy, offensive and defensive techniques will be taught. Rules and tournament play will be involved throughout the course.

18. WEIGHT TRAINING

Prerequisite(s): Grades 10-12 at AHS and MVHS. Teacher's permission is required at AHS and MVHS. Grades 11-12 at EMHS, RHS, and SEMHS. At RHS and SEMHS students must receive a "C" or better in his/her previous Physical Education class. At SEMHS 10th grade students are allowed with teacher recommendation.

Attaining and maintaining an individual level of physical fitness is emphasized in the class. Programs for the development of strength, endurance, flexibility and cardiovascular conditioning are encouraged.

19. LAB ASSISTANT – PHYSICAL EDUCATION

Prerequisite(s): The student must have the permission of the teacher or department head to enroll. Enrollment closes two weeks after the semester begins. The student must have a "B" grade average and junior or senior standing at AHS, MVHS, RHS, and SEMHS.

Lab Assistants will assist teachers by answering phones, typing assignments, setting up equipment, skill testing, demonstrations, leading warm-up exercises, and helping individual students.

SCIENCE DEPARTMENT

Refer to the Regional Occupational Program (ROP) section on page 78 for additional course offerings.

<i>Grade Level(s)</i>	<i>Science Course Titles</i>
<p>Varies at each site</p> <p>Check course descriptions</p>	<p>Introduction to Physical Science (also Sheltered and Bilingual) Physical Science 1 Accelerated P</p> <p>Introduction to Biology (also Sheltered and Bilingual) Biology 1 P (also Sheltered) Biology 1 Accelerated P Biology AP P</p> <p>Chemistry 1 P Chemistry 1 Honors P Chemistry AP P Chem. Com. P (Chemistry in the Community)</p> <p>Earth Science P</p> <p>Environmental Science AP P</p> <p>Physics 1 P</p> <p>Physiology 1 P</p>

The state law requires that a student must successfully complete 2 years (20 credits) of science, which must include 10 credits (2 semesters) of life science and 10 credits (2 semesters) of physical science.

AHS	EMHS	MVHS	RHS	SEMHS
A-2	EM-2	MV-2	R-2	SEM-1
A-2	EM-2	MV-2	R-2	SEM-2

CLASS DESCRIPTION

- 1. BIOLOGY 1 (P)**
 Prerequisite(s): AHS: "C" or higher in IPS or PS, and 9th graders enrolled in English 9 Acc. EMHS, MVHS, SEMHS: a "B" (or higher) in Intro to Biology or high school science teacher recommendation. RHS prerequisite is based on reading scores. SEMHS prerequisite is based on CST Math, English, and Science scores in 8th grade.
 This course is based on the California State Standards for Biology. To provide a well-rounded background in science, this course gives insight into the living world. The course provides demonstrations and experiments with all forms of life from the smallest, single-celled organism to humans, their health, heredity, reproduction and future. This is a lab science class which fulfills the University of California lab science college entrance requirement.
- 2. BIOLOGY 1 ACCELERATED (P)**
 Prerequisite(s): The course is recommended for advanced students with a "B" or higher grade in both semesters of Introduction to Physical Science, or previous science course, or a "C" or higher in Earth Science.
 The course is a one-year lecture/laboratory course emphasizing life science. The course provides demonstrations and experiments with all forms of life from the microscopic to the multicellular. Topics include cell biology, genetics, ecology, evolution and physiology. The course is designed to instill a knowledge of the facts, principles and processes of biology. This is a lab science class which fulfills the University of California lab science college entrance requirement. Instruction is at a much faster pace and exams test for much more in-depth knowledge.

AHS	EMHS	MVHS	RHS	SEMHS
			R-2	SEM-2
A-2	EM-2	MV-2	R-2	SEM-2
A-2	EM-2		R-2	SEM-2
A-2	EM-2		R-2	
A-2				

CLASS DESCRIPTION

- 3. BIOLOGY AP (P)**
 Prerequisite(s): Grade of "B" or better in Biology 1 P Accelerated or Biology 1 P. They must also have a grade of "C" or better in Chemistry. This is a one-year lecture/laboratory course, which emphasizes the investigative approach to the study of living systems, their chemistry, structure, function, genetics, origins, ecology and behavior. The course will involve special projects and research.
 The course is designed to instill a knowledge of the facts, principles and processes of biology. Biology will help the student to become more aware of the implications and application of science and technology so that he or she may learn to live more efficiently; to develop increased scientific literacy, and meet the Biology Science Content Standards for California public schools. This course uses a college text. Students are required to take the AP exam given in the spring semester. This is a lab science course, which meets the University of California lab science requirement.
- 4. CHEMISTRY 1 (P)**
 Prerequisite(s): Grade of "C" in Algebra 1 P or instructor's permission. A scientific calculator is required.
 Laboratory experience will be combined with class work in order to study materials and the principles by which materials may undergo change. The students will be expected to do problem solving based on scientific principles. The major topics include: the organization and use of the Periodic Table; conservation of matter; theory of atoms; principles of chemical reactions; study of liquids, solids and gases; kinetic theory; solutions, solubility and ions; chemical bonding; equilibrium and energy effects in chemical reactions; and acids, bases and salts. Organic Chemistry and Biochemistry are introduced as well. This class fulfills the University of California lab science requirement and covers the California Content Standards for Chemistry.
- 5. CHEMISTRY 1 HONORS (P)**
 Prerequisite(s): Grade of "B" or higher in previous 10 units of science and high school teacher's recommendation. Grade of "B" or higher in Algebra 1P is also required at SEMHS.
 This one-year lecture/laboratory course will investigate the composition of materials and the principles of change. The topics will include those of the Chemistry 1 (P) course. However, a college text is used and depth of understanding and independent thinking are emphasized. This course fulfills the University of California laboratory science requirement. A scientific calculator may be required.
- 6. CHEMISTRY AP (P)**
 Prerequisite(s): Grade of "B" in Chemistry 1 (P) or Chemistry in the Community (P); grade of "B" or higher in both semesters of Chemistry 1 H (P), and instructor's permission.
 This one-year college level course prepares the student to take the Chemistry AP exam. This fast-paced course covers the material included in Chemistry 1 H as well as thermodynamics and electrochemistry. The college level laboratories require more than the allotted single high school class period. Time outside of class will be required to complete the labs.
- 7. CHEMCOM (Chemistry in the Community) (P)**
 Prerequisite(s): Grade of "C" in both semesters of Algebra 1P or Algebra 1 B P. A scientific calculator is required.
 This course is a student-centered, activity-based, issues-oriented chemistry curriculum designed for the college-bound, non-technical student or any self-motivated student. The course is designed to give students an awareness of science and the reasoning skills they will need to live in the Twenty-First Century. Traditional chemistry concepts and laboratory skills are included as well as more industrial, organic, nuclear, and biochemistry concepts. Problem solving and decision making are emphasized. This class fulfills the University of California lab science requirement.

AHS	EMHS	MVHS	RHS	SEMHS
	EM-2	MV-2		
A-2				
A-2	EM-2	MV-2	R-2	SEM-2
				SEM-2
A-2	EM-2	MV-2	R-2	SEM-2

CLASS DESCRIPTION

8. EARTH SCIENCE (P)

Prerequisite(s): Grade of “B” or higher in Introduction to Physical Science or teacher’s recommendation.

This one-year lecture/laboratory course deals with the study of the Earth its matter, features, processes, and place in the universe. The course will provide a balance between the study of physical and historical geology, meteorology, oceanography, and astronomy and will also look at the problems facing our society such as energy shortages, earthquakes and hurricane prediction, and resource management. This course will fulfill the University of California g-elective only.

9. ENVIRONMENTAL SCIENCE AP (P)

Prerequisite(s): Successful completion of one year of Biology and one year of Chemistry with a grade of a B or better.

This is an interdisciplinary course, which will involve the fields of, but not be limited to ecology, biology, ocean and atmospheric science, climatology, chemistry, geology, toxicology, geography, statistics, economics, politics and ethics. This course is designed to be the equivalent of a college introductory environmental science course. The goals of the AP Environmental Science course are to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships in the natural world and to identify and analyze environmental problems or challenges (both natural and manmade). This course will also teach students how to evaluate the relative risks associated with these problems and to examine the alternative solutions for resolving and/or preventing them.

While this course explores many different topics, the following **themes** serve as a foundation for the course. They include the following: Interconnectedness - Earth is one interconnected system, Sustainability - The environment functioning indefinitely without decline due to overuse, Energy Conversions - Underlie all ecological processes, Environmental Challenges - Problems often have a social and cultural context, Human Beings Affect/Alter Natural Systems, and Environmental Science as a Process – Experimental Design.

This course follows the AP College Board course outline and is a college equivalent course. Students will be required to take the AP exam in Environmental Science.

10. INTRODUCTION TO BIOLOGY

Prerequisite(s): AHS: recommended completion of IPS.

This course is designed to introduce the high school student to biology content standards. Coursework will include the cell, ecosystems, evolution, physiology, as well as an introduction to genetics. The intention of this course is to emphasize the development of a working biological vocabulary and basic understanding of biological concepts which can then lead to future studies at a more in-depth level of understanding.

11. INTRODUCTION TO BIOLOGY BILINGUAL

Prerequisite(s): Parent bilingual waiver.

This is a bilingual course designed to introduce the high school student to biology content standards. Coursework will include the cell, ecosystems, evolution, physiology, as well as an introduction to genetics. The intention of this course is to emphasize the development of a working biological vocabulary and basic understanding of biological concepts which can then lead to future studies at a more in-depth level of understanding. This course is taught in Spanish with Spanish textbooks and materials.

12. INTRODUCTION TO PHYSICAL SCIENCE

Prerequisite(s): None

Introduction to Physical Science is a two-semester course which is aligned with the California Science Standards and fulfills the one-year Physical Science requirement for graduation. This covers topics in matter, atomic structure, greenhouse/ozone layer, earth’s place in the universe, dynamic earth processes and California geology, plus Astronomy, Oceanography, atmosphere, and meteorology.

AHS	EMHS	MVHS	RHS	SEMHS
A-2	EM-2			
A-2	EM-2	MV-2	R-2	SEM-2
A-2	EM-2		R-2	
A-2	EM-2	MV-2	R-2	SEM-2

CLASS DESCRIPTION

13. PHYSICAL SCIENCE 1 ACCELERATED (P)

Prerequisite(s): It is recommended that advanced freshmen students take this course in lieu of Introduction to Physical Science. They may do so with the recommendation of the 8th grade science teacher and approval of the Assistant Principal for Student Services. Criteria shall include 9th grade reading ability and enrollment in Algebra 1P or higher at the 9th grade level. The previous math grade should be a "B" or better. A scientific calculator is required at EMHS.

The purpose of this course is to give all students a beginning knowledge of physics, earth science and chemistry and to offer some insight into the means by which scientific knowledge is acquired. Topics of study include the California Physical Science Standards, Earth's Place in the Universe, Dynamic Earth Processes, Chemical Bonds, Conservation of Matter, Chemical Thermodynamics, Reaction Rates, Organic Chemistry, Nuclear Processes, and Investigation and Experimentation. The student will learn these concepts by experimentation and problem solving techniques. The student must complete both semesters in order to receive credit for this course.

14. PHYSICS 1 (P)

Prerequisite(s): A grade of "C" or higher in Algebra 2 P. A scientific calculator is required at AHS, EMHS, MVHS, and SEMHS.

Physics is an elective course offered to all that meet the prerequisite. The course will be useful to those who are interested in entering the mechanical trades. The course will include studies of measurement, forces and machines, sound, light, electricity and electronics, nuclear physics, and heat and wave mechanics. This course fulfills the University of California lab science requirement in Physical Science.

15. PHYSICS AP (P)

Prerequisite(s): A grade of "C" or better in Trigonometry, or Algebra II, with permission of instructor. Passage of entrance exam given by the instructor. All students are required to take the AP Physics B Exam.

This is a one-year college level laboratory course. It introduces students to the fundamental laws of physics, which include mechanics, momentum, statics, simple harmonic motion, wave motion, thermodynamics, fluids, electricity, magnetism, light, sound, optics, atomic and nuclear physics, and other special topics. This course emphasizes mathematical problem solving, but in no way will it sacrifice concept mastery.

Laboratory experimentation is a necessary component of this course. During all labs students will use appropriate technology to gather and process data. Students will be expected to turn in formal and informal lab reports. These reports will stress scientific method, inquiry, logical and creative thought processes. Students will work cooperatively in lab teams. There will be at least one lab for every major topic of study.

Throughout this course the student will be challenged to use and apply knowledge gained in various ways. Many problems and situations facing society will be addressed in this class, allowing students to see the integral nature of science.

This course fulfills the University of California lab sciences requirement.

16. PHYSIOLOGY (P)

Prerequisite(s): Grade of "C" or higher in both semesters of Biology 1P or a grade of "B." Grade of "C" or higher in Chemistry in the Community, Chemistry, or Chemistry Honors is recommended.

Physiology is for upper division students in grades 11 or 12 that meet the prerequisites. The human body and its functions are studied from the anatomical and physiological aspects through use of animal dissection, lecture, discussion, research, films, and charts. Fetal pigs, cats, and body parts will be dissected. This is a lab science course which fulfills the requirements of the University of California for college applications.

AHS	EMHS	MVHS	RHS	SEMHS
			R-2	
			R-2	
A-1-2		MV-1-2		SEM-1

CLASS DESCRIPTION

- 17. RMA: BIOLOGY (P)**
 Prerequisite(s): A student may be placed in this course by any of the following: score on reading placement test or acceptance into restaurant management academy.
 RMA: Biology is a course designed to introduce students to the biological processes that relate to and affect the food sciences. All of the California Biology Content Standards will be incorporated into this curriculum. Using "Fast plant" activities and Microbiology techniques the following topics will be covered: cell biology, genetics, evolution, ecology, and physiology. Students wishing to apply to a UC/CSU must achieve a minimum grade of "C" in this course to meet the "d" laboratory requirement.
- 18. RMA: CHEMISTRY (P)**
 Prerequisite(s): Students enrolled in this course must have successfully completed the following: 1 year of Algebra I with "C" or better, 1 year of Metabolic Biology with "C" or better, and currently placed in RMA.
 This Chemistry course is designed to provide students with a broader & stronger background in Organic/Biochemistry as well as Inorganic. This will give our RMA students the background to begin the study of Food Chemistry. General Chemistry will be thoroughly covered at an accelerated pace. This includes the following standards & related sub standards:
 Atomic Theory, Periodic Table, Bonding, Conservation of Matter, Gas Laws, Solutions, Equilibrium, Reactions Energy & Rate, Acid & Bases, Intro to Organics, & Nuclear Chemistry.
 The last two grading periods will cover Organic Chemistry & Food Chemistry Topics in more depth. **Students wishing to apply to a UC/CSU must achieve a minimum grade of "C" in this course to meet the "d" laboratory requirement.**
- 19. LAB ASSISTANT – SCIENCE**
 Prerequisite(s): Open to students in grades 10-12 (grades 11-12 at MVHS) with teacher and department chair approval. Student should have successfully completed the course in which she/he is assisting.
 The science Lab Assistant prepares for science classes by setting up equipment, mixing chemicals, and assisting students and teachers in laboratory experiences.

SOCIAL SCIENCE DEPARTMENT

Refer to the Regional Occupational Program (ROP) section on page 78 for additional course offerings.

NOTE: (F) indicates the portion of the course normally taught during the First (Fall) Semester; (S) indicates the portion of the course normally taught during the Second (Spring) Semester.

B = BASIC H - HONORS P = Accepted by University of California
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AHS	EMHS	MVHS	RHS	SEMHS
A-1	EM-1	MV-1	R-1	SEM-1

CLASS DESCRIPTION

- 1. ECONOMICS (P)/SHELTERED**
 Prerequisite(s): Grade 12
 Economics is the study of how people and countries use their resources to produce, distribute and consume goods and services. By understanding economics, students will be helped to make better economic decisions in a modern world. Students will learn fundamental economic concepts and terminology, be exposed to the various economic systems in the world, and be fully acquainted with the U.S. economy and the forces that influence it.

AHS	EMHS	MVHS	RHS	SEMHS
A-2	EM-2	MV-1	R-1	SEM-1
A-2				SEM-2
A-2				

CLASS DESCRIPTION

2. MACROECONOMICS AP (P)

Prerequisite(s): 12th grade and instructor’s approval. A grade of “C” or better in the following courses: World History P, AP World History, US History P, and AP US History

This one-semester course (two semesters at AHS and EMHS) in macroeconomics will include a simulation which will tie in microeconomic concerns through individual economic decision making. This course is intended to give the student an in-depth view of the economic issues and processes which are of vital importance to our world. Students will analyze such issues as competition, supply and demand, unemployment and inflation, income and spending, and many more. We will also examine the role of the Federal Reserve System, the process by which money is created, and the challenges to capitalist economic systems. This intensive course will be comparable to a college economics class in reading levels and conceptual content.

Macro Economics is a study of how economic decision-makers affect the economy as a whole in terms of employment, price stability, and economic growth. After defining and analyzing tools and models that describe the conditions of our national economy, our fundamental purpose will be to analyze how fiscal and monetary policies may be used to promote full employment, price stability, and economic growth. Competing economic theories and models will be used to test the conventional Classical and Keynesian conclusions. While international economics formally concludes the study in Macro Economics, an integration of international topics through the entire course will complete the study of economy in dealing with macro problems. Moreover, throughout the course, learning emphasis is placed on reasoned, logical argument. As the quote by Keynes suggests, the purpose of this course is not to develop or solicit a normative or political point of view, but rather use economics as a method and model for decision-making. Since this is the students’ first introduction of any kind of economics; both micro and macro concepts will run throughout the school year. This course will help students understand the concepts tested in the Advanced Placement Exam in economics. It will teach students to think like an economist and gain some very crucial insights into human behavior. You should never forget that economics is, first and foremost, a study of human behavior. An understanding of human behavior is a necessary prerequisite to attaining your personal goals and to fulfilling any goals that you might have of helping other people.

This course follows the AP College Board course outline and is a college equivalent course. Students will be required to take the AP exam in Macroeconomics.

3. PSYCHOLOGY (P)

Prerequisite(s): 11th and 12th graders at AHS, EMHS and SEMHS

This class is designed to give the student a general introduction to psychology, the study of human behavior. This course seeks to help people understand their own behavior and how they relate to others. Emphasis is on the individual and the processes through which one develops. Areas of study include: psychology as a behavioral science; developmental psychology; personality development and theories; intelligence and learning theory; the influences of both heredity and environment; emotional conflicts and defense mechanisms; and the types of mental illnesses and treatments for mental illness. This class is only offered at SEMHS to students in the Public Safety Academy.

4. PSYCHOLOGY AP (P)

Prerequisite(s): Recommendation by teacher

The advanced placement course in psychology will introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists’ use in their science and practice. Students are expected to take the psychology AP exam for which they may receive college credit. The aim of the course is to provide the student with a learning experience equivalent to that obtained in most college introductory psychology courses.

AHS	EMHS	MVHS	RHS	SEMHS
			R-2	
A-1	EM-1	MV-1	R-1	SEM-1
A-2	EM-2	MV-2	R-2	
A-2	EM-2	MV-2	R-2	SEM-2
A-2	EM-2	MV-2	R-2	SEM-2

CLASS DESCRIPTION

- 5. RMA: WORLD HISTORY (P)**
 Prerequisite(s): Admission into Restaurant Management Academy
 The World, Its People and the Food We Eat is a one year social science course designed as an in-depth study of the California Content Standards Reporting Clusters through the medium of food. The course will survey modern world history from the rise of democratic thought thru present day addressing themes related to food history, production, consumption, and distribution. Students will gain a working knowledge of the five reporting clusters and the analysis skills needed to score at the proficient and advanced level on the CST STAR test.
- 6. UNITED STATES GOVERNMENT (P)/SHELTERED**
 Prerequisite(s): 12th Grade
 All three aspects of the American governmental system--federal, state, and local--are studied in this course. Particular emphasis is given to the development of responsible active citizenship. This class fulfills one semester of the senior social science requirement. The Senior Career Research Project is required for passing at SEMHS.
- 7. UNITED STATES GOVERNMENT AP (P)**
 Prerequisite(s): AHS Students must have completed United States History with the grade of a "C" or better and be of senior standing. Note: Students who earned an "A" or "B" grade in their U.S. History course will require a teacher recommendation for registration. At AHS and EMHS, students who received a "C" grade will be required to enroll concurrently in AVID 4.
 EMHS Students must complete U.S. Government in summer school, or be an intern in Washington D.C or Sacramento, and have a grade of "C" or better in Honors U.S. History.
 The AP course in U.S. Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. This course follows the AP College Board course outline and is a college equivalent course. Students will be required to take the AP exam in United States Government.
- 8. UNITED STATES HISTORY (P)/SHELTERED/BILINGUAL**
 Prerequisite(s): 11th grade.
 A study of the development of our nation during the 19th and 20th Centuries, the course fulfills the junior social science requirement.
 RHS also offers a Transitional section of this course, which does carry the designation (P); and a Basic section and a Bilingual section, which do not carry the designation (P). EMHS and MVHS offer a bilingual section, which carries the (P) designation.
- 9. UNITED STATES HISTORY AP (P)**
 Prerequisite(s): Students must have completed World History with a grade of "C" or better and be of junior standing. Students who earned an "A" or "B" in their regular World History course will require a teacher recommendation. Students who earned a "C" grade in regular World History will be required to enroll concurrently in AVID 3 (except at MVHS). Students who have taken World History AP and received a "C" also need teacher recommendation, while students who received an "A" or "B" do not.
 The two-semester AP course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with historical materials. In addition to the historical content, students will interpret primary sources, including documentary material, maps, and statistical tables to better understand historical events. Students will learn to assess the relevance of these events to a given interpretive problem and weigh the evidence and interpretations presented in historical scholarship. The course follows the AP College Board course outline and is a college equivalent course. Students will be required to take the United States History AP Exam.

AHS	EMHS	MVHS	RHS	SEMHS
	EM-2			
A-2	EM-2	MV-2	R-2	SEM-2
	EM-2	MV-2	R-2	SEM-2
A-2	EM-2			SEM-2
A-2		MV-1-2		

CLASS DESCRIPTION

- 10. UNITED STATES HISTORY HONORS (P)**
 Prerequisite(s): 11th and 12th grade, enrollment in English 3 AP and/or Social Science Department nomination and selection.
 A two-semester course designed to provide the student with analytical skills and factual knowledge necessary to deal critically with problems and materials in American history. The course also helps prepare the student to take the optional Advanced Placement Examination in U.S. History. The course fulfills the junior social science requirement.
- 11. WORLD HISTORY (P)/BILINGUAL/SHELTERED**
 Prerequisite(s): Grade 10.
 This course presents an accurate reflection of the world's past. The course is designed to give students the widest panorama of world history with a greater emphasis devoted to modern times. World History and Geography covers traditional societies in the West and societies in Asia, Africa, Latin America, and the Middle East. The course is presented chronologically and permits the study of parallel developments in different parts of the world during each major period of history. This course gives a balanced presentation of political, economic, social, and cultural history, while describing how people lived in other times and places by in-depth focus units.
- 12. WORLD HISTORY ACCELERATED (P)**
 Prerequisite(s): Grade 10 and concurrent enrollment in English 2X (or English 2 Accelerated). At RHS, grade 10 instructor's approval.
 This course includes the same units of study as World History and Geography (P), but they are examined in greater depth. The course is designed for students who demonstrate academic aptitude and dedication to the goal of successfully completing a four-year college program. Emphasis is placed on the development of learning, research, and writing skills essential for high achievement in higher education.
- 13. WORLD HISTORY AP (P)**
 Prerequisite(s): A grade of "A" or "B" in Freshman English with English teacher recommendation. Students with a strong desire to take the WHG AP with less than a "B" grade in Freshman English must enroll concurrently in the AVID 2 course.
 A rigorous, year long, college-level course offering a thematic survey of World History and Cultures. This course follows the AP College Board course outline and is a college equivalent course. Students will be required to take the AP exam in World History.
- 14. LAB ASSISTANT – SOCIAL SCIENCE**
 Prerequisite(s): 10th, 11th and 12th grade (11th and 12th grade at MVHS) with approval of the department head.
 This course provides the Lab Assistant with practical experience assisting teachers with clerical work and learning how to operate certain office machines, such as computer, copier and scantron. This class does not meet the senior social science requirement. Enrollment closes two weeks after the semester begins.

SPECIAL EDUCATION DEPARTMENT

AHS	EMHS	MVHS	RHS	SEMHS
<p>This one-semester class is available to all junior and senior Special Education students in the district and is taught at EMHS after school.</p>				
A-1	EM-1	MV-2	R-2	SEM-2
			R-2	SEM-2
A-2	EM-2			SEM-2
A-2	EM-2	MV-1	R-2	SEM-2

CLASS DESCRIPTION

1. DIVERSIFIED OCCUPATIONS CC/CVE ROP

[WR 197 COOP DIVERSIFIED OCCS]

Students will learn: 1) How to use community transportation, 2) Safety on the job, 3) Child labor laws, 4) Employability skills, 5) Job preparation that equals experience on a job application, 6) How to properly prepare a regular job application and an on-line job application, 7) How to dress for a job interview, and 8) How to participate in mock job interviews. From on-the-job training, which includes paid (CVE—"Cooperative Vocational Education") and/or non-paid (CC—"Community Classroom") job experience, students will learn how to: 1) Provide quality customer service, 2) Stock products, 3) Handle go-backs, 4) Inventory products, 5) Price products, 6) Cashier, 7) Prepare food, 8) Perform child care service and 9) Perform office skills.

2. STUDY SKILLS

Prerequisite(s): Active Individual Education Program (IEP)

Study skills is a one-year course designed to enable students to be more successful in their regular classes. Specific strategies will be taught including organization, text structure, note taking, test taking, communication, time management, and social skills. Strategies will be taught by indirect and direct instruction with generalized use of regular classroom content materials.

SUPPORT COURSES

Prerequisite(s): Recommendation from the Individual Educational Planning Team (IEP). The Support Course is a program, which offers maximum support to students who have more involved learning disabilities.

3. LIFE SKILLS

Prerequisite(s): Active IEP.

The Life Skills Class is designed to work on Individual Educational Plan objectives in a structured setting. The class is designed to meet the unique needs of individuals with developmental disabilities and to enable them to be more successful in life.

4. SUP ALGEBRA

Prerequisite(s): Active IEP.

The Support Class is designed to provide students with an individualized program of study in alignment with the student's IEP, core curriculum and state standards which introduces practical topics in Algebra. This course begins with a review of applications, and use of whole numbers, fractions, percents, and pre-algebra concepts. Algebra also includes topics such as operations, ratios, integers, equations, thinking skills, problem solving, and probability. Beginning with the Class of 2006, students must have Algebra 1 (or equivalent) to graduate from high school. This course is aligned with the State framework.

5. SUP ENGLISH 1,2,3,4

Prerequisite(s): Active IEP.

The Support Class is designed to provide an individualized course of study in alignment with the student's IEP, core curriculum and state standards which places emphasis on basic reading, reading comprehension, literary response, analysis, and written expression. The English program also provides career/vocational awareness and decision making skills.

AHS	EMHS	MVHS	RHS	SEMHS	CLASS DESCRIPTION
A-1-1	EM-2	MV-1	R-2	SEM-2	<p>6. SUP GOVERNMENT/ECONOMICS Prerequisite(s): Active IEP. This Support Class is designed to provide students with an individualized program of study in alignment with the students IEP, core curriculum, and state standards. Government is the study of general concepts of democracy and skills needed to be a well-informed citizen. In Economics the students study people and corporations and how they use their resources to produce, distribute, and consume goods as well as the study of general concepts in politics and government.</p>
A-2	EM-2	MV-2	R-2	SEM-2	<p>7. SUP INTRO TO BIOLOGY Prerequisite(s): Active IEP. This Support Class is designed to provide students with an individualized program of study in alignment with the student's IEP, core curriculum and state standards which introduces practical topics in Biology. Demonstrations, experiments and hands-on activities are also incorporated into the program.</p>
A-2	EM-2	MV-2	R-2	SEM-2	<p>8. SUP INTRO TO PHYSICAL SCIENCE Prerequisite(s): Active IEP. This Support Class is designed to provide students with an individualized program of study in alignment with the student's IEP, core curriculum and state standards which introduces practical topics in Physical Science. Demonstrations, experiments and hands-on activities are also incorporated into the program.</p>
A-2	EM-2	MV-1	R-2	SEM-2	<p>9. SUP U. S. HISTORY Prerequisite(s): Active IEP. This Support Class is designed to provide students with an individualized program of study in alignment with the student's IEP, core curriculum and state standards which provides a study of the development of our nation during the 19th and 20th centuries.</p>
A-2	EM-2	MV-2	R-2	SEM-2	<p>10. SUP WORLD HISTORY Prerequisite(s): Active IEP. This Support Class is designed to provide students with an individualized program of study in alignment with the student's IEP, core curriculum and state standards which presents an accurate reflection of the world's past. The course is designed to give students the widest panorama of world history with a greater emphasis devoted to modern times. This course gives a balanced presentation of political, economic, social and cultural history, while describing how people lived in other times and places.</p>
		MV-1	R-1		<p>11. VOCATIONAL ENGLISH Prerequisite(s): Active IEP. Open to 11th and 12th grade students. This course is designed to develop knowledge regarding the world of work and those skills necessary in vocational environments. Job specific vocational skills will be explored and developed. Personal management skills to further prepare students from high school to community will be emphasized. Students will be required to complete a portfolio and participate in job shadowing. Students are encouraged to enroll in an ROP class of their own choice.</p>

AHS	EMHS	MVHS	RHS	SEMHS
		MV-2	R-2	SEM-2
A-1	EM-1	MV-1	R-1	SEM-1

CLASS DESCRIPTION

ADAPTED COURSES

Prerequisite(s): Recommendation from the Individual Educational Planning Team (IEP). The Adapted Course is a program which offers maximum support to students who have more involved learning disabilities.

12. ADAPTED ALGEBRA 1

Prerequisite(s): Active IEP

This Adapted Class is designed to provide students with an individualized program of study in alignment with the student's IEP, core curriculum and state standards which introduces practical topics in Algebra. This course begins with a review of applications, and use of whole numbers, fractions, percents, and pre-algebra concepts. Algebra also includes topics such as operations, ratios, integers, equations, thinking skills, problem solving, and probability. Students must have Algebra 1 (or equivalent) to graduate from high school. This course is aligned with the State framework.

13. ADAPTED HEALTH

Prerequisite(s): Active IEP

This Adapted Class is designed to provide students with an individualized program of study in alignment with the student's IEP. Health is a semester course that is a requirement for high school graduation. The goals and objectives of the course are based upon the Health Framework for California Public Schools and Education Codes for instruction in substance abuse, human sexuality, sexually transmitted diseases, including AIDS education.

REGIONAL OCCUPATIONAL PROGRAM

ROP	RIO HONDO COMMUNITY COLLEGE	
Course Number/Title	Equivalency	Able to Take
Computer Aided Drafting	20 Computer Aided Drafting	Based on high school instructor's recommendation and Rio Hondo instructor's evaluation CAD-CAM 21
Nursing Assistant Pre-Certification program, completion of which qualifies the student for state certification as a Certified Nurse's Assistant	VN1 VN1L VN2 VN2L	*Introduction to Acute Care Nursing VN25

*Satisfactory completion of this course, Allied Health Core or equivalent, Psychology 1A or equivalent qualifies the student to enroll in Advanced Concepts of Nursing, VN3 and VN3L and the Vocational Nursing Program.

AHS	EMHS	MVHS	RHS	SEMHS
This one-semester class is available to 15-year-old sophomores and to junior and senior students and is taught at SEMHS during the day.				

CLASS DESCRIPTION

1. ADMINISTRATION OF JUSTICE: Levels 1 & 2

[WR 376 ADMIN JUSTICE 1 ROP]

[WR 377 ADMIN JUSTICE 2 ROP]

Students learn the history and evolution of law enforcement, state and federal law enforcement agencies,; introduction to criminal law,; types of crimes and offenses, juvenile law, security and employment skills.

AHS	EMHS	MVHS	RHS	SEMHS
This one-semester class is available to all junior and senior students in the district.				
This one-semester class is available to all junior and senior students in the district and is taught after school at EMHS.				
This class is available to all junior and senior students at RHS.				
This class is available to all junior and senior students at RHS during the day.				
This class is available to 15-year-old sophomores and all junior and senior students in the district and is taught during the day at EMHS and after school at FRLHS.				

CLASS DESCRIPTION

- 2. ADMINISTRATIVE ASSISTANT CC**
 [WR 372 ADMIN EXEC ROP]
 The main objective of the class is to teach students the skills/knowledge of a Business Administrative Assistant. This involves developing skills such as typing, filing, customer service, business accounting/banking/payroll, telephone etiquette, written communication, records management, presentations, workplace mail & copiers, travel arrangements, meetings & conferences, research, interviewing, typing/10 key touch calculation and office equipment. Other topics include Marketing, Principles of Management, Job Search Skills, Business Planning, Review of Basic Math Skills and Business Legal & Ethical Issues.
 Internships are available (El Monte Union High School District Office and Longo Toyota / Lexus) for Hands On skill building and learning (Community Classroom).
- 3. BANKING OCCUPATIONS CC**
 [WR 410 BANKING OCCUPATN ROP] [State ID 14-078]
 Students learn aspects of entry-level banking positions within a branch office including - Bank Teller, Account Service Representative, Customer Service Representative, and New Accounts Assistant. Students also learn bank policies and procedures, marketing, and telephone techniques. Non-paid on-the-job training is optional through Community Classroom (CC).
- 4. BUILDING CONSTRUCTION**
 [WR 401 BLDG CONSTRCTN ROP]
 Building Construction is an entry-level course that will lead students towards making an informed career decision in the technical trade world. Students will be learning construction trade areas (CTAs) such as: blue printing and estimation, cabinet making, communications, dry wall, electrical, plumbing, wall framing, finishing carpentry, tile setting, roof framing, and painting. Identifying and learning how to use and operate various hand and power tools is an essential part of this class.
- 5. BUSINESS MANAGEMENT/ENTREPRENEURSHIP (P – pending College Board approval)**
 [WR 512 BSNSMGMTENTRPSHPROPP]
 This is a 720-hour course that trains students to recognize business opportunities and develop business management skills for starting, operating, and maintaining their own businesses. It also provides a foundation in business concepts for individuals planning to work in the increasingly competitive corporate world.
 Students will learn the areas of planning, accounting, finance, marketing, management, business ethics, social responsibility, and the legal and economic environments in which a new venture operates. Training requires TBA training hours for analyzing business scenarios, simulations such as the state-approved Virtual Enterprise, and/or activities conducted through the operations of a Student Store or other campus venture, under the supervision of the instructor.
- 6. BUSINESS INFORMATION TECHNOLOGY**
 [WR 457 BUS INFO TECH ROP]
 Students are provided with the hands-on experience required to be hired for an entry-level job. Students learn basic computer terminology, keyboarding, word processing using the latest computer programs, databases, spreadsheets, research skills utilizing the Internet and other pertinent media, oral and written presentation skills and how to complete business documents accurately. In some cases students can earn complete business and industry recognized certifications such as the Microsoft Office Specialist (MOS) and the IC3. Community classroom volunteer positions are available to students who have acquired the necessary skills.

AHS	EMHS	MVHS	RHS	SEMHS
This class is available to all junior and senior students in the district and is taught at Mission Lodge in San Gabriel after school and on Saturdays.				
This one- or two-semester class is available to 15-year-old sophomores and to all junior and senior students in the district and is taught at AHS after school.				
This class is available to 15-year-old sophomores (during the day) and all junior and senior students (after school) in the district and is taught at AHS.				
This one-semester class is available to 15-year-old sophomores and to all junior and senior students in the district and is taught at SEMHS during the day and after school in the fall semester.				
This one-semester class is available to 15-year-old sophomores and to all junior and senior students at SEMHS and is offered during spring semester only.				

CLASS DESCRIPTION

- 7. CERTIFIED NURSING ASSISTANT CC**
 [WR 645 NRSE AST LTD ENG ROP]
 Students learn how to: 1) Provide quality patient care, 2) Master the entry-level skills required to qualify to take and pass the state competency exam for Nurse Assistant (C.N.A.) and 3) Be familiar with health care occupations for which they may be qualified. SECTION 1 - ADULTS with limited English skills: 320 hours. Students learn English skills styled for health care provided in long-term care settings. SECTION 2 - HIGH SCHOOL (Pre-Certification): 284 hours for high school students.
- 8. CHILD CARE OCCUPATIONS: Levels 1-3**
 [WR 421 CHILD CARE 1 ROP]
 [WR 422 CHILD CARE 2 ROP]
 Prerequisite(s): All students: Current TB test; Students who are 18 years of age or older: fingerprints taken and cleared prior to working at a site.
LEVEL 1
 Students learn proficiencies that train them for entry-level positions in the child care industry. The first semester course requires 90 hours of instruction in the health, care and developmental stages of the child. This course focuses on training students with a real “hands-on” approach in designing lesson-appropriate activities for children in the preschool and elementary school environment. Skills obtained may be applied to a variety of child care settings and provide a solid foundation for continued training in this field.
LEVEL 2
 The second semester course provides students with the opportunity to participate in a community classroom environment working with young children. Students learn proficiencies for providing care for three ages of children: infant/toddler, pre-school, and school age.
- 9. COMPUTER AIDED DRAFTING (CAD) AND DESIGN: Levels 1-3**
 [WR 461 CMPTR AID DFTG 1 ROP]
 [WR 462 CMPTR AID DFTG 2 ROP]
 [WR 463 CMPTR AID DFTG 3 ROP]
 This 360-hour course provides students with instruction in architectural drafting technology. Upon completion of four semesters, the student will be equipped to enter the field in entry-level drafting positions. Students will progressively acquire skills in manual drafting, computer assisted drafting, and conceptual architectural design that will enable them to produce working drawings consistent with industry standards.
- 10. CRIME SCENE OCCUPATIONS: INTRODUCTION TO FORENSICS: Levels 1-3**
 [WR 444 CRIME SCENE OCUP ROP]
 [WR 446 CRIME SCENE OC 2 ROP]
 [WR 447 CRIME SCENE OC 3 ROP]
 This course is designed as an introduction to the field of Forensic Science. The term “Forensic Science” includes science and the law. The categories of Criminalistics (criminology, psychiatry, dentistry, handwriting and fingerprinting comparison, toxicology and serology) and other specialties will be used in this course. The course will prepare the student for the Rio Hondo College Forensic Science Identification Program as well as a present foundation for the Law Enforcement student and California Peace Officers. Students can earn 3 transferable units from Rio Hondo College after meeting the required standard.
- 11. CRIMINAL LAW: Levels 1 and 2**
 [WR 455 CRIMINAL LAW 1 ROP] – *Spring Semester Only* -
 [WR 456 CRIMINAL LAW 2 ROP] – *Spring Semester Only* -
 Students will learn about and understand the legal processes and cases of common law, case law methodology and the justice system.

AHS	EMHS	MVHS	RHS	SEMHS
This class is offered to students at MVHS during the day.				
This one-semester course is available to all junior and senior students in the district and is taught at EMHS after school.				
This class is offered to 15-year-old sophomores and to all junior and senior students in the district. It is taught at AHS and FRLHS after school.				
This one-semester class is available to all junior and senior students in the district and is taught at SEMHS after school.				

CLASS DESCRIPTION

- 12. DESKTOP PUBLISHING**
 [WR 445 DESKTOP PUB ROP]
 This 1100-hour course trains students with hands on experience needed for entry level positions. Students gain understanding of word processing, spreadsheets, and database at the basic and advanced levels. Students also gain experience utilizing software to design and produce professional quality images, documents, and presentations. Students will understand the basic design elements to produce effective print, video, audio, and Web-based media. This course will give students project based experience in understanding common industry-standard software and its applications. Students will understand important aspects of project management. Students will understand and implement database management systems and understand the use of peripherals and hardware for media and technology. Students will understand and apply knowledge of effective Web page design and management.
- 13. FASHION MERCHANDISING CC/CVE**
 [WR 520 FASHION MERCHAND ROP]
 Through this class, students will learn the principals of fashion, merchandising and sales. Students will also learn how to design their own clothes. Unpaid and paid internships within the community are part of this class.
- 14. FITNESS OCCUPATIONS: LEVELS 1 & 2**
 [WR 536 FITNESS OCCS 1 ROP]
 [WR 537 FITNESS OCCS 2 ROP]
 This specialized course prepares students for certification and employment in the fitness industry. The course includes classroom instruction and skill development in aerobic and/or weight training as well as other exercises necessary to become a fitness instructor or personal trainer. The course incorporates on-the-job training at community sites such as parks and recreation facilities and fitness centers and gyms.
- LEVEL 1
 In the first part of the course, students will develop an understanding of and skill development in: 1) Aerobic fitness to acquire cardio-respiratory endurance, 2) Joint range of motion to prevent muscle imbalances, 3) Coordination, 4) Flexibility and 5) Strength endurance.
- LEVEL 2
 In the second part of the course, students will review all introductory elements of fitness and apply them to the elements of instructing a class. Students will develop, choreograph and lead an exercise class. Strategies will include how to: 1) Ensure safety in movement, 2) Demonstrate verbal cues, 3) Inspire motivation, 4) Demonstrate leadership and enthusiasm and 5) Use diplomacy when giving corrections.
- 15. FLORISTRY CC/CVE**
 [WR 530 FLORISTRY OCCUPA ROP]
 During the first half of the semester, students will learn flower shop layouts and basic entry-level floral design techniques including: simple arrangements, corsages, boutonnieres, wedding items, ribbon bows, ribbon roses, basic tools, supplies, floristry terminology, types of flowers and greenery, basic balloon tying and designs, customer service, order taking and sales and delivery techniques. The second half of the semester, students are placed in local flower shops through paid (Cooperative Vocational Education – CVE) or non-paid (Community Classroom – CC) on-the-job learning experiences, supported by classroom instruction.

AHS	EMHS	MVHS	RHS	SEMHS
This class is available to all junior and senior students in the district and is taught at RHS after school.				
This class is offered to all students with special needs only in the district and is offered after school at EMHS.				
This one- and two-semester class is available to 15-year-old sophomores and all junior and senior students at AHS and RHS and is taught before school.				
This class is available to 15-year-old sophomores and junior and senior students at SEMHS.				

CLASS DESCRIPTION

25. PROFESSIONAL ACTOR

[WR 663 PROFESSIONAL ACTOR ROP]

This course provides students with a thorough knowledge of the theoretical and practical fundamentals of acting employed in the media of stage, film, and television. Training includes in-depth work in scene study, cold reading, monologues, and improvisation. Students will gain hands-on experience by performing for an audience in Rosemead High School/ROP productions. Full participation in the class requires additional hours outside the regularly scheduled class for rehearsals and performances.

26. RETAIL MARKETING CC/CVE

[WR]

This 1350-hour course trains students for entry-level positions in the Marketing field. Students are trained in marketing foundations, functions, demonstrating strategies used to merchandise and sell products and services effectively in a competitive market. The course outline provides students an opportunity to pursue a career pathway in Marketing.

Retail Marketing: Students will learn basic sales techniques, cash register training, customer service, marketing strategies, promotions, stock-keeping, inventory control, marketing math, merchandising techniques, store operations, and global marketing.

Entertainment Marketing: This course trains students in marketing activities associated with movies, music, television, radio, computer games, home videos, theatre, events, and the Internet. Utilizing the basic principles of marketing, students will learn the profit motives of financing entertainment projects, different kinds of entertainment distribution, and promotional advertising and public relations strategies within the entertainment industry.

Sports Marketing: This course trains students in the fundamental skills and concepts of marketing and business principles in the scope of amateur, college, and professional sports. Students will learn to conduct research and develop marketing strategies, promoting and advertising products and services related to the sports industry.

Career development in marketing education requires the integration of academic concepts, technology applications, and the transferability of skills. This course combines classroom instruction with unpaid (CC) and/or paid (CVE) on the job training in marketing and public relations strategies, promotion and advertisement, and sales of products and services for local school and/or community events or the public sector.

This course aligns with and/or incorporates the California Career Technical Education Standards, including academic standards and the LACOROP Expected Student Learning Results.

27. SILKSCREEN OCCUPATIONS: Levels 1-4

[WR 730 SILKSCREENING ROP]

[WR 731 SILKSCREENING ROP]

[WR 732 SILKSCREENING ROP]

[WR 733 SILKSCREENING ROP]

Students learn: 1) The history of printing/typography, 2) Scanning and converting camera-ready art illustrations with emphasis in design and layout skills, 3) Using current industry computer programs and techniques, 4) Processing camera and photo development, 5) Implementing direct and indirect photo stenciling to stimulate industry-related screen printing and 6) Learning and practicing industrial safety techniques for optimal program health and safety.

28. STAGECRAFT TECHNOLOGY: COSTUMES FOR THE STAGE

[WR 808 COSTUMES STGE 1 ROP]

[WR 809 COSTUMES STGE 2 ROP]

This class teaches a range of skills for students interested in working with costumes for the stage. Some topics include costume construction and design. Students will learn techniques for pattern drafting and alteration, as well as career skills necessary to work in the entertainment industry.

MISCELLANEOUS OFFERINGS

AHS	EMHS	MVHS	RHS	SEMHS	CLASS DESCRIPTION
A-1	EM-1	MV-1	R-1	SEM-1	<p>1. ACADEMIC MENTOR Prerequisites:</p> <ul style="list-style-type: none"> • Must be in 11th or 12th grade • Must have a GPA of a 2.75 or higher • Must have steady attendance • Must have a minimal to no discipline issues • Must have passed the CAHSEE in both English and in Math • One recommendation from a teacher at the high school of attendance • Must participate in an interview process and be approved <p>This course is designed for students who have been successful in high school and want to help support upcoming freshman through academic and social struggles as they embark into their freshman year. The student enrolled in Academic Mentor will receive training as a tutor so they can assist Guided Study students with their academic classes, work habits, organizational techniques, along with helping them develop personal pride and self motivation.</p> <p>The student enrolled in the Academic Mentor course will make a difference in fellow students' lives as well as develop skills to work as a paid academic tutor after graduation.</p> <p>Benefits:</p> <ul style="list-style-type: none"> • Being part of a positive culture at your high school • Letter of recommendation from your principal • Looks good on transcripts and college applications • Developing skills to work as a paid academic tutor
A-1	EM-1	MV-1	R-1	SEM-1	<p>2. ACADEMIC TUTOR Prerequisite(s):</p> <ul style="list-style-type: none"> • Must be in 11th or 12th grade • Must have a GPA of a 2.75 or higher • Must have steady attendance • Must have a minimal to no discipline issues • Must have passed the CAHSEE in both English and in Math • One recommendation from a teacher at the high school of attendance • Must participate in an interview process and be approved <p>This course is designed for students who have been successful in high school and want to help support upcoming freshman and sophomores through academic and social struggles as they embark into their freshman and sophomore years. The student enrolled in Academic Tutor will receive training as a tutor so they can assist Guided Study students with their academic classes, work habits, organizational techniques, along with helping them develop personal pride and self motivation. The student enrolled in the Academic Tutor course will make a difference in fellow students' lives as well as develop skills to work as a paid academic tutor after graduation.</p> <p>Benefits:</p> <ul style="list-style-type: none"> • Being part of a positive culture at your high school • Letter of recommendation from your principal • Looks good on transcripts and college applications • Developing skills to work as a paid academic tutor

AHS	EMHS	MVHS	RHS	SEMHS
A-2	EM-2	MV-2	R-2	SEM-2
A-2	EM-2	MV-2	R-2	SEM-2
	EM-2	MV-2	R-2	SEM-2
A-2	To be determined			
A-2	EM-1	MV-1	R-1-2	SEM-2

CLASS DESCRIPTION

3. AVID 1 (Advancement Via Individual Determination)

Prerequisite(s): Teacher recommendation, GPA, Academic Potential and Interview. Other: Students must be entering 9th grade and be from minority or low income families to enter the program. They must demonstrate academic potential and have teacher recommendations. Although students may have low scores in language due to the fact that they have English as a second language, they should have math scores that are average or above. Students should at least have at least a 2.0 GPA at the 8th grade level and be highly motivated to attend a four-year college.

AVID is an academic elective class that attempts to prepare minority and economically disadvantaged students for college through a rigorous, tutorial program that focuses on writing skills, collaborative learning techniques, standardized test preparation, and note-taking, as well as awareness of college admissions and application procedures. Other major components of the program include parental support and input, classroom tutors, and various motivational activities. The selected students will have demonstrated academic potential which is determined by the AVID coordinator(s), teacher(s), counselor(s) and administrator(s), but may not, to this point, have the GPA that reflects this potential.

4. AVID 2,3,4 (Advancement Via Individual Determination)

Prerequisite(s): Previous AVID class or Teacher / Counselor recommendation, GPA, Academic Potential and Interview.

AVID is an academic elective class that attempts to prepare minority and economically disadvantaged students for college through a rigorous, tutorial program that focuses on writing skills, collaborative learning techniques, standardized test preparation, and note-taking, as well as awareness of college admissions and application procedures. Other major components of the program include parental support and input, classroom tutors, and various motivational activities. The selected students will have demonstrated academic potential which is determined by the AVID coordinator(s), teacher(s), counselor(s) and administrator(s), but may not, to this point, have the GPA that reflects this potential.

5. AVID FOR ELs (ENGLISH LEARNERS)

Prerequisite(s): Students classified as English Learners meeting the AVID criteria.

See descriptions above.

6. GUIDED STUDIES

Prerequisite(s): Students will be selected using any of the following criteria: Academic difficulty in the 8th grade ("D" and/or "F" grades in courses), GPA of 1.0 or less in 8th grade is recommended, Counselor/Teacher/Parent recommendation. Priority should be given to English learners (ELs).

To teach and provide student with guidance, time, resources, and life skills toward a positive and successful high school experience by instilling the importance of organization, structure, consistency, and self-discipline with the assistance of all stakeholders (parents, students, teachers, mentors, staff).

7. LABORATORY ASSISTANT

Prerequisite(s): Enrollment as a Laboratory Assistant is open to 10th, 11th and 12th grade students (11th and 12th grade students at MVHS), with the written permission of the respective department head at AHS, EMHS and MVHS. At MVHS and RHS, permission of APSS and instructor is required as well as a "C" grade average for grades 11-12.

The responsibilities of the Laboratory Assistants will vary with each department but will always be of a nature designed to be useful to all of the teachers of the particular department.

Credit is granted but is limited to a maximum of twenty (20) credits.

AHS	EMHS	MVHS	RHS	SEMHS
		MV-1-2		SEM-2
A-2		MV-2	R-2	
		MV-1	R-1	SEM-1
To be determined				
A-1	EM-1	MV-1	R-1	

CLASS DESCRIPTION

8. LEADERSHIP

Prerequisite(s): Elected ASB or Class Officer or teacher approval.

This class is composed of the officers of the Associated Student Body and teacher-approved students and meets one period every other day. The Leadership course develops the qualities and skills needed for effective student government. Emphasis is placed on learning through study, discussion, and direct experience in such areas as parliamentary procedure, group leadership, student activities, and the Associated Student Body budget. It is an opportunity for the class members to learn more about themselves as well as others.

9. NETWORKING FUNDAMENTALS AND MAINTENANCE 1-4

Prerequisite(s): Web page design experience. At least one year of experience using computers. Strong desire to learn about network administration, computer maintenance and repair. Approval of instructor is required.

This course introduces students to computer networking, computer maintenance and repair. Students will use their knowledge and skills to create Web pages for the school. Students will be shown how to maintain and repair computers in order to keep the computers at school working properly. In the more advanced courses, students will continue to master concepts of computer networking, computer maintenance and repair. Students will continue to learn about different networks, computers, and operating systems. Students will continue to receive updated training on how to manage and trouble shoot problems on the school's LAN and its access to the District's WAN. Students will learn new features of updated versions of software applications associated with network installation, management, and repair and computer troubleshooting and repair. Students will learn new features of updated and improved hardware associated with network installation, management and repair and computer troubleshooting and repair.

10. PATHWAYS

Prerequisite(s): Students must be incoming ninth graders who exhibit a need for organizational and study skills in the areas of reading, writing and math, and who would benefit from basic computer/internet knowledge.

The Pathways class attempts to prepare students for the comprehensive high school level course of study through rigorous courses which focus on reading, writing, math, organizational and study skills, keyboard skills, basic computer concepts, and internet usage.

11. STRATEGIES FOR SUCCESS

Prerequisites:

- English Learner
- SRI results below 1015 lexile
- 8th Grade ELA CST below 325
- GPA above 2.0 (at sites w/ English 1 lab)

This course is offered as a supplement to a student's required English class. It is designed to help students to acquire the reading, writing, and comprehension skills that will enable them to achieve a grade of proficient on their CST scores and pass the CAHSEE ELA.

12. STUDENT HELP

Prerequisite(s): No credit is granted for Student Help. Permission of the instructor and counselor is required. At RHS, permission of APSS and instructor, and open to grades 11-12.

In Student Help, students are assigned as clerical assistants to teachers, administrators or office personnel. This voluntary assignment gives a student an opportunity to gain some practical vocational skills and to perform an important service for the school.

CLASS DESCRIPTION

AHS	EMHS	MVHS	RHS	SEMHS
A-2	EM-1	MV-1		SEM-2
A-2	EM-1-2	MV-2		SEM-2

13. STUDENT TUTOR
 Prerequisite(s): Teacher recommendation. Junior or senior student plus a "B" grade or better in the subject to be tutored.
 The student tutor will perform duties which will assist other students, under the direct supervision of a teacher, with basic skills development and refinement. The tutor will work daily in small groups or on an individual basis. A maximum of ten (10) elective credits may be earned in this class. Student must be enrolled in a 6-period day. Enrollment must be completed within the first 2 weeks of the semester.

14. LAB ASSISTANT
 Prerequisite(s): Junior or senior class standing with a "B" average and no "3's" or "4's" in citizenship the previous two semesters. An ability to type will be especially helpful. Permission of the instructor. Permission of API required at AHS.
 This offering is especially attractive to students who are contemplating a career in teaching or in one of the other helping professions. The program gives the student the opportunity to assist his/her assigned teacher, set up learning activities, bulletin board displays, science or classroom demonstrations, and help with certain clerical tasks. The teacher aide will occasionally be asked to tutor students under the direction of the teacher, especially in remedial type classes such as reading lab and math proficiency. Credit will be granted for successful completion of this course. Bilingual/biliterate students are encouraged to discuss this option with their counselor. Taught at FRLHS.

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