ACADEMICS • ACTIVITIES • SAFETY

CVUSD

CONEJO VALLEY UNIFIED SCHOOL DISTRICT

HIGH SCHOOL

COURSE DIRECTORY

2020 - 2021

The Conejo Valley Unified School District provides a quality education in an environment where **every child matters.**

CENTURY ACADEMY ● CONEJO VALLEY HIGH SCHOOL

NEWBURY PARK HIGH SCHOOL

THOUSAND OAKS HIGH SCHOOL ● WESTLAKE HIGH SCHOOL

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WELCOME TO HIGH SCHOOL

Welcome! In the history of this district, the staff has developed traditions of excellence in academics. Over the next few years, as you complete your secondary education, you will be excited by the many decisions you will need to make.

It is important that you plan carefully for your future and select courses which will meet the requirement of your future plans. Please use the information included in this directory to:

- Learn about your school and what programs it offers.
- Learn how to meet and/or exceed CVUSD's high school graduation requirements.
- Familiarize yourself with the course levels offered and the math flowchart.
- Learn what the UC and CSU admissions requirements are and what courses are offered at your school to meet those requirements.
- Learn about the International Baccalaureate Program, Career Technology Pathways, High School Majors Programs, etc...

Planning your academic future can be an overwhelming experience, but your school counselor and administrators are available to help you. Our school site and district office staffs are dedicated to assisting you in fulfilling your academic and developmental needs. We ask in turn that you dedicate yourself to your studies and challenge yourself to become the best that you can be!

We hope that you will enjoy your secondary school years and that you make the most of every opportunity to learn and grow to your full potential.

Sincerely,

Century Academy

School Profile

1025 Old Farm Road, Thousand Oaks CA 91360
TEL (805) 496-0286 FAX (805) 496-5169
www.conejousd.org/centuryacademy
College Board Code: 054567

2013 California Distinguished School
"A Blended Learning Environment"

Martin Manzer; Principal
mmanzer@conejousd.org

Rachel Guyette; Counselor
rguyette@conejousd.org

Yuliya Eisenberg; Assistant Principal
Yreznikovaeisenberg@conejousd.org

Community: Century Academy, an alternative high school of choice, is located in the Conejo Valley. A suburban community, the Conejo Valley is just 35 miles northwest of Los Angeles and 12 miles inland from the Pacific Ocean, nestled against the Santa Monica Mountains. The community consists of Thousand Oaks, Newbury Park, and Westlake Village and has a population of approximately 132,000. Approximately 21,000 students are enrolled in the Conejo Valley Unified School district with grades K-12. The district consists of seventeen elementary schools, five middle schools, three comprehensive high schools, an online/on ground hybrid college prep school (Century Academy,) one continuation school, and an adult school.

Curriculum: Our Mission Statement and SLOs (School wide Learner Outcomes) are: All Century Academy graduates will be **T**echnologically prepared to participate in the global community, be **E**ngaged in a process of personal and academic growth, be **C**ritical thinkers, **H**old the keys to unlock the opportunities of life-long learning, be **I**ndependent learners who understand the value of collaboration, be **E**mpowered to manage the time demands of a multimedia culture, and be **S**ocially responsive to our local global communities. Students are taught to embody the schools mission: To provide a modern, **personalized approach** to learning that will inspire students to reach their full academic potential. The SLOs are annually monitored for relevance and serve as overarching goals for daily interaction on campus. All instruction is aligned with state and district content and performance standard. Century Academy has a clearly stated vision and mission statement that is based on student needs, educational research and the belief that all students can achieve at high levels.

Century Academy is a student-centered public high school that partners students, parents, and staff to provide a dynamic learning environment that promotes high academic achievement, personal and social responsibility. Century Academy actively engages and empowers the student in the process of learning so that they may be better prepared to responsibly participate in a diverse, complex, and ever-changing democratic society. We understand the importance of establishing a guiding vision and philosophy that directs and nurtures student growth and achievement and supports our expected school wide learning results. The school vision communicates our belief that students learn in a variety of ways and that we are in a shared partnership with parents and students. We are aware that our world has become a global community and that technology is one of the pathways to participation. We further understand that productivity in this community will require collaboration as well as independence. Century Academy provides unique opportunities for students to achieve high standards of academic achievement and success. We believe we must meet students where they are academically and take them beyond their current limitations. The **individualization** of our curriculum is evidence of this philosophy. Through a blend of learning modalities including digital learning, direct small group, and individual instruction; Century Academy provides a rigorous curriculum that meets the needs of all levels of students in search of a successful alternative to the rigid schedule and demands of a traditional high school.

History: An alternative education task force was created in 2009 in order to fully assess the student need, research the best possible programming, and implement a cutting edge educational opportunity to successfully lead our students into a technology driven 21st century society. Led by the Assistant Superintendent of Instruction, the Director of Secondary Education, the Alternative Education Principal, Independent Study Coordinator, and Alternative Education Counselor; discussions began taking place with school principals and other invested district staff about the creation of a school that would serve not only the highest performing students, but also lower performing students struggling to graduate from high school. Visits were made to Independent Study programs and alternative schools within and outside the county. Virtual schools and on-curriculum were researched, and the students in the CVUSD Independent Study Program were surveyed. With a thorough investigation, the team concluded that a digital curriculum supplemented with traditional teacher support would be the perfect way to meet the needs of students and parents who desired an alternative to the traditional high school while still obtaining the highest quality education. Student coursework would be customized and designed to meet the personal goals and interests of each individual student. Plans for the school were finalized in 2010 and accepted by the Board in June of that year. Over the summer, facilities were redesigned and upgraded and APEX on-line curriculum was purchased and tested. A principal, coordinator, counselor, and four highly qualified teachers with comprehensive backgrounds in their subject area were hired. The importance of our teaching staff to our success cannot be overemphasized. Since the Century Academy staff was so small and the establishment of protocols and procedures so critical, it was essential that each member of the staff have a large breadth of knowledge and the skills to work with all levels of students with very diverse backgrounds. With a dedicated, qualified and professional staff in place Century Academy proudly opened its doors on August 25, 2010 with the mission of providing a **customized,** flexible, and rigorous online learning opportunity for the students and families in the Conejo Valley Unified School District. Century Academy was **approved by the NCAA in 2015**. Our non-traditional coursework is as rigorous and accountable as traditional coursework.

CENTURY ACADEMY

GRADES 9 -12

- Offering AP/Honors/CP
- Blended Learning
- Fully Accredited
- NCAA Approved
- Flex Schedule
- Small Learning Environments
- Open for Inter-District Permits

Discover the power of choice in your student's education

Century Academy is an online-blended learning public high school located in Thousand Oaks. We partner with students, parents, and staff to provide a dynamic independent learning environment that promotes high academic achievement, personal, and social responsibility.

OFFERING A PERSONALIZED APPROACH TO LEARNING

Century Academy
(805)496-0286 Ext.100
www.conejousd.org/centuryacademy
1025 Old Farm Road
Thousand Oaks, CA 91360

CVUSD

CONEJO VALLEY HIGH SCHOOL

School Profile

1402 E. Janss Road
Thousand Oaks, CA 91362
(805) 498-6646

Martin Manzer, Principal
mmanzer@conejousd.org
Sean MacDonald, Assistant Principal
smacdonald@conejousd.org
Catherine Kanney, Counselor
ckanney@conejousd.org

MISSION STATEMENT

Conejo Valley High School, a California Model Continuation High School, offers an outstanding alternative program for high school students in the Conejo Valley Unified School District. With strong support from the district's school board, administration and comprehensive high schools, Conejo Valley High School is able to provide a varied curriculum to meet the needs of our students. The school and its staff are committed to giving students a place where they feel secure, providing students with hope, helping students to become resilient and assisting students to get on track for success.

The mission of Conejo Valley High school is to engage students in a safe and secure learning environment which emphasizes real world application, collaboration, innovation, self-direction, digital literacy, healthy living, social responsibility and global awareness.

SCHOOL DESCRIPTION

Conejo Valley High School was opened in 1974 as the Alternative/Continuation School for the Conejo Valley Unified School District. The school is designed for students who are in need of credit recovery and whose unique educational needs require more individualized programs. Our alternative school allows acceptance and appreciation of students with differing abilities, interests, motivations, and learning styles. These differences are addressed by small group instruction and personalized education programs which allow students the freedom to try new skills, make and correct mistakes and experience success. This personalized approach encourages the students to master a core of knowledge and develop positive self-images, thus leading to self-acceptance, healthy personal lives and becoming productive citizens.

Combining the population of students in our programs the school has a capacity of 195 students. Direct instruction is utilized in most classes. We also have individualized instruction which can be computer or text based. Students are placed in the classroom setting which meets their individual needs. This personalized program allows students to learn at their own pace and ability level. Students earn standard or college preparatory levels of credit. Courses other than Physical Education are limited to 22 students, but the average class size is one teacher per 18 students. Conejo Valley High School is accredited by WASC and was awarded Model Continuation High School Status in 2015.

Newbury Park High School

School Profile

456 Reino Road, Newbury Park, CA 91320
TEL (805)498-3676 FAX (805) 499-3549
www.nphs.org
College Board Code: 052117

Administration:
Steve Lepire; Principal
slepire@conejousd.org
Kristi Konish; AP, Instruction
kkonish@conejousd.org
Kelly Welch; AP, Attendance
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Mike Godfrey: AP, Athletics
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Nick Guerin; Career Education
niguerin@conejousd.org

IB World School
NCLB Blue Ribbon School 2006
2005 California Distinguished School

Counseling Department:
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Carmencita Ricafort; College & Career
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Community: Newbury Park High School stands nestled against the hills in the northwest corner of the Conejo Valley in Ventura County, CA, approximately forty miles north of Los Angeles. Built in 1967, the site is one of three comprehensive high schools in the Conejo Valley Unified School District. Much of Newbury Park is located within the boundaries of the City of Thousand Oaks. NPHS serves a suburban, middle- to upper-middle-class community and provides a four-year comprehensive program. With a diverse and growing student population of 2,450, the campus is home to a wide variety of programs and activities developed to meet the expanding educational needs and interests of our students in a district that educates nearly 20,000 students.

Curriculum: Our Mission Statement and six ESLRs (**Expected School wide Learning Results**) are: All NPHS graduates will be critical thinkers, effective communicators, knowledgeable problem solvers, and active community members. Panthers are taught to embody the four pillars of our mission: Nobility, Potential, Humanity, and Scholarship. The ESLRs are annually monitored for relevance and serve as overarching goals for daily interaction on campus. All instruction is aligned with state and district content and performance standards.

Based on a variety of academic performance indicators including AP/IB test scores and standardized test scores NPHS has been recognized as a **California Distinguished School,** and a **NCLB Blue Ribbon School**. Panthers consistently earn awards in the areas of yearbook, choir, band, drum line, color guard, Academic Decathlon, Mock Trial, speech and debate, journalism and athletics. More than 70 clubs provide opportunities for service and deepening interests for students.

Special Programs: NPHS is home to the oldest and largest **International Baccalaureate** program in the region; we also offer a full complement of **Advanced Placement** courses due to the high expectations of the community, the staff, and our students. A full-time teacher oversees DATA (our **Digital Arts and Technology Academy**), a school within a school that provides 21st century workplace skills and academic preparation for selected students. A full time Career Education teacher oversees the **Majors Program,** which offers students the opportunities and resources to explore their unique areas of interest, and to develop their career-related strengths and goals. Our **Culinary Arts** students operate a restaurant, **Panther Café**, on campus, our **Digital Video Production and Broadcasting** students are responsible for our student television program, **Panther TV**. Many vibrant electives allow students to connect interests to potential careers as well as future educational needs in very real ways and many other programs and courses to challenge and support students to achieve at high levels. Each year, approximately **95% of NPHS graduates enter colleges** and **universities** all over the world.

Culture: For years, NPHS was the smallest high school in the district; as a result, a culture of **unparalleled individualized support** was developed and is still integral to our success. Counselors and teachers provide personal assistance to families with questions about courses, college, and private issues on a daily basis. We work especially hard to **meet student needs**, especially those who are at-risk. We continuously identify obstacles to student achievement, implement action plans to address them, and work with the community to overcome them. **Community support** takes many forms: input from all stakeholders led to the development of our **block schedule; the Tutoring Center, the Math, Science, and Writing Centers,** and **intervention classes** for at-risk students. As a result of parent, community, staff, and student **collaboration**, **Panther Pride** has become more than a catchphrase; it is a way of life.

Newbury Park High School
Digital Arts Technology Academy
(D.A.T.A.)

The Digital Arts Technology Academy (D.A.T.A.) is a unique "school within a school" for students interested in a more specialized and personalized high school experience. The Academy is designed to prepare students for college and enhance their high school career with long-term career based learning experiences. A dynamic team of educators creates a “learning” family dedicated to improving the academic success and college and work place readiness for our students. Additional work-based learning experiences are provided, including career speakers, job shadows, field trips, linkages to area colleges, a business partner mentor in eleventh grade and an opportunity to apply for an internship. As a California Partnership Academy (CPA), The Digital Arts and Technology Academy receives grant funding from the California Department of Education and support from the Conejo Valley Unified School District and local business advisory committee.

How to apply: All ninth grade students are encouraged to apply and selection is based on student interest in: the fields of Digital Arts and Technology, fully participating in this unique family, setting goals and receiving extra support in obtaining goals, and participating in extra career exploration experiences. Selected students are enrolled in the Academy in grades 10 – 12. Students and parents who wish to learn more about the Academy should contact the School Counselor, School to Career Coordinator, or Debbie Dogancay, the Academy Lead Teacher.

D.A.T.A. Courses		
GRADE 10	GRADE 11	GRADE 12
Web Page Design (ACAD) Biology CP (ACAD) English 10 CP (ACAD) World History CP (ACAD) Math* Foreign Language*	Programming (ACAD) Chemistry CP (ACAD) English 11 CP (ACAD) U.S. History CP (ACAD) Math* Foreign Language*	Mass Media (ACAD) GIS Environmental Science (ACAD) English 12 CP (ACAD) APS/Economics (ACAD) Math* Non-DATA Elective
* For UC/CSU eligibility, the following courses are required: Algebra 1, Geometry, Algebra 2, and two (2) terms of World Language. ACAD: These classes only include students from the D.A.T.A.		

International Baccalaureate

Newbury Park High School, an IB World School

Overview of the IBO

The International Baccalaureate Organization (IBO), founded in 1968, is a recognized leader in the field of international education. It is a non-profit, mission-driven foundation that works with nearly 4,000 schools to develop and offer four challenging programs in 146 countries to over a million students.

Newbury Park High School offers the Diploma Program (DP), a *rigorous pre-university course of study for highly motivated secondary school students.* This broad and balanced curriculum requires 11th and 12th grade IB diploma candidates to study multiple languages, a social science, an experimental science, mathematics, and an elective. As an alternative to the full diploma program, students may choose to test in one or more IB subjects for individual course recognition.

Wherever possible, the subjects are approached from an international perspective. The IBO promotes intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st century. Teachers, counselors and administrators have been trained in the curriculum and assessment procedures of IB, and professional development related to IB is ongoing. All DP courses are reviewed on a seven-year teaching cycle to ensure that each is fit for purpose in a changing world and incorporates the experience of IB schools and the latest educational research.

The IB diploma has gained recognition and respect from the world's leading universities. Many schools take IB participation into account in evaluation of applicants, and most give credit for successful completion of the diploma, or individual IB exams.

Students pursuing the IB diploma at NPHS fulfill all State of California education requirements and can graduate with a diploma from NPHS and one from IB. Ninth- and tenth-grade students who wish to participate in the diploma program follow an "IB Pathway" of courses in preparation for the rigorous junior and senior years.

The IB Mission Statement

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

How are the students assessed?

All academic courses in the IB Program are rigorously tested. Responsibility for academic judgments about the quality of candidates' work rests with 15,000 DP examiners worldwide, led by chief examiners with international authority in their fields adhering to uniform standards set by the IB.

Each student completes internal assignments: essays, recorded orals, presentations, portfolios, or lab work done within the curriculum. These Internal Assessments are scored by our IB teachers against specific rubrics and scores are submitted to IB. Samples of the student work, selected randomly, are rescored by an examiner assigned by IB in order to maintain standardized application of the rubric. Students complete the process with examinations during May of their junior and senior years, scored by external examiners. The final grade combines Internal Assessment and May exam scores.

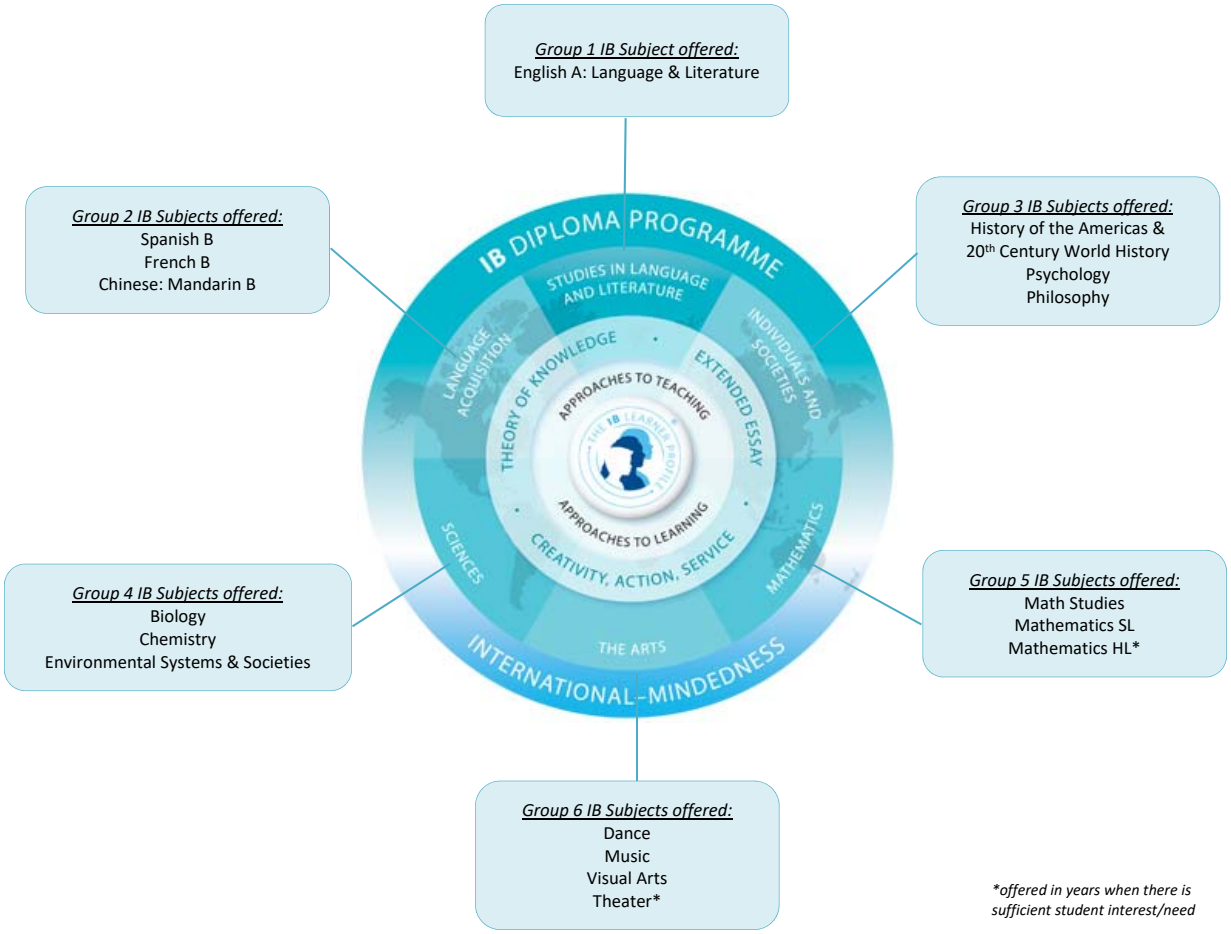
College Credit

Higher Level test scores of 5 or higher on a 7 point scale currently receive 8 quarter units of credit in the UC system and similar credit at the other colleges and universities, whether the student is a full diploma candidate or a student taking an individual IB course. A student who earns a 30-point or better IB Diploma will receive 30 quarter units in the UC system. For more information, visit www.ibo.org.

INTERNATIONAL BACCALAUREATE

Diploma Requirements

The IB Diploma Program requires courses in six major areas of study. At NPHS, the following IB choices are offered in the six major study areas:



To obtain an International Baccalaureate Diploma, candidates must:

- *Successfully complete one course from each of the subject groups listed above. Most require two years of instruction during the 11th and 12th grade. Three or four of the courses are taken at a Higher Level (HL) as defined by IB, and the others are taken at a Standard Level (SL).*
- *Complete Theory of Knowledge (TOK), a class which challenges students to reflect critically on diverse ways of knowing and areas of knowledge, and to consider the role which knowledge plays in a global society.*
- *Prepare and submit a research paper in a student-chosen subject (4000-word Extended Essay).*
- *Complete a CAS (Creativity, Activity and Service) program. This program requires students to perform 150 hours of extra-curricular activities, portions of which must involve service to the school or community.*

For more information, visit www.ibo.org. For California-specific information, visit www.c-ibo.org.
If you have further questions, please contact Newbury Park High School, 805-498-3676, and ask for the IB Coordinator.

Majors Program Career Exploration

The ***Majors Program*** provides opportunities and resources for students to explore their unique areas of interest, and to develop their career-related strengths. Students have a focused course of study that enhances their academic experience, complete and analyze career survey results, and receive additional support and guidance related to career exploration. In addition, students complete a combination of the following: career-related job shadow(s), informational interview(s), conference(s), and field trips. 30 hours of Internship/ Community Service/ Work Experience is required.

What the Program Includes:

- **30+ Credits in your Major**
- **30+ Hours related to your Major**
  - Internship or Volunteer or Work Experience
  - Apprenticeship or Mentorship
- **Craft a Resume**
- **At least TWO of the Following:**
  - Informational Interview
  - Job Shadow
  - Field Trip
- **At least TWO of the Following Surveys:**
  - Career Interest Profiler (Naviance)
  - Do What You Are (Naviance)
  - Strengths Profiler (Naviance)

Additional Benefits:

- **Graduation Recognition: Cord awarded with cap & gown**
- **Career guidance support**
- **Academic support**
- **Post-secondary planning support**

Enroll:

- **To enroll:** Visit the College and Career Center on campus, or sign up online: http://dev.nphs.org/majors-program/
- **Questions?** Please contact Nick Colangelo, Career Education Coordinator: ncolangelo@conejousd.org or 805.498.3676 ext. 1168

Newbury Park High School

Building and Construction Trades

Cabinetry, Millwork, & Woodworking

- **Woodworking Principles 'G pnd'**
  Woodworking processes from concept to final result - project planning, safety, and materials selection. Tools and woodworking machines are used.
- **Woodworking Design - 'G pnd'**
  Woodworking applications and processes are further developed through students' project of choice and CNC machining.
- **Cabinetry ROP - Advanced Woodworking**
  (COLLEGE CREDIT OPTION - CSU)
  Advanced woodworking skills are developed in the area of fine woodworking and furniture building. Apprenticeship & field

PATHWAYS at NPHS
Information and Communication Technologies

Software & Systems Development

- **Web Page Design 'F'** *(DATA ACADEMY)*
  Introduction and application of HTML and JavaScript.
- **Computer Programming 'G'** *(DATA ACADEMY)*
  Students learn Visual Basic and Game Programming.
- **AP Computer Science Principles 'G'**
  Central ideas of computing, computer science, and computational thinking practices. Multidisciplinary connections & abstraction/analysis.
- **Geographic Info Systems 'G'** *(DATA ACADEMY)*
  Technology and environmental sciences through analysis of geospatial information and field work.

Additional courses:

- AP Computer Science A 'G'
- H Computer Science Independent 'G'
- Computer Graphics 'F'

Public Services - Business - Liberal Arts

- Anthropology & Comparative Religions 'G'
- AP Human Geography 'A'
- AP Psychology 'G'
- Business - Introduction 'G'
- Educational Aide
- Emergency First Responder ROP 'G'
- Entrepreneurship CP 'G'
- IB Psychology 'G'
- IB Philosophy 'G'
- Journalism 'G'
- Mock Trial
- Psychology & Social Psychology 'G'
- Student Government

Additional courses may also count towards this major:

- Arts, Sciences, and Languages

Arts, Media & Entertainment

Design, Visual & Media Arts

- **Digital Video Production 'F'**
  Creative & technical aspects of filmmaking & video production. Historical and contemporary trends.
- **Advanced Digital Video Production 'G'**
  (COLLEGE CREDIT OPTION - CSU)
  Skills are enhanced through community-based projects, and work-based experiences.
- **Broadcasting 1 'F'**
  Creative & technical aspects of broadcast journalism & video production.
- **Broadcasting 2 'G'**
  (COLLEGE CREDIT OPTION - pending)
  Students create content for student-run news show, Panther TV & other projects.

Production & Managerial Arts

- **Technical Theatre 'F'**
  Exploration of theatre technical arts: costume, lighting, props, set, sound, stage management. Students have the opportunity to be an integral part of many NP productions, behind the scenes.
- **Stagecraft ROP 'G'**
  (COLLEGE CREDIT OPTION)
  Students gain a deeper understanding of the workings of the creative team, production staff, technicians, and stage crew.
- **Honors Stage Production ROP 'F'**
  Students will gain a mastery of terminology, skills, and tools. Students perform the duties related to production meetings, rehearsals, and performances.

These additional courses may also count towards these majors:

- Visual & Performing Arts

STEM
Science + Technology + Engineering + Math

Biotechnology

- **Biotechnology 'D'**
  (COLLEGE CREDIT OPTION - UC/ CSU)
- **Biotechnology 2 - Forensics 'D'**

Patient Care

- **Medical Terminology ROP 'G'**
  (COLLEGE CREDIT OPTION)
- **Sports Medicine 1 'G'**
- **Sports Medicine 2 'G'**

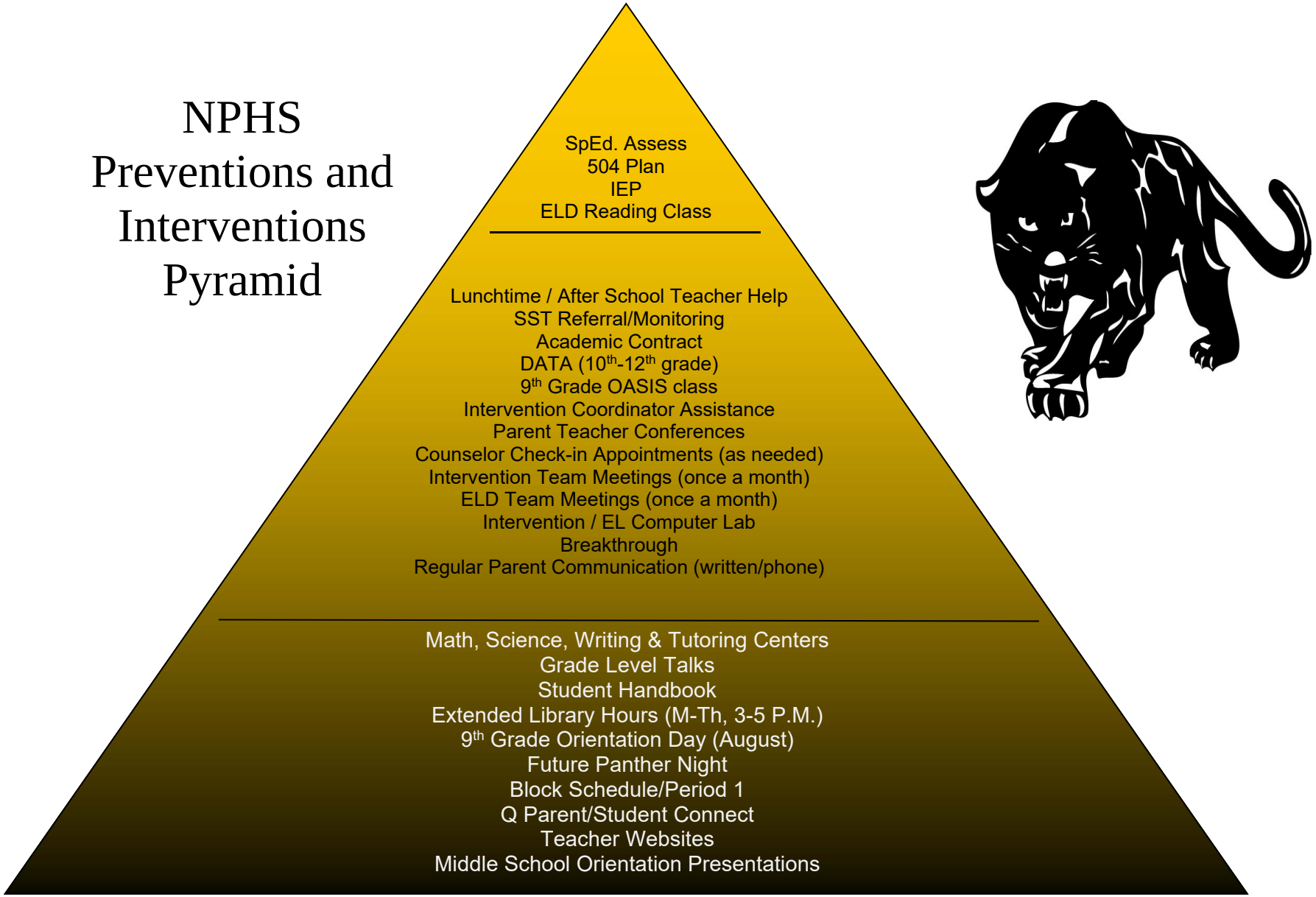
Additional courses:

- Anatomy 'D'
- Chemistry CP/H 'D'
- Physics CP/ AP 'D'
- Marine Science 'D'
- IB Environmental Science 'D'
- Geographic Information Systems 'G'
- IB Chemistry & Biology – Years 1 & 2 'D'

Culinary Arts & Hospitality

- **Food and Nutrition 'G'**
  (COLLEGE CREDIT OPTION - CSU)
  Principles of nutrition, health and well-being, and food preparation are explored. In addition, the culture, technology, & business of food preparation.
- **Food and Hospitality ROP - Culinary 1 'G'**
  (COLLEGE CREDIT OPTION - CSU)
  Students continue to develop mastery in the areas of food production, preparation, and service skills.
- **Honors Food and Hospitality ROP - Culinary 2 'G'**
  Students culminate learning related to planning, selecting, storing, purchasing, preparing, testing, serving, and selling quality products.

NPHS Preventions and Interventions Pyramid



Thousand Oaks High School

School Profile

2323 N. Moorpark Road, Thousand Oaks, CA 91360
TEL (805) 495-7491 FAX (805) 374-1165
College Board Code 053502
www.conejousd.org/tohs
Twitter @ThousandOaksHS

Administration

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gwalin@conejousd.org
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Christina Harrison, AP, Attendance
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Dawn Thomas, AP of Student Support Services
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Guidance Counselors

Kelly Ross
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Robyn Britt
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Priscilla Montero
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Darla Scott
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Jane Carlson, Career Education Coordinator
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Connie Peters, College & Career Center

School District

The Conejo Valley Unified School District (CVUSD) is located fifty miles northwest of downtown Los Angeles in Ventura County. Approximately 22,000 students are enrolled in grades K—12. The district consists of eighteen elementary schools, five middle schools, three comprehensive high schools, two alternative schools, and an adult school.

Community

CVUSD includes the communities of Thousand Oaks, Westlake Village, and Newbury Park. The Thousand Oaks community holds high expectations for students in all domains. As a result, students hold themselves accountable for monitoring their own achievement and take responsibility for their behavior, choices, academic progress, achievement, and future plans. Growth in the Conejo Valley in the past fifteen years has been among the fastest in the State of California. This rapid growth has changed the fabric of the community from agrarian to commuter residential. Employment opportunities available within the community are biotechnology, computer technology, light manufacturing, finance, professional interests, and recreation.

Our School

Thousand Oaks High School, through a safe and nurturing environment, strives to impart the knowledge that will empower each student to be a successful, healthy adult and a responsible, contributing member of society. Thousand Oaks High School, located northwest of the San Fernando Valley, serves a suburban, largely middle to upper middle class community and provides a four-year comprehensive program to a student body of 2200. The school was established in 1962; we are in our 56tH year of providing a quality educational program and creating lasting memories for the students who walk through our doors. The school's rich history has led to strong traditions of success academically, athletically, and in the visual and performing arts.

Unique Programs

The Center for Advanced Studies and Research - The Center for Advanced Studies and Research provides gifted and high-achieving students with the opportunity to engage in disciplined and scholarly research through college-level courses. To graduate from the program, students must complete a minimum of seven AP and honors classes, including AP Seminar and AP Research within the AP Capstone program, and earn a minimum scholastic GPA of 3.6 or above. Graduates earn recognition, along with the AP Capstone Diploma. Thousand Oaks High School was selected in 2014-15 as one of only 11 schools in California and 139 schools worldwide to offer the AP Capstone program. Applications due Spring of freshman year. www.tohsthecenter.org

EThOS Entrepreneurship Academy - A three-year school-within-a-school California Partnership Academy with electives (10th- Entrepreneurship, 11th- Sports & Entertainment Marketing, 12th- Virtual Enterprise) and core English, history and math classes. www.tohs-ethos.org

Majors Program - Extra-curricular career exploration. Majors include; Arts, Media & Entertainment (Production, Performance, Visual or Writers); Agriculture, Natural Resources & Animal Science; Architecture, Building & Construction; Business (Finance/Marketing, Sales & Service/Hospitality, Tourism & Recreation); Education; Engineering & Design; Fashion & Interior Design; Health Science; Information & Communication Technologies; Public Services (Human Services, Protective Services, Legal/Government).

AVID (Advancement Via Individual Determination) – A specialized program that trains educators to use proven practices in order to prepare students for success in high school, college, and a career. One pillar of AVID known as WICOR (writing, inquiry, collaboration, organization, and reading) immerses students in skill building activities in each of those areas.

Clubs Organizations

Students have organized and currently run, with a teacher advisor, nearly 100 clubs on campus. These clubs include: Academic Decathlon, American Red Cross, California Scholarship Federation, Chess Club, Chinese Culture Club, Guitar Club, Jewish Student Union, Knowledge Bowl, Latino Connection, Mock Trial, National Honor Society, Patriot Club, Progressive Club, Robotics Club, Ski/Snowboard Club, among many others.

THOUSAND OAKS HIGH SCHOOL

EThOS

Entrepreneurship Academy

Engaging tomorrow's entrepreneurs today!

A three-year California Partnership Academy for students in grades 10-12.
Students may choose to participate in the Pre-EThOS class in 9th grade.
Students must apply. Space is limited.

Who should consider EThOS Entrepreneurship Academy?

Motivated students who…

- Are ready to embrace an entrepreneurial mindset together with a diverse group of other young entrepreneurs.
- Seek to improve themselves personally and academically.
- Want to start *now* to direct their own future with a more personalized high school experience.

Curriculum

9th	10th	11th	12th
English 9CP (Pre-EThOS)	English 10 CP (EThOS)	English 11 CP (EThOS)	English 12 CP (EThOS)
Math	World History CP (EThOS)	US History CP (EThOS)	Virtual Enterprise/ Personal Finance (EThOS)
Science	Entrepreneurship (EThOS)	Sports & Entertainment Marketing (EThOS)	Government/Economics
	Algebra 2 CP (EThOS)	Algebra 2 CP (EThOS)	Math
Health*/College & Career Seminar	Or Math any level**	Or Math any level**	
	Science any level**	Science any level**	Science any level**
World Language or other Elective	World Language* or other Elective	World Language* or other Elective	World Language* or other Elective
PE/Sport/Band	PE/Sport/Band	Sport/Band	Sport/Band
Guest Speakers/ Field Trips	Job Shadow	Mentorship	Virtual Enterprise Trade Fair

**Unless taken in Summer School* ***College Prep (CP), Honors or AP*

EThOS … A way to connect to
your classmates
your teachers
your school

http://www.tohs-ethos.org/

Thousand Oaks High School
Majors Program

What is it?

The Majors is an extra-curricular *career exploration* program for *all* TOHS students. Its purpose is to help you learn more about yourself and to help you clarify your goals and aspirations. Participation in the Majors opens the door to more opportunities, initiates your networking relationships and may enhance your resume, portfolio and college applications.

How does it work?

Choose from the following Majors and submit the application online or to the Career Education Office (room K2b).

- Agriculture, Natural Resources & Animal Science
- Arts, Media & Entertainment
- Building and Construction Trades
- Business and Finance
- Education
- Engineering & Design
- Fashion
- Health Science
- IDK *(I Don't Know)*
- Information Technology (IT)
- Public Services
- Marketing, Sales & Service

Attend monthly lunchtime meetings for your Major and begin to complete the Majors graduation requirements. *You may change your Major at the end or start of each school year*.

- To celebrate your achievement, students who complete the requirements and participate in the Majors for two or more years (must include senior year) will earn:
  - ✓ Black double cord to wear at graduation
  - ✓ Majors certificate of completion
  - ✓ Recognition at senior graduation ceremony

What are the requirements?

Internship - 30 hours, *and* Internship **Reflection Essay**
Lunchtime Meetings
Job Shadow – completed in sophomore, junior or senior year
Conference – "Connecting to Success" or "Money & Me"
Grade Level Project – one for each year you are in the Majors
Resume and Graduation Cord fee – submitted during senior year

Quotes from students –

"The monthly meetings reminded me that I am in charge of my future and I need a plan for it."

"The Majors helped me feel prepared and confident to achieve *my* goals after high school."

"I am more ready to act upon opportunities that come my way and to proactively seek opportunities."

When to apply?

Students are encouraged to apply during second semester of their 9th grade year; however applications are accepted from sophomores, juniors and seniors in the final weeks or the first weeks of each school year. Applications are available near the Counseling Office, or in rooms D2 or K2b, or online. http://www.conejousd.org/tohs/Academics/CareerEducation.

Building and Construction Trades

Cabinetry, Millwork, & Woodworking

- Construction Basics
- Woodworking Principles
- ROP Construction Tech Cabinetry

Manufacturing & Product Development

Machining & Forming Technologies

- Machine Tool Technology
- Metal Fabrication
- ROP Applied Manufacturing

Health Science & Medical Technology

Patient Care

- ROP Medical Terminology
- Sports Medicine CP

Arts, Media & Entertainment

Design, Visual & Media Arts

- ROP Digital Media
- ROP Honors Digital Media

Design, Visual & Media Arts

- Photography 1-2
- Art of Commercial Photography Honors
- AP Studio Art 2-D Design

Marketing, Sales & Services

Entrepreneurship

- Entrepreneurship CP
- Sports & Entertainment Marketing CP
- Virtual Enterprise CP

Energy, Environment and Utilities

Environmental Resources

- Environmental Earth Science CP
- AP Environmental Science
- ROP Honors Environmental Field Studies (Available 2020-2021 school year).

Thousand Oaks High School

STREAM Curricular Path

S.T.E.M. stands for Science, Technology, Engineering, and Math.
With our STREAM curricular path at TOHS, students take Science courses that incorporate Math and Technology daily. In addition, our curricular path pairs STEM with two areas on campus that strengthen our understanding of science:

Research and Art

Curricular Path Requirements

Science
Four years of CP or higher level science. Two of the four years must include:
Biology
Chemistry

You must take at least one of the following classes:
STEM Geoscience
Scientific Research
Physics

Math
Four years of CP or higher level math. Three of the four years must include:
Geometry
Algebra II
Math Analysis or FST

Strongly recommended
Calculus

Art / CTE
Pick 2 of the following courses:

Art Media
Life Drawing
Architecture 1
Computer Programming
Computer Graphics
ROP Robotics

Science careers and possible course pairs:

Molecular Biologist: AP Biology - Architecture **Chemist:** AP Chemistry – Scientific Research Forensic Scientist: Physiology - Computer Graphics Mechanical Engineer: Physics – Computer Programming **Veterinarian:** AP Chemistry - Life Drawing *Oceanographer: Marine Science - Computer Graphics* **Environmental Scientist:** AP Environmental Science - Statistics **Athletic Trainer:** Anatomy – Life Drawing Physicist: AP Physics – AP Calculus **Biotechnology: Scientific Research – AP Biology** Astronaut: **STEM** Geoscience – Robotics

Westlake High School

School Profile

100 N. Lakeview Canyon Road
Westlake Village, CA 91362
PH (805) 497-6711 FAX (805) 497-2606
www.whswarriors.com
College Board Code 053503

Administration
Jason Branham, Principal
jbranham@conejousd.org
Heather Godfrey, AP Instruction
hgodfrey@conejousd.org
Brad Katz, AP Athletics
bkatz@conejousd.org
Ricardo Araiza, AP Attendance
raraiza@conejousd.org
Vicky Torossian, AP Activities
vtorrossian@conejousd.org
Michael Jekogian, AP Student Services
mjekogian@conejousd.org

Westlake High School…
Today's Dreams;
Tomorrow's Reality

Guidance Counselors
Michelle Karamooz
mkaramooz@conejousd.org
Moira Fagan-Simpson
mfagansimpson@conejousd.org
Amy Kirksey
akirksey@conejousd.org
Aurora Avila
aavil@conejousd.org
Emily Nelson
enelson@conejousd.org
Laurie Looker
llooker@conejousd.org
Becky Mertel, College & Career
rmertel@conejousd.org

Gold Status Recipient *US News & World Report 2015*
Ranked # 384 in the nation, # 76 in California
Newsweek Ranking 2015: # 210 Nation, # 26 State
Newsweek Daily Beast 2014: #17 in the West & #72 Nation
Stem Ranking: #51 Out of the Top 500 "Gold Status" Schools in the Nation
Cadaver-based Advanced Anatomy Honors class

School District: The Conejo Valley Unified School District (CVUSD) is located fifty miles northwest of downtown Los Angeles in Ventura County. Approximately 22,000 students are enrolled in grades K—12. The district consists of sixteen elementary schools, five middle schools, three comprehensive high schools, one continuation school, an online College Prep school, and an adult school.

Community: CVUSD includes the communities of Westlake Village, Thousand Oaks, and Newbury Park. Our community holds high expectations for students in all domains. As a result, students hold themselves accountable for monitoring their own achievement and they take responsibility for their behavior, choices, academic progress, achievement and future plans. Our community is composed mainly of middle/upper income families. Growth in the Conejo Valley in the past fifteen years has been among the fastest in the State of California. This rapid growth has changed the fabric of the community from agrarian to commuter residential. Employment opportunities available within the community are biotechnology, computer technology, light manufacturing, finance, professional interests, and recreation.

Our School: Westlake High School (WHS) is a comprehensive suburban public high school, large enough to have diversity and range, but small enough to be friendly. WHS takes pride in the accomplishments of its students. The staff supports and encourages high expectations for all students. The emphasis of the curriculum is on academics, a reflection of the community values, and academic courses are offered at multiple levels to accommodate the needs of individual students. In addition, WHS offers technology training and opportunities for enrichment in business, industrial technology, consumer/family studies, art, and music. The band, orchestra, choir, and drama classes offer exciting opportunities for student participation, as do the numerous on-campus clubs. A wide range of athletic activities, including league competitions, are also a part of course offerings. WHS has a very active PTSA, School Site Council, and Scholarship Foundation. The community members, businesses and agencies interact with the school and our students to enhance the learning process.

Mission Statement: provide a comprehensive education in a safe and positive learning environment; prepare students to function academically, vocationally, culturally and socially as responsible citizens; encourage personal integrity, pride and the life-long pursuit of knowledge and well-being; prepare students to make a meaningful contribution to an ever-changing society.

Special Programs:

- **Westlake Academy**, a school within a school concept, supported by a California Partnership Academy grant.
- Full time **School-to-Career Coordinator** increases outreach to local businesses, labor, and post-secondary institutions.
- **Career Majors program** allows students to focus on college and career exploration in a particular career pathway through job shadowing, internships, and community service.

the academy
game design graphics digital media
@ westlake high

What is an Academy?

- The Academy is a unique "school within a school" led by educators who create a "learning" environment dedicated to improving the academic success and work place readiness of students in grades 10-12
- The program is delivered at a **college preparatory (CP) level** and meets all high school graduation and UC/CSU entrance requirements

Benefits to students include:

- Close family of dedicated teachers and classmates who enjoy learning and working together
- Focused preparation and planning for college and career opportunities
- Acquisition of technology skills that can be applied in higher education and the work place
- Career exploration and hands on experiences in partnership with local business (job shadows, internship or work experience, guest speakers and career mentors)
- Special recognition as an Academy graduate and the advantage of noting this achievement on college and scholarship applications, job applications and resumes

Who should consider the Academy?

- Students who want a more personalized high school experience with a close group of friends who share their interests
- Students who want to be a part of a diverse group of young people and dedicated teachers who create a caring learning environment
- Students who are not satisfied with their grades, who know they can do better but don't know how
- Students who want to get out in the "real world" and gain experience and an understanding of the world of work
- Students who possess leadership potential and are able to work successfully in a group setting
- Students who want help and guidance in planning for college and a career
- Students may apply to the Academy during the second semester of their 9th grade year. A small number of 10th graders may apply depending on space available. The Academy is a continuous 3-year program

Academy students are enrolled in the CP classes listed below. Students will be enrolled in additional classes outside the Academy as needed to meet graduation and college entrance requirements. *Note: courses may vary from year to year

Sophomore Year	Junior Year	Senior Year
English 10 CP*	English 11 CP*	English 12 CP*
World History CP*	US History CP*	APS*/Economics CP
Computer Graphics*	Game Design	Digital Media
Geometry* and Algebra II* may be offered	Geometry* and Algebra II* may be offered	Geometry* and Algebra II* may be offered
*UC a-g/CSU approved course	*UC a-g/CSU approved course	*UC a-g/CSU approved course

Westlake High School Career Pathway Program · *Pathway and Course Listing*

Environmental Resources Pathway


INDUSTRY SECTOR:

Energy, Environment & Utilities

- Courses:
  1. Environmental Science AP (grade 11)
  2. Environmental Field Studies H/ROP (grade 12)
  3. Photovoltaics (grade 12)
     Off-Site Moorpark College course

Ask your counselor about any prerequisite courses.

Games & Simulation CTE Pathway

Westlake Information Technology Academy


INDUSTRY SECTOR:

Information Communication Technology For Academy students only

- Courses:
  1. Computer Graphics (grade 10)
  2. Game Design (grade 11)
  3. Intro to Digital Media (grade 12)

Ask your counselor about any prerequisite courses.

Patient Care Pathway


INDUSTRY SECTOR:

Health Science & Medical Technology

- Courses:
  1. Medical Health Careers Chemistry CP (grade 10)
  2. Medical Health Careers Anatomy/Physiology CP (grade 11)
  3. Athletic Training ROP (grade 11 or 12)
  4. Offsite Medical ROP course (grade 12)

Ask your counselor about any prerequisite courses.

Production & Managerial Arts CTE Pathway


INDUSTRY SECTOR:

Arts, Media & Entertainment

- Courses:
  1. Technical Theater (grade 10)
  2. Stagecraft ROP (grade 11)
  3. Honors Stage Production ROP (grade 12)

Ask your counselor about any prerequisite courses.

Software & Systems Development Pathway


INDUSTRY SECTOR:

Information Communication Technology

- Courses:
  1. Computer Programming 1 (grade 9 or 10)
  2. Computer Science Principles AP (grade 10 or 11)
  3. Computer Science A AP (grade 11 or 12)
  4. Computer Science Independent Projects H (grade 12)

Ask your counselor about any prerequisite courses.

Engineering Pathway


INDUSTRY SECTOR:

Engineering & Architecture

- Courses:
  1. Physics CP (grade 10, 11 or 12)
  2. AP Physics II (grade 11 or 12)
  3. AP Physics C (Mechanics) (grade 11 or 12)

Ask your counselor about any prerequisite courses.

HIGH SCHOOL
PLANNINNG WORKSHEET

9th Grade		10th Grade	
1st Semester	2nd Semester	1st Semester	2nd Semester

Alternative Electives:

Alternative Electives:

11th Grade		12th Grade	
1st Semester	2nd Semester	1st Semester	2nd Semester

Alternative Electives:

Alternative Electives:

Are you meeting:

_____ Course and credit graduation requirements?
_____ Admission requirements for the college of your choice?
_____ NCAA requirements? (http://eligibilitycenter.org)
_____ Requirements to prepare yourself for additional technical training?
_____ Requirements to prepare yourself for an occupation?

CVUSD
HIGH SCHOOL GRADUATION REQUIREMENTS

In order to graduate from a CVUSD high school you must successfully complete the high school curricular requirements of the District.

ALL GRADUATES		
Subject Requirements	**Semesters**	**Credits**
English	8	40
Health	1	5
Mathematics	6	30
Physical Education	4	20
Physical Science	2	10
Biology	2	10
World History/Geography	2	10
United States History	2	10
Government and Politics***	1	5
Economic Systems*** ****	1	5
CTE (Career Technical Education), Visual/Performing Arts or World Language*	2	10
Electives **		75
Total Required Credits		**230**
* All 10 credits must be in the same category (CTE, Fine Arts, or World Language)		
** Thirty (30) credits of the elective requirements must include courses offered in the following subject areas: visual/performing arts, foreign language, science, mathematics, social science, industrial arts, business, or consumer/family studies.		
***Newbury Park High School students that successfully complete the two year IB History of the America sequence satisfy both of these requirements.		
****Thousand Oaks High School students that successfully complete both semesters of Virtual Enterprise satisfy the graduation requirement for Economic Systems.		

<u>Please note</u>: Candidates for graduation must pass a course, or combination of courses, that meets or exceeds the standards for Algebra 1.

COURSE LEVEL DESCRIPTIONS

Each year, teachers, counselors and administrators, through articulation committees, assess the curriculum to determine whether the courses meet the state requirements in regard to framework and to determine the needs of students at each site. The courses are processed through various curriculum committees and then are presented to the Board of Education for approval.

The courses that the District anticipates offering are listed on the pages that follow; however, these courses are subject to change. Students may check with the counseling office for the most current course offerings at their school.

Pilot courses: Pilot courses are new courses that have been tentatively added to the curriculum. You will find pilot courses included in the course descriptions; they are denoted in *italics*. If a pilot course is successful, it may be fully integrated into the curriculum in the future.

Course levels: High school students select levels of courses depending upon their teacher recommendations, scholastic achievement, interests, aptitudes, and career plans. Each high school may not offer all levels of a course. The following course level descriptions will help you make decisions about your course selections.

S — **Standard/Focus** level courses are for students achieving at or below grade level. These courses are designed for students planning to attend a community college, technical school or go directly to work. **None of these courses meet the requirements of the California State University system or the University of California.**

CP — **College Preparatory** courses meet the requirements for admission to all four-year colleges and universities.

H — **Honors** courses meet the requirements of all four-year colleges and universities. They offer in-depth coverage of various subject areas and provide added challenges and enrichment. Outstanding academic achievement is required for placement in these courses. All students in H/AP classes are reasonably expected to receive an "A" or "B" grade; therefore, consistent with the prerequisites for honors courses. Students that do not achieve a grade of "B" or better at each grading period may need to petition to remain eligible for this program. Initial placement depends on a combination of criteria and availability of space.

AP — **Advanced Placement** courses are at the college level and prepare students to take the Advanced Placement Tests given by the College Entrance Examination Board. Students who meet the exam requirements may earn college credit for AP courses.

IB — **International Baccalaureate** is a program that offers rigorous pre-university courses at the college level. This program is for highly motivated students and it prepares them to take the International Baccalaureate exams. Students who meet the requirements may earn college credit and an International Baccalaureate Diploma upon graduation. (Offered only at Newbury Park High School.)

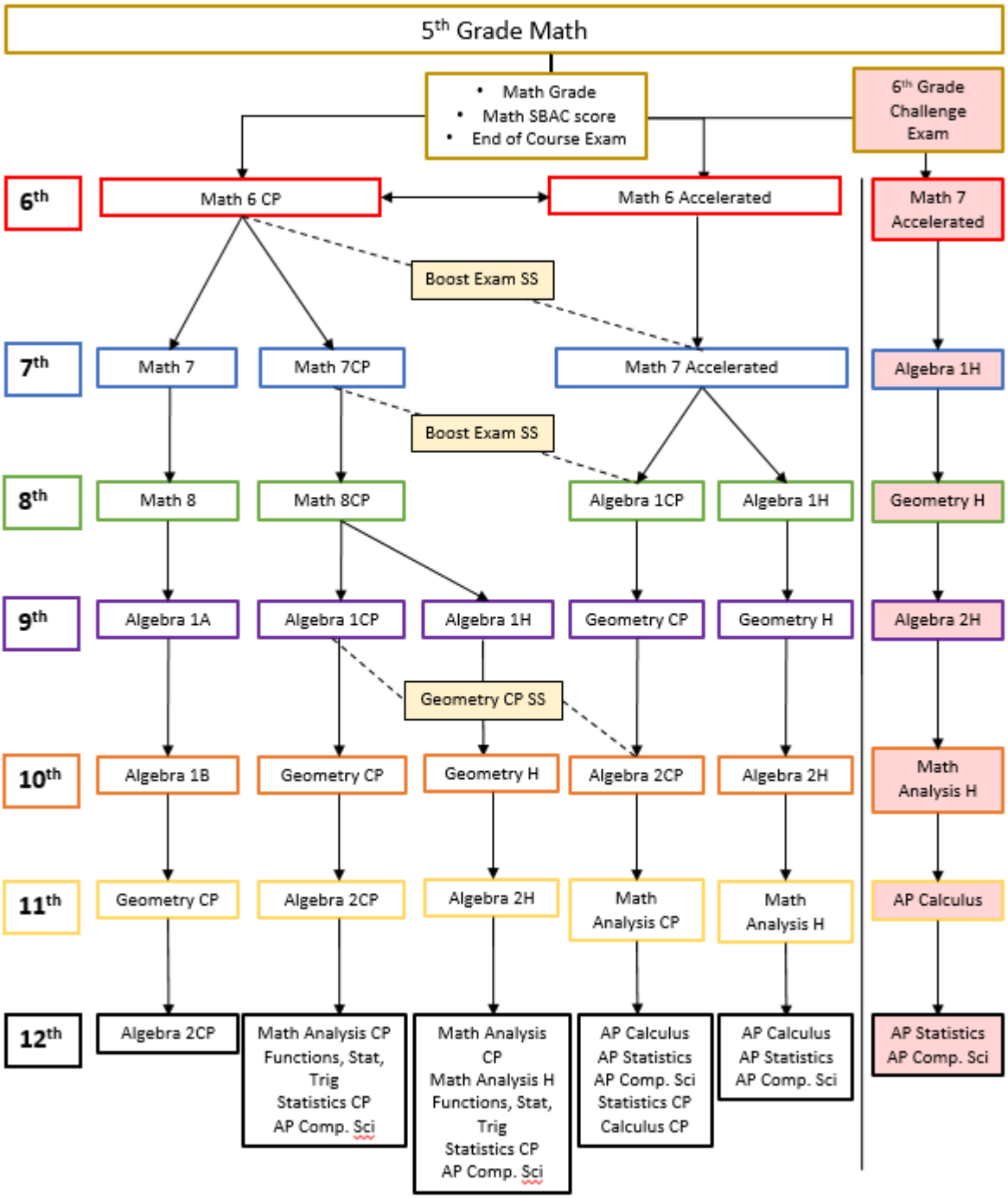
Additional information regarding any of the above may be obtained from your counselor. Students may select different levels for academic courses in their program (Standard in one course, College Prep in another); however, **CP or higher is required for college acceptance.**

UC/CSU: The University of California (UC) and California State University (CSU) systems have specific course requirements. Courses meeting these requirements are noted throughout the directory. "UC a-g" refers to a course that meets one of the UC section "a-g" elective requirements. Consult your counselor for further information.

Conejo Valley Unified School District

Math Flow Chart

Grades 5-12

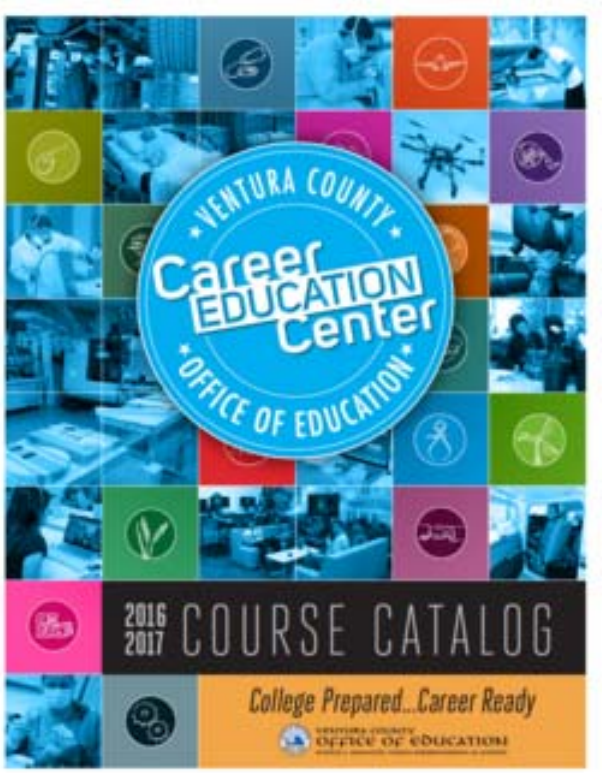


This flow chart is designed to guide students along common academic pathways. The paths shown are typical routes taken by students. Transferring between paths is possible from year to year based on student performance, teacher recommendation and counselor review. In our school district we strongly believe four (4) years of high school math is a good predictor of success in college.

Updated 3/2/2020

CAREER EDUCATION CENTER
(Formerly known as ROP)

The Career Education Center (CEC) is a public education service that provides hands-on career preparation for high school juniors and seniors. CEC is designed to provide students with the technical skills required for particular jobs. Community-based internships in local businesses and industry sites are offered in many classes. Every course offers a unit on employment seeking skills, which includes the job application, resume, and interview preparation.



http://www.vcoe.org/Career-Education-Center/Course-Catalog

FACTS ABOUT WORK EXPERIENCE EDUCATION

GOAL

Employability is the goal of work experience education programs in California.

Students achieve the goal of employability by combining their paid on-the-job experiences with classroom instruction that is related to their current job and future educational and occupational plans. Students in the work experience education program learn and experience how to get a job, keep a job, leave a job, manage money, and make decisions about their future career plans.

COURSE OF STUDY

GETTING A JOB means learning to get the next job, a part-time job for college, and a full-time job after graduation. It also means planning a job search, writing a résumé, filling out job applications, and learning interview techniques.

KEEPING A JOB means developing employee skills, communicating effectively, advancing on the job, learning how to get ahead, securing a promotion, and earning a raise.

LEAVING A JOB means deciding when and if to leave, giving proper notice, getting a letter of recommendation, deciding what to do if fired or laid off, and deciding to go for retraining or career changes.

CAREER DEVELOPMENT means learning to use experiences on-the-job and in life to make decisions about future schools, training, and job opportunities.

ECONOMIC AWARENESS means learning how to take care of money, open bank accounts, obtain and use credit and pay taxes.

BENEFITS

WAGES: Students earn at least a minimum wage from their employer.

CREDIT: Students can earn up to 10 credits per semester, depending on the number of hours worked.

TO QUALIFY FOR THIS PROGRAM, STUDENTS MUST MEET THE FOLLOWING CRITERIA:

1. Be a full-time student. Seniors must be enrolled in a minimum of 25 credits, of which only 10 maximum may be Work Experience; juniors must be enrolled in 30 credits, of which only 5 may be Work Experience.

2. Have attained junior standing in high school and be a minimum of 16 years of age.

3. Have the approval of the coordinator, the parent, and the counselor.

CHOICES FOR STUDENTS PLANNING FOR FOUR-YEAR COLLEGES AND UNIVERSITIES

After graduating from high school, the student may take four general routes:

1. **UNIVERSITY OF CALIFORNIA**
   The University of California system provides a four-year education, as well as post-graduate opportunities. It is designed to select from the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work. Please visit http://www.universityofcalifornia.edu/admissions/ to learn more about the minimum requirements for acceptance to a University of California. (a-g courses, ACT and SAT scores, GPA, etc.)

   To learn what CVUSD courses at your school are UC "a-g" approved, please log onto the University of California Doorways home page http://www.ucop.edu/doorways/ and search the "a-g Course List".

2. **CALIFORNIA STATE UNIVERSITY** (23 campuses).
   The California State University system provides a four-year education, as well as post-graduate opportunities. Most applicants are required to meet the standards in each of the following areas: Specific high school courses; Grades in specified courses and Graduation from high school. Please visit http://www.calstate.edu/ to learn more about the minimum requirements for acceptance to a California State University.

3. **CALIFORNIA COMMUNITY COLLEGE SYSTEM** (109 campuses)
   Community Colleges provide two or more years of education after high school. Ventura County is served by three community colleges: Moorpark, Oxnard, and Ventura. Students may attend any community college in the State. Please visit http://www.cccco.edu/ for more information about the community college system.

   Besides providing high school makeup and technical and vocational programs, some of which lead to the Associate of Arts (AA) or Associate of Science (AS) degrees (two year college diplomas), the community colleges offer the first two years (60 to 70 units) of the four-year college program through:

   A. *Transfer program* to the University of California system after completion of a minimum of 60 semester or 90 quarter units (two years of college work) of transferable courses.
   B. *Transfer program* to the California State University system after completion of a minimum of 60 semester or 90 quarter units (two years of college work) of transferable courses.
   C. *Transfer program* to an independent (private) college, university, or military academy, requirements vary with each college or university.

   For further information, students should see their counselor, contact their community college counseling office, or review the college catalogs/entrance information in the College and Career Center.

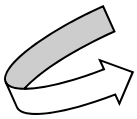
4. **CALIFORNIA INDEPENDENT OR OUT-OF-STATE PUBLIC OR PRIVATE COLLEGES and UNIVERSITIES.** Requirements vary from school-to-school. See your counselor or visit the College and Career Center for specific information.

CVUSD Graduation Requirements and *Minimum* College Admission "A-G" Requirements

SUBJECTS	High School Graduation Grades 9-12 230 credits needed to graduate	University of California "a-g" Requirements *Grades of "C" or better*	California State University "a-g" Requirements *Grades of "C" or better*	Private Colleges *Grades of "C" or better*	Community Colleges
Social Studies "A" Requirements	**30 credits:** World History/ Geography; US History/ Geography; U.S. Govt. & Politics/ Economics	**2 years** World History/ Geography; US History/ Geography U.S. Govt. & Politics	**2 years** World History/ Geography US History/ Geography U.S. Govt. & Politics	World History, US History, U.S. Govt. & Politics & college preparatory electives recommended	No subject requirements. 18 years old Or High school graduate Or High school proficiency test certificate Students are most successful when they continue to take the college preparatory courses suggested for each semester.
English "B" Requirements	**40 credits:** English 9, English 10, English 11, and English 12	**4 years** of college preparatory English	**4 years** of college preparatory English	**4 years** of college preparatory English	
Mathematics "C" Requirements	**30 credits:** College preparatory math: Alg. 1, Geometry, Alg. 2	**3 years:** Alg. 1, Geometry, Alg. 2, more is recommended: (i.e. Math Analysis, Statistics, Calculus)	**3 years:** Alg. 1, Geometry, Alg. 2, more is recommended: (i.e. Math Analysis, Statistics, Calculus)	**College Prep. math each year**	
Lab Science "D" Requirements	**20 credits:** 10 credits Biology/10 credits Physical Science	**2 years of lab science (Biology/Chemistry)** more is recommended	**2 years of lab science (Biology/Chemistry)** more is recommended	**3 to 4 years** lab science	
World Languages "E" Requirements*	**10 credits:** *Must be in the same language	**2 years <u>same</u> world language,** more is recommended	**2 years <u>same</u> world language,**more is recommended	**3 to 4 years** world language is recommended	
or					
Visual/Performing Arts "F" Requirements	**10 credits:** Visual/Performing Arts	**1 year course** of visual/performing arts	**1 year course** of visual/performing arts	Visual & Perf. Arts courses may count as electives	
or					
Career Technical Education (CTE)	**10 credits:** CTE				
Electives "G" Requirements*	**75 credits:** *30 credits must include courses from: visual/ performing arts, world language, science, math, social science, industrial arts, business, consumer/family studies	**1 year** or more of advanced courses in math, visual/ performing arts, English, lab science, world language, or social sciences. *NOTE: Economics counts as a "g" requirement for UC.	**1 year** of advanced courses in math, visual/performing arts, English, lab science, world language, or social sciences. *NOTE: Economics counts as a "g" requirement for CSU.	College preparatory electives in the subject area of interest.	
Physical Ed.	**20 credits**	None	None	None	None
Health	**5 credits**	None	None	None	None
Total Credits needed to graduate	**230 credits**	None	None	None	None
Assessments		SAT Reasoning Test or ACT plus ACT Writing. SAT Subject Tests, Analytical Writing Placement Exam (Subject A)	SAT Reasoning Test or ACT Placement exams in English EPT and math ELM	SAT Reasoning Test or ACT SAT Subject Tests are required for some colleges	Placement exams for English, mathematics and chemistry

UC GUIDELINES REGARDING D-F GRADES

Repeating Courses: D's or F's in UC approved "a-g" courses needed to satisfy the Subject Requirement must be repeated and a higher grade received. The transcript will contain the entire course history, but only the repeated grade is used in the grade-point average calculation. **Each course in which a grade of D or F has been received may be repeated only once.**



ANY COURSE IN AN "A-G" SUBJECT COMPLETED WITH AT LEAST A GRADE OF C MAY NOT BE REPEATED FOR A HIGHER GRADE; ITS REPETITION WILL BE DISREGARDED.

Students must receive C grades or above to be eligible for admission to University of California. Students who earn a D or F in the first semester of some "a-g" required courses may be found eligible for admission under certain circumstances. Students should consult with their counselor and refer to the following website if they earn a D or an F in any college preparatory course: http://www.universityofcalifornia.edu

NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE

Eligibility Center

NCAA Division I Initial-Eligibility Requirements

Core Courses: (16)

- **Initial full-time collegiate enrollment *before* August 1, 2016:**
  - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
  - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
    - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
      - These courses/grades are "locked in" at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
  - *Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).*

Test Scores: (ACT/SAT)

- Students must present a corresponding test score and core-course GPA on the sliding scale (see Page No. 2).
  - **SAT:** critical reading and math sections.
    - Best subscore from each section is used to determine the SAT *combined* score for initial eligibility.
  - **ACT:** English, math, reading and science sections.
    - Best subscore from each section is used to determine the ACT *sum* score for initial eligibility.
- All ACT and SAT attempts *before* initial full-time collegiate enrollment may be used for initial eligibility.
- **Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. *Test scores on transcripts will not be used.***

Core Grade-Point Average:

- Only *core courses* that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org) will be used to calculate your core-course GPA. Use this list as a guide.
- **Initial full-time collegiate enrollment *before* August 1, 2016:**
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see Page No. 2).
  - Core-course GPA is calculated using the **best 16 core courses** that meet subject-area requirements.
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
  - Core-course GPA is calculated using the **best 16 core courses** that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

DIVISION I
Core-Course Requirement (16)

4	years of English
3	years of math (Algebra I or higher)
2	years of natural/physical science (1 year of lab if offered)
1	year of additional English, math or natural/physical science
2	years of social science
4	years of additional courses (any area above, foreign language or comparative religion/philosophy)

DIVISION I – 2016
Qualifier Requirements
**Athletics aid, practice, and competition*

- 16 core courses
  - Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science.
    - "Locked in" for core-course GPA calculation.
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
- Graduate from high school.

DIVISION I – 2016
Academic Redshirt Requirements
**Athletics aid and practice (no competition)*

- 16 core courses
  - No grades/credits "locked in" (repeated courses after the seventh semester begins may be used for initial eligibility).
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B (see Page No. 2).
- Graduate from high school.

NCAA ELIGIBILITY CENTER
QUICK REFERENCE GUIDE

NCAA Eligibility Center

Division II Initial-Eligibility Requirements

Core Courses

- **Division II currently requires 16 core courses.** See the chart below.
- **Beginning August 1, 2018,** to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

Test Scores

- **Division II** currently requires a minimum SAT score of 820 or an ACT sum score of 68. **Beginning August 1, 2018,** Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The current **Division II** core GPA requirement is a minimum of 2.000. **Division II** core GPA required to be eligible for competition **on or after August 1, 2018,** is 2.200 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- The minimum **Division II** core GPA required to receive athletics aid and practice as a partial qualifier **on or after August 1, 2018,** is 2.000 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

DIVISION II
16 Core Courses

3	years of English.
2	years of mathematics (Algebra I or higher).
2	years of natural/physical science (1 year of lab if offered by high school).
3	years of additional English, mathematics or natural/physical science.
2	years of social science.
4	years of additional courses (from any area above, foreign language or comparative religion/philosophy).



CAREER TECHNICAL EDUCATION

CVUSD Career Technical Education (CTE) pathways are sequences of multiyear courses that integrate core academic knowledge with technical and occupational knowledge to provide students with pathways to postsecondary education and careers.

DEFINITIONS OF CTE TERMS:

CTE Program: Perkins IV defines a **threshold level of CTE** as "a sequence of courses (which may include technical learning experiences) that provides individuals with the challenging academic and technical knowledge and skills the individuals need to prepare for further education and for careers in emerging and established professions and may lead to technical skill proficiency, a credential, a certificate, or a degree"

Requirements of Sequences of Courses for CTE Programs assisted with Perkins IV funds: 1) Consist of not less than two full-year CTE courses with a combined duration of not less than 300 hours; 2) or a single, multiple-hour course which provides sequential units of instruction and has a duration of not less than 300 hours; 3) Be coherent, meaning that the sequence may only include those CTE courses with objectives, and content that have a clear, and direct relationship to the occupation(s) or career targeted by the program; 4) Include sufficient introductory and concentration CTE courses to provide students with the instruction necessary to develop the skill and knowledge levels required for employment and postsecondary education or training.

The number and duration of courses in the sequence of courses developed for each CTE program should be determined from the type and length of the instruction needed to provide students with the competencies (skills and understandings) required for career success and/or advanced education, or training for a specific industry. As a consequence, program sequences may vary in length. Though most are two to four semesters, or years, some may only be one year in duration. A number of ROCP and Adult Education CTE courses are single-year programs.

STUDENT LEVEL DEFINITIONS:

Participant: A secondary CTE participant is a student who has been enrolled in any CTE course. (Any student who has been enrolled in any CTE course should be counted as a CTE Participant including all concentrators.)

Concentrator: A secondary CTE concentrator is a student who has completed 50 percent of a planned program sequence (in hours or credits) in a state-recognized CTE sequence and is enrolled in the next course in that sequence, or has completed 50 percent of a single state-recognized multi-hour course and is enrolled in the second half of that course. (In a sequence comprised of two or three courses, only students enrolled in the last course would be counted as concentrators. In a four course sequence, students enrolled in the third and fourth courses would be counted as concentrators. All concentrators would also be counted as participants.)

Capstone Course: The last course in a planned sequence of CTE courses necessary for employment in an identified occupation. A student who completes this course may exit the program for employment or continue enrollment in the program to prepare for higher level employment or advanced education in the same career path.

Please check the following course listings for the CTE Pathways offered at your student's high school. Please contact your student's counselor if you have any questions regarding the course descriptions, timeframes involved for completing each pathway, or how to schedule the sequence of courses in to your student's schedule of classes.

PATHWAYS – CONEJO VALLEY HIGH SCHOOL

ROP MEDICAL TERMINOLOGY - 765144	Meets UC/CSU "g" requirement
Grade Level:	**11, 12**
Prerequisite:	**None**
Credit:	**10 Annual**

Medical Terminology hybrid students will examine the anatomy, physiology, and biochemistry wile applying scientific knowledge and research to the study of the human body, including rigorous study of the body systems. Students will work online to build the vocabulary needed to work in the healthcare field with emphasis on spelling, pronunciation, abbreviations, and definition of medical terms. Weekly class meetings will include hands-on labs. Students may earn a Certificate of Completion.

ENTREPRENEURSHIP – 081133	
Grade Level:	**11, 12**
Prerequisite:	**21st Century Marketing, Graphic Production**
Credit:	**10 Annual Elective**

The Entrepreneurship course is designed to promote entrepreneurial literacy among high school students (sophomores) via standards-based learning and assessments. Students will experience education in a small learning community and will have an opportunity to bond with other students, teachers, and entrepreneurs in the community. Students will not only learn about starting a small business, but they will also reinforce other academic foundation skills in English, Math, and Social Science.

ROP 21st CENTURY MARKETING – 765270	Meets UC/CSU "g" requirement
Grade Level:	**11, 12**
Prerequisite:	**None**
Credit:	**10 Annual**

This course is designed as an introduction to business management across all functional areas of an organization to meet the needs of a solid understanding of marketing fundamentals to succeed. This course offers all aspects of marketing, from basic economics to employment in the marketing field. Students will learn how marketing affects many aspects to their lives and how they will benefit from understanding it.

INTRODUCTION TO DIGITAL MEDIA – 201415	Meets UC/CSU "g" requirement
Grade Level:	**11, 12**
Prerequisite:	**None**
Credit:	**10 Annual**

Introduces visual technologies, concepts and principles of design and production used by designers and media artists. Explores software applications as they relate to current methods of design and media arts production for print, screen, animation, audio, interactivity, and 3D design. Investigates the historical and conceptual relationship between art, media, and technology. Overall Objective- Creative Expression, Artistic Analysis and Advanced Technical Knowledge using cameras, Mac and PC platforms and Adobe Suite.

ROP GRAPHIC PRODUCTION TECHNOLOGY – 765334	Meets UC/CSU "f" requirement
Grade Level:	**11, 12**
Prerequisite:	**Introduction to Digital Media**
Credit:	**10 Annual**

This is an introductory course to basic principles of graphic design and digital media. Students learn to think conceptually and develop their skills of visual communication, digital drawing, imagining, and creating visual compositions utilized in advertising, publishing, interactive media, and web design.

PATHWAYS – NEWBURY PARK HIGH SCHOOL

Industry Sector: Arts, Media and Entertainment

DIGITAL VIDEO PRODUCTION – 761820	Meets UC/CSU "f" requirement
Pathway:	**Design, Visual and Media Arts**
Grade Level:	**10 – 12**
Prerequisite:	**English 9**
Credit:	**10 Annual**

This course provides instruction and training for students interested in careers in the video, broadcast, and film production industries. Students experience both the creative and technical aspects of filmmaking and video production in conjunction with learning about historical and contemporary traditions and conventions. Students will explore different aspects of the media and entertainment industry as it relates to potential career selections. Students achieving competency in this course will be prepared to enter a film or broadcast journalism course of study at the college level or be prepared for entry level employment in those fields.

ADVANCED DIGITAL VIDEO PRODUCTION – 761825	Meets UC/CSU "g" requirement
Pathway:	**Design, Visual, and Media Arts**
Grade Level:	**11 – 12**
Prerequisite:	**Digital Video Production**
Credit:	**10 Annual Elective**

Advanced Digital Video Production (AdDVP) is the capstone course in the Arts Media & Entertainment pathway. Through this course, students gain mastery of the emerging skills learned in the Mass Media (participant) and Digital Video Production (concentrator) pathway courses. In AdDVP students will study live production, technical broadcasting, ethical broadcasting, the social impacts of media, as well as current local and global topics. Students will complete weekly writing assignments that correlate with these areas of study to ensure academic rigor. The curriculum will provide the opportunity for interdisciplinary awareness, as students will incorporate elements of English and social science into their videography and broadcast journalism projects.

Advanced Digital Video Production will provide students with the opportunity to complete community-based projects, as opposed to the school-based projects that are completed in the preceding course. Such community-based projects will give students greater access to work-based experiences such as job shadows and internships. In addition, AdDVP is articulated with the Ventura County Community College District (VCCCD), so that students have the opportunity to receive dual credit (from both CVUSD and VCCCD) upon successful completion of the course.

PATHWAYS – NEWBURY PARK HIGH SCHOOL

Industry Sector: Arts, Media and Entertainment

BROADCASTING 1 – 761830	Meets UC/CSU "f" requirement
Pathway:	**Production and Managerial Arts**
Grade Level:	**10 – 12**
Prerequisite:	**English 9**
Credit:	**10 Annual Elective**

Throughout this course students will be utilizing critical thinking and interpersonal skills to develop and produce video based projects for distribution to relevant media outlets. Supporting school wide goals and experiences, Beginning Broadcasting will document, edit, and distribute footage through industry standards, techniques and equipment including, but not limited to, video and sound equipment, lighting, and editing software. Completion of this course will provide students with an invaluable introduction to the challenging and rewarding broadcasting industry, and develop skills that will serve them for a lifetime.

BROADCASTING 2 – NP761835	Meets UC/CSU "f" requirement
Pathway:	**Production and Managerial Arts**
Grade Level:	**10 – 12**
Prerequisite:	**Broadcasting 1, English 9**
Credit:	**10 Annual Elective**

Broadcasting 2 is the next course in the Broadcasting sequence. Throughout this course, students will be utilizing critical thinking and interpersonal skills to develop and produce video based projects for distribution to relevant media outlets. Supporting school wide goals and experiences, students will document, edit, and distribute footage through industry standards, techniques and equipment including, but not limited to, video and sound equipment, lighting, and editing software. Students will also run Panther Television, the campus student-run broadcasting channel. Completion of this course will provide students with the skills needed for entry-level positions at a local television station or skills to enter a collegiate broadcasting program.

SPORTS BROADCASTING – NP761840	Meets UC/CSU "g" requirement
Pathway:	**Production and Managerial Arts**
Grade Level:	**10 – 12**
Prerequisite:	**Broadcasting 1, English 9**
Credit:	**10 Annual Elective**

This class is an opportunity for students to hone their video production skills while producing publishable content. Specifically, students will learn to produce sports programs (live sporting events and sports programs) which will potentially air on the school's website and will stream live on the Internet.

PATHWAYS – NEWBURY PARK HIGH SCHOOL

Industry Sector: Arts, Media and Entertainment

TECHNICAL THEATRE - 231085	Meets UC/CSU "f" requirement
Pathway:	**Production and Managerial Arts**
Grade Level:	**9 – 12**
Prerequisite:	**None**
Credit:	**10 Annual**

This course will introduce the student to what goes on behind the scenes of the theatre, in all technical aspects: lights, sound, set construction, costuming, properties, rigging, and stage management. Students are responsible for creating the technical aspects of school theatre productions, as would be expected in a professional theatre company, and performing the following duties: writing and implementing budgets, creating designs and bringing them to fruition for each production, creating and interpreting lighting and sound plots, color renderings, and completing script analysis on various types of scripts throughout the history of theatrical traditions. Students will be placed on various technical crews, working with other students collaboratively to accomplish specific creative goals geared toward theatrical productions, and creating a community where ideas can be shared positively. Through the knowledge gained of the subject matter, students will also be expected to self-reflect, critique work of others, and put together multimedia presentations representing works of various theatrical traditions studied. The student will leave this course with a general understanding of the subject, demonstrating the ability to use technical vocabulary in their chosen area of expertise, learn proper safety, protocol, and etiquette, and give students the confidence to work for community or professional organizations in theatre.

ROP STAGECRAFT - 761810	Meets UC/CSU "g" requirement
Pathway:	**Production and Managerial Arts**
Grade Level:	**11 – 12**
Prerequisite:	**Technical Theatre**
Credit:	**20 Annual**

Stagecraft introduces students to the fundamental elements and principals of technical theater through hands on learning. This course includes an overview of professional theater and associated labor unions. Students will learn the functions of the creative team, production staff, technicians, and stage crew. Basic elements of scene construction, design concepts, theatrical lighting, sound technologies, and stage management will be introduced and assessed through practical application. Students may earn a Certificate of Proficiency upon completion.

ROP HONORS STAGE PRODUCTION - 761811	Meets UC/CSU "f" requirement
Pathway:	**Production and Managerial Arts**
Grade Level:	**11 – 12**
Prerequisite:	**Stagecraft**
Credit:	**20 Annual**

Honors Stage Production introduces students to the elements of design with a concentration on proper techniques of drafting ground plans and other design drawings. Included is the design of a final project. Students will understand the advanced functions of a stage manage by including terminology, skills, and tools. Students will be able to competently stage manage a theatrical production and properly execute the skills, functions, and duties required by a stage manager during the production meetings, rehearsal periods, and performance. Students may earn a Certificate of Proficiency upon completion.

PATHWAYS – NEWBURY PARK HIGH SCHOOL

Industry Sector: Building and Construction Trades

WOODWORKING PRINCIPLES - NP491240 (Participant)	
Pathway:	**Cabinetry, Millwork, & Woodworking**
Grade Level:	**9 – 11**
Prerequisite:	**None**
Credit:	**10 Annual Elective**

This course is a technical exploration into the design and construction principals using natural wood materials. The technical aspect of this course will include basic drafting and layout as well as safe operation of machinery and tools. Students will be instructed in learning various aspects of a shop and woodworking tools. Instruction will include basic rules and guidelines to ensure safe and proper operational procedures of tools as well as proper terminology for each tool and techniques necessary for a quality production.

The purpose of this course is to provide students with the foundation necessary to succeed in the design, layout and construction used in the woodworking process. The focus will include pattern-making, finding balance and symmetry, shape, color and texture. Learning outcomes will be achieved through woodworking techniques such as sawing, ripping, lamination, crosscutting, routing, sanding and finishing. Students will learn the basic application in a real world scenario that could be found in a career of woodworking. The goal is to expose the students to each of these areas of study while applying a method or technique through project based learning.

WOODWORKING DESIGN - NP491250 (Concentrator)	
Pathway:	**Cabinetry, Millwork, & Woodworking**
Grade Level:	**10 – 12**
Prerequisite:	**Woodworking Principles**
Credit:	**10 Annual Elective**

Fine Woodworking is a follow up course to Introduction to Wood Design. Students will build on the foundation laid out in the previous class. Safety will always be an important part of any course in this sequence. Review of previous tools used as well as training on new machinery will start the course. This class is designed to provide students with an in-depth experience in the artistic, historical and cultural aspects of woodworking by designing and making wood furnishings, sculptures and projects of personal value. This course will serve as an intermediate course in the building trades and construction sequence incorporating writing and math common core standards.

During this course, students will learn how to plan, select and use materials, including tools and machines to produce a finished product. Emphasis will be on safety and quality of workmanship. Students will be assigned two projects to build to completion. Thereafter, the students will be able to work on a project of their choice after completion of a full set of plans and approval from the instructor. During this course, students will be required to write a short research paper on a style of woodworking used by a well-known craftsman.

ROP CONSTRUCTION TECH CABINETRY - 765395 (Concentrator/Capstone) Meets UC/CSU “g” requirement	
Pathway:	**Cabinetry, Millwork, & Woodworking**
Grade Level:	**11 – 12**
Prerequisite:	**Wood 2**
Credit:	**20 Semester Elective**

This course is designed to prepare students to enter the workforce as an entry level cabinetmaker. Students receive instruction in the use and operation of a woodworking and cabinet shop. Students will receive instruction in furniture making, cabinetry, wood and wood by-products and materials used in the construction of furniture. This course provides advanced instruction to individuals and as teams to design and implement production projects which involve computer design, cost analysis, materials selection, construction, marketing, and distribution of singular and mass production products. Students integrate other disciplines, including mathematics, English, science, visual arts, and business. This course meets the fine arts requirement for graduation.

PATHWAYS – NEWBURY PARK HIGH SCHOOL

Industry Sector: Hospitality, Tourism and Recreation

FOOD & NUTRITION CP - 101220	Meets UC/CSU "g" requirement
Pathway:	**Food Service and Hospitality**
Grade Level:	**10-12**
Prerequisite:	**None**
Credit:	**10 Annual**

This concentration course prepares students to understand the scientific principles of nutrition, the relationship of nutrition to health and well-being, and careers related to food and nutrition. Instruction includes nutrition and health, safety and emergencies, food safety and sanitation, meal management, food preparation, food purchasing, food in culture, the science of food and nutrition, food costs and production, and food technology. This course provides a background for a wide range of careers in food science, dietetics and nutrition, as well as food service and hospitality.

ROP FOOD SERVICE AND HOSPITALITY - 765220	Meets UC/CSU "g" requirement
Pathway:	**Food Service and Hospitality**
Grade Level:	**11 – 12**
Prerequisite:	**Food & Nutrition CP**
Credit:	**20 Annual Elective**

This course prepares students for employment in the food and hospitality industry with food production, preparation, and service skills. Instruction includes such topics as food purchasing, preparation, safety and sanitation; use and care of commercial equipment; management of food establishments; and cost and profitability analysis. In addition, this course studies the way food service in the hospitality industry varies from other food services.

ROP HONORS FOOD SERVICE AND HOSPITALITY - 765221	Meets UC/CSU "g" requirement
Pathway:	**Food Service and Hospitality**
Grade Level:	**11 – 12**
Prerequisite:	**ROP Food Service and Hospitality**
Credit:	**20 Annual Elective**

A capstone course that prepares students with food production, preparation, and service skills for employment institutional, commercial, or independently owned food establishments or other food and hospitality industry occupations. Instruction includes topics such as planning, selecting, storing, purchasing, preparing, testing, serving and selling of quality food and food products; nutritive values; safety and sanitation; use and care of commercial equipment; management of food establishments; cost and profitability analysis; side work and customer orders; and handling cash and credit transaction.

PATHWAYS – NEWBURY PARK HIGH SCHOOL

Industry Sector: Information & Communication Technologies

COMPUTER PROGRAMMING 1 – 081170 (DATA Academy)	Meets UC/CSU "g" requirement
Pathway:	**Software & Systems Development**
Grade Level:	
Prerequisite:	**None (DATA Academy)**
Credit:	**10 Annual**

This course provides students with an introduction to computer programming. Through hands-on instruction, students will learn how to plan and create their own Windows applications using a language called Visual Basic. Students will also be introduced to game programming. Materials cost for projects that students keep.

WEB DESIGN – 201272 (DATA Academy)	Meets UC/CSU "f" requirement
Pathway:	**Software & Systems Development**
Grade Level:	**11**
Prerequisite:	**Computer Programming recommended**
Credit:	**10 Annual**

Through a relevant context of Arts, Media and Entertainment, Web Design explores historical and rapidly changing trends in the field of design for the web. Student will learn first-hand how websites are designed and created, and explore what makes a good user experience. Through multiple design projects, students develop problem-solving and critical thinking skills, artistic perception and self-reflection. Students will learn diverse elements of design to enhance their own artistic vision and style. Design critiques and presentations will provide opportunities for students to become and grow as design artists. All experiences will be project-based and focus on developing perception and the elements of art and design through modern applications and web design.

AP COMPUTER SCIENCE PRINCIPLES – 521832	Meets UC/CSU "g" requirement
Pathway:	**Software & Systems Development**
Grade Level:	**11 – 12**
Prerequisite:	**Geometry (DATA Academy Capstone)**
Credit:	**10 Annual**

Computer Science Principles introduces students to the central ideas of computing, computer science, and computational thinking practices. There are seven "Big Ideas" about which the course is centered. I: Computing is a creative activity. II: Abstraction reduces information and detail to facilitate focus on relevant concepts. III: Data and information facilitate the creation of knowledge. IV: Algorithms are used to develop and express solutions to computational problems. V: Programming enables problem solving, human expression, and creation of knowledge. VI: The Internet pervades modern computing. VII: Computing has global impacts. Students will be expected to connect computing to other disciplines, develop computational artifacts, use abstraction and analysis to develop models and problem solutions, and communicate their work as individuals and as team members.

GEOGRAPHIC INFO SYSTEMS (GIS) – 601540 (Data Academy)	Meets UC/CSU "g" requirement
Pathway:	**Software & Systems Development**
Grade Level:	**12**
Prerequisite:	**None (DATA Academy)**
Credit:	**10 Annual**

This course will introduce students to the fundamental concepts underlying computerized geographic information systems (GIS). It combines an overview of the general principles of GIS with a theoretical treatment of the nature and analytical use of spatial information. Students will learn how scientists draw conclusions and make informed decisions through the analysis of multiple layers of geo-referenced data. Students will also collect, plot and analyze their own data in a variety of scientific inquiries. This course has a laboratory component which introduces students to various GIS software platforms, such as ArcView 3.x, MyWorld, AEJEE, ArcPad and ArcGIS 9.x. While this course integrates various fields of science, mathematics and social science, investigations will be focused around the geologic and environmental sciences.

PATHWAYS – NEWBURY PARK HIGH SCHOOL

Industry Sector: Information & Communication Technologies

BIOTECHNOLOGY 1: RESEARCH & DEVELOPMENT - 601557 Meets UC/CSU "d" requirement	
Pathway:	**Biotechnology**
Grade Level:	**11 – 12**
Prerequisite:	• **"B" or better in Biology CP/H and Chemistry CP/H** • **"B" or better in Algebra 2 is also recommended**
Credit:	**10 Annual**

Biotechnology uses biological processes for industrial and other purposes, especially the genetic manipulation of microorganisms for the production of products that benefit human life including antibiotics, hormones, and food. In Biotechnology 1, students will gain proficiency with lab protocols and lab procedures, as well as gain a deeper understanding of the principles of modern biotechnology, particularly from a pharmaceutical perspective. Students will use both their biology and chemistry backgrounds throughout the course.
Students will revisit previously studied topics including biochemistry, DNA structure and replication, protein synthesis, molarity and solution preparation at a greater level of depth. Students will then apply these concepts and skills in the Amgen Biotechnology Experience where they will grow bacteria, transform bacteria and perform column chromatography. At the end of this course, students should have an understanding of the following:

- Standard Lab Operating Procedure: Notebooks, Equipment and Practices
- DNA Science: Principles and Applications
- Experimental Design and the Utility of Common Techniques in Molecular Biology

This course is articulated with Moorpark College for potential free college credit.

BIOTECHNOLOGY 2: FORENSIC APPLICATIONS - 601558 Meets UC/CSU "d" requirement	
Pathway:	**Biotechnology**
Grade Level:	**12**
Prerequisite:	**"C" or better in Biotechnology 1**
Credit:	**10 Annual**

Biotechnology 2: Forensic Applications is a rigorous, multi-disciplinary college preparatory course that provides a bridge between science-based inquiry and the criminal justice system. Emphasis is on understanding scientific theories of forensic science, with special emphasis on biology and chemistry. The class build upon the student's prior knowledge of biology, chemistry, and biotech 1, which is articulated with Moorpark College. They will learn laboratory techniques and procedures to analyze and identify trace physical evidence, including DNA. Students will use their academic and laboratory skills to develop a deeper understanding of science and its relation to criminal justice.

PATHWAYS – NEWBURY PARK HIGH SCHOOL

Industry Sector: Health Science & Medical Technology

ROP MEDICAL TERMINOLOGY - 765144	Meets UC/CSU "g" requirement
Pathway:	**Patient Care**
Grade Level:	**10, 11, 12**
Prerequisite:	**None**
Credit:	**10 Annual**

Medical Terminology hybrid students will examine the anatomy, physiology, and biochemistry wile applying scientific knowledge and research to the study of the human body, including rigorous study of the body systems. Students will work online to build the vocabulary needed to work in the healthcare field with emphasis on spelling, pronunciation, abbreviations, and definition of medical terms. Weekly class meetings will include hands-on labs. Students may earn a Certificate of Completion.

SPORTS MEDICINE - 321200	Meets UC/CSU "g" requirement
Pathway:	**Patient Care**
Grade Level:	**11 – 12**
Prerequisite:	**Anatomy Recommended**
Credit:	**10 Annual**

Sports Medicine will introduce students to the profession of sports medicine and different careers that fall under the sports medicine category. Students will learn basic skills related to injury prevention, treatment and recognition of athletic injuries. Students will engage in the application of practical skills including injury assessment, treatment, taping, bracing, splinting, and wound care.

SPORTS MEDICINE 2 – NP321205	Meets UC/CSU "g" requirement
Pathway:	**Patient Care**
Grade Level:	**11 – 12**
Prerequisite:	**Sports Medicine**
Credit:	**10 Annual**

Sports Medicine 2 builds on Sports Medicine CP. It will further instruct students how to do proper evaluations of injuries and assess the healing process. Sports Medicine 2 will also allow students to create rehabilitation programs that include use of modalities, exercises, and other treatment protocols.

PATHWAYS – NEWBURY PARK HIGH SCHOOL

Industry Sector: Public Services

PUBLIC SAFETY CAREERS – 761400	Meets UC/CSU "g" requirement
Pathway:	**Public Services**
Grade Level:	**9-12**
Prerequisite:	**None**
Credit:	**10 Annual**

This year long course introduces students to the world of careers in public safety. Careers explored include law enforcement, fire rescue, ocean rescue, emergency medicine, and public land, recreation, and resource management. Upon successful completion of the course, students will gain certification in a number of areas, including Federal Emergency Management Agency (FEMA), American Heart Association, Red Cross, and California Department of Boating and Waterways. Leadership principles are a focus of the class. The leadership skills taught in the class will apply to not only careers in pubic safety but also to other areas of professional life.

EMERGENCY MEDICAL TECHNICIAN (EMT) – 761401	Meets UC/CSU "g" requirement
Pathway:	**Public Services**
Grade Level:	**11-12**
Prerequisite:	**None**
Credit:	**10 Annual**

EMT is a yearlong academic and hands-on career technical education class that is designed to prepare students for entry level positions in emergency medicine. The course provides students with a comprehensive understanding of anatomy, physiology, ethical and legal considerations of the career, the history of emergency medical systems, CPR, and the safety and well-being of the first responder. This capstone course is designed to lead to certification through the National Registry of Emergency Medical Technicians. Eligible students will engage in internships with local emergency response teams and hospitals.

EMERGENCY MEDICAL RESPONDER (EMR) – 761402	Meets UC/CSU "g" requirement
Pathway:	**Public Services**
Grade Level:	**10-12**
Prerequisite:	**None**
Credit:	**10 Annual**

EMR provides students with a comprehensive understanding of anatomy, physiology, and pathophysiology of the human body. Students will learn about the history of emergency medical services as well as the safety and well being of the first responder. The competencies are aligned with the national curriculum and may lead to certification through the National Registry of Emergency Medical Technicians (NREMT) as an Emergency Medical Responder (EMR). Students who complete EMR will be very well-prepared for the next step, EMT.

PATHWAYS – NEWBURY PARK HIGH SCHOOL

Industry Sector: Marketing, Sales, and Services

INTRODUCTION TO BUSINESS – NP761100	Meets UC/CSU "g" requirement
Pathway:	**Entrepreneurship/Self-Employment**
Grade Level:	**9-12**
Prerequisite:	**None**
Credit:	**20 Annual**

Business Fundamentals is an introduction to business concepts, processes and technology in a Virtual Enterprise-type project/technology-driven instructional environment. Students will develop awareness of how these topics relate to both professional and personal use. In addition to core business skills, students will practice self-evaluation, perform career exploration and prepare a long-term career plan. The course examines the functions, use and applicability of software tools available through Microsoft OS, Microsoft Office, Google Suite and the Internet to maximize efficiency and productivity with focus on digital communication, file management, and data processing, management and presentation. Core hardware topics include PC system components, hand-help computing devices, and troubleshooting issues. Other topics include 21st Century work skills and trends, ethics, security, time management, markets, financial planning and analysis, and etiquette in the business environment. Business Fundamentals will provide students with the vision, knowledge, and skills to increase productivity and pursue competitive advantage in the job market and workplace.

ENTREPRENEURSHIP CP – 081132	Meets UC/CSU "g" requirement
Pathway:	**Entrepreneurship/Self-Employment**
Grade Level:	**10**
Prerequisite:	**Algebra 1**
Credit:	**20 Annual**

This course is the introductory course in a three-year Marketing, Sales and Service pathway. It is designed for high school sophomores to develop entrepreneurial literacy and an entrepreneurial mindset via projects and assignments aligned with Common Core standards and assessments. Students will use a variety of technological tools and will be grouped in a small-learning-community with many opportunities to network with students, teachers, and entrepreneurs in the community and to enhance communication skills. Students will learn personally how to start and operate a small business, which will also reinforce academic foundation skills in English, Math, and Social Science.

PATHWAYS – THOUSAND OAKS HIGH SCHOOL

Industry Sector: Building Trades and Construction

MACHINE TOOL TECHNOLOGY – 461141	
Pathway:	**Cabinetmaking and Wood Products**
Grade Level:	**11-12**
Prerequisite:	**None**
Credit:	**10 Semester Elective**

Machine Tool Technology is an in-depth program covering machine tool, sheet metal, welding, and computer technology. The program covers the introduction of the structure of different metals and introduces the student to planning, designing, and manufacturing methods used in Industry. In addition to the objects covered, this course will develop creativity, good work habits, grasp the importance of safety, and an appreciation of tools and the different avenues that can lead to a career in Manufacturing.

CONSTRUCTION BASICS - 491270	
Pathway:	**Cabinetmaking and Wood Products**
Grade Level:	**9 – 12**
Prerequisite:	**None**
Credit:	**10 Annual Elective**

Students will discover their interests and aptitude in construction-related practices through activities and application. Upon completion of this course, a student will demonstrate competency through hands on applications of reading a tape measure, a CAD based drawing, and construction of a brick wall, concrete slab, framed wall, wall insulation, installed toilet, sink, doorbell, electrical outlet, switch and light fixture, tiled surface, air ducting, roofing, and drywall. This also includes the study and comparison of green materials and fixtures vs. non green methods. Students will use construction terms and demonstrate their ability to use hand and power tools in a safe manner. These skills will be directly transferable to industry and many high paying careers.

ROP CONSTRUCTION TECH CABINETRY – 765395	Meets UC/CSU “g” requirement
Pathway:	**Cabinetmaking and Wood Products**
Grade Level:	**9-11**
Prerequisite:	**Introductory Woodworking Course**
Credit:	**20 Annual Elective**

This course has been developed to integrate skills and concepts from the Building and Construction Trades with applied mathematics and English. As a natural progression, students will apply the craft skills required to design and build a variety of scaled structures that meet current code requirements. In addition, students will make real-world connections between construction, math, and English using written projects, construction documents that include creating blueprints, project packets, and student-centered construction projects. This course provides students the opportunity to apply academic knowledge and technical skills through a hands-on curriculum that meets pre-apprenticeship requirements for the National Building Trades Council.

CONSTRUCTION TECHNOLOGY CP – 491271	Meets UC/CSU “g” requirement
Pathway:	**Residential and Commercial Construction**
Grade Level:	**9-12**
Prerequisite:	**Algebra 1 recommended**
Credit:	**10 Annual Elective**

This course provides an introductory overview of the various methods and materials used in construction. Students in this course will discover their interests and aptitude in construction related practices through activates and application. After receiving an introduction into the fundamental principles of structural framing and how different materials play into the physical and long-term performance of structures, students learn about the history and manufacturing process behind them and how materials relate to mechanical and non-mechanical properties of various structures. Common construction methods are introduced and building details are explored.

Students have the opportunity to experience material capacity and behavior as well as construction methods in demonstrations and hands on lab experiments. Furthermore, material applications and detailing in structural and non-structural building components are explored. Resulting from this course, students will gain a comparative knowledge of material properties and possible applications in construction, engineering and architecture.

CONSTRUCTION TECHNOLOGY HONORS – 491272	Meets UC/CSU “g” requirement
Pathway:	**Residential and Commercial Construction**
Grade Level:	**10-12**
Prerequisite:	**Algebra 1 recommended**
Credit:	**10 Annual Elective**

This course provides an introductory overview of the various methods and materials used in construction. Students in this course will discover their interests and aptitude in construction related practices through activates and application. After receiving an introduction into the fundamental principles of structural framing and how different materials play into the physical and long-term performance of structures, students learn about the history and manufacturing process behind them and how materials relate to mechanical and non-mechanical properties of various structures. Common construction methods are introduced and building details are explored.

Students have the opportunity to experience material capacity and behavior as well as construction methods in demonstrations and hands on lab experiments. Furthermore, material applications and detailing in structural and non-structural building components are explored. Resulting from this course, students will gain a comparative knowledge of material properties and possible applications in construction, engineering and architecture.

ADVANCED CONSTRUCTION TECHNOLOGY – 4912723	Meets UC/CSU “g” requirement
Pathway:	**Residential and Commercial Construction**
Grade Level:	**10-12**
Prerequisite:	**“C” or better in The Art of Woodworking or Construction Technology**
Credit:	**10 Annual Elective**

This course has been developed to integrate skills and concepts from the Building and Construction Trades with applied mathematics and English. As a natural progression, students will apply the craft skills required to design and build a variety of scaled structures that meet current code requirements. In addition, students will make real-world connections between construction, math, and English using written projects, construction documents that include creating blueprints, project packets, and student-centered construction projects. This course provides the opportunity to apply academic knowledge and technical skills through a hands-on curriculum that meets pre-apprenticeship requirements for the National Building Trades Council.

PATHWAYS – THOUSAND OAKS HIGH SCHOOL

Industry Sector: Manufacturing and Product Development

MACHINE TOOL TECHNOLOGY – 461141	
Pathway:	**Machine and Forming Technology**
Grade Level:	**9-12**
Prerequisite:	**None**
Credit:	**10 Semester Elective**

Machine Tool Technology is an in-depth program covering machine tool, cut, bend and fold sheet metal, gas welding, casting and computer technology. The program covers the introduction of the structure of different metals and introduces the student to planning, designing, and manufacturing methods used in Industry. In addition to the objects covered, this course will develop creativity, good work habits, grasp the importance of safety, and an appreciation of tools and the different avenues that can lead to a career in Manufacturing.

METAL FABRICATION – 461131	
Pathway:	**Machine and Forming Technology**
Grade Level:	**10 – 12**
Prerequisite:	**None**
Credit:	**10 Annual Elective**

Metal Fabrication is an in-depth program covering machine tool, sink and raise sheet metal, brazing, bench work, gas welding, forging, CNC programing, and computer technology. Instruction is provided on safety, hand tools, technology, and a focus on craftsmanship. In addition to the objects covered, this course will develop creativity, good work habits, grasp the importance of safety, time management for projects and the different avenues that can lead to a career in Manufacturing and Product Development.

METALS 4 - 461150	
Pathway:	**Machine and Forming Technology**
Grade Level:	**12**
Prerequisite:	**Metals 3**
Credit:	**10 Annual Elective**

This course is designed for the Manufacturing Career student. It provides instruction in advance theories in Metals, Computer Numerical Control (CNC), welding, and an introduction to the Computer Aided Manufacturing (CAM) software system. Students will complete required projects throughout the year. Materials cost for projects that students keep.

ROP APPLIED MANUFACTURING – 765312	Meets UC/CSU “g” requirement
Pathway:	**Machine and Forming Technology**
Grade Level:	**10 – 12**
Prerequisite:	**Algebra 1, Geometry**
Credit:	**20 Annual Elective**

This course teaches the principles of machining and metal cutting using modern machine tools, and precision measuring tools. Students will learn to use all of the four basic machine tools: Lathe, vertical mill drill press, and surface grinder. In addition, students will learn how to operate modern CNC equipment as used industrially in rapid prototyping and production. Students will apply elements of trigonometry, geometry, and algebra to identify and layout tapers and angles, and to compute part dimensions and tool speeds. Students will engage in individual and group assignments and projects using demonstrations, presentations, and written expositions. Students will keep a learning journal to keep track of their learned skills and progress.

PATHWAYS – THOUSAND OAKS HIGH SCHOOL

Industry Sector: Marketing, Sales, and Service

ENTREPRENEURSHIP CP - 081132 (Participant)	Meets UC/CSU "g" requirement
Pathway:	**Entrepreneurship**
Grade Level:	**10**
Prerequisite:	**Algebra 1**
Credit:	**10 Annual Elective**

The Entrepreneurship course is the introductory course in a three-year Marketing, Sales and Service pathway. It is designed for high school sophomores to develop entrepreneurial literacy and an entrepreneurial mindset via projects and assignments aligned with Common Core standards and assessments. Students will use a variety of technological tools and will be grouped in a small-learning-community with many opportunities to network with students, teachers, and entrepreneurs in the community and to enhance communication skills. Students will learn personally how to start and operate a small business, which will also reinforce academic foundation skills in English, Math, and Social Science.

SPORTS and ENTERTAINMENT MARKETING CP – 081138 (Concentrator)	Meets UC/CSU "g" requirement
Pathway:	**Entrepreneurship**
Grade Level:	**11**
Prerequisite:	**Entrepreneurship CP**
Credit:	**10 Annual Elective**

The Sports and Entertainment Marketing course is the second course in a three-year Marketing, Sales and Service pathway. It is designed for high school juniors to develop marketing literacy and a marketing mindset via projects and assignments aligned with Common Core standards and assessments. Students will use a variety of technological tools and will be grouped in a small-learning-community with many opportunities to network with students, teachers, and entrepreneurs in the community and to enhance communication skills. Students will learn personally how to market a small business, which will also reinforce academic foundation skills in English, Math, and Social Science. Students will apply what they have learned throughout the course and will do a variety of real life marketing projects the last quarter of the school year.

VIRTUAL ENTERPRISE – 081139 (Capstone)	Meets UC/CSU "g" requirement
Pathway:	**Entrepreneurship**
Grade Level:	**12**
Prerequisite:	• **Sports and Entertainment Marketing CP** • **Algebra 1**
Credit:	**10 Annual Elective**

This course is designed to teach students about microeconomics and macroeconomics while applying these concepts to their own entrepreneurial in the business world, both real and simulated. Students will study supply and demand, The Federal Reserve System, business organizations and market structure, labor and government regulations, taxation, the stock market, and international transactions. Students will apply their knowledge in a hands-on learning environment where they are required to set-up a business and manage its daily operations. This will be done via activities that are real and simulated. Integrated throughout the course are communication, critical thinking, interpersonal, and problem solving skills. Satisfactory completion of this course will grant five units of the graduation requirement for college-prep economics. Students must complete both semesters of this course in order to receive economic credits.

PATHWAYS – THOUSAND OAKS HIGH SCHOOL

Industry Sector: Engineering and Architecture

INTRODUCTION TO ENGINEERING DESIGN – 081185	Meets UC/CSU "g" requirement
Pathway:	**Engineering Design**
Grade Level:	**9 – 12**
Prerequisite:	**None**
Credit:	**10 Annual Elective**

In Project Lead The Way Engineering, students engage in open-ended problem solving, learn and apply the engineering design process, and use the same industry-leading technology and software as are used in the world's top companies. Students investigate topics such as aerodynamics and astronautics, biological engineering and sustainability, and digital electronics and circuit design, giving them an opportunity to learn about different engineering disciplines before beginning post-secondary education or careers.

Within the Introduction to Engineering Design course, students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

PRINCIPLES OF MECHATRONICS – 761860	Meets UC/CSU "g" requirement
Pathway:	**Engineering Design**
Grade Level:	**9 – 12**
Prerequisite:	**Algebra 1A - Concurrent**
Credit:	**10 Annual Elective**

Mechatronics is the branch of engineering that is concerned with technological systems that incorporate mechanical, electrical, and software components. Principles of Mechatronics is a two semester course designed to ensure that high school students learn about the technology that affects their lives, to help them decide what, if any, branch of technology or engineering might offer them a satisfying career, and to prepare them for more advanced technology and engineering courses.

In addition to acquiring mathematical, science, and communication skills, students are introduced to the use of the engineering process to solve technological problems and to the use of selected software and hardware tools. In a hands-on environment students solve assigned by creating solutions that require mechanical, electrical, and/or software elements. Students must demonstrate that their solutions are adequate through demonstrations and oral and written reports.

This integrated linkage of technical and academic skills prepares high school students for enrollment in advanced academic, vocational, and technical courses at all educational levels.

ARCHITECTURAL DESIGN 1 – 381450	Meets UC/CSU "f" requirement
Pathway:	**Architectural Design**
Grade Level:	**10 – 12**
Prerequisite:	**None**
Credit:	**10 Annual Elective**

Architectural Design focuses on the appreciation, enjoyment, and evaluation of architecture from antiquity to present. Instruction will target Visual Arts Standards of Artistic Perception, Creative Expression, Historical Cultural Context, Aesthetic Valuing, and Connective Relations and Applications. Students will study the history of architecture, elements of art and design, planning and design process, and aesthetic evaluation of architecture in different cultures. Students will deal with aspects of designing enclosed spaces with attention given to the elements of design, function, structure, and materials.

ARCHITECTURAL DESIGN 2 – 381455	
Pathway:	**Architectural Design**
Grade Level:	**11 – 12**
Prerequisite:	**"C" or better in Architectural Design 1**
Credit:	**Credit:**

This course will provide students the opportunity to study small commercial building design. Students will construct scale models and display materials relating to architecture as well as help build the necessary skills to communicate architectural ideas. This course will meet the Visual and Performing Arts requirement for graduation.

DRAFTING & COMPUTER AIDED DESIGN CP – 381461	Meets UC/CSU "f" requirement
Pathway:	**Architectural Design**
Grade Level:	**9 – 12**
Prerequisite:	**Algebra 1 and Computer Skills Recommended**
Credit:	**10 Annual Elective**

This introduction to Technical Drafting and Design will expose students to architectural design principles as they are used to develop interior and exterior living areas. Units of work include: basic elements of architectural design; introduction to uniform building code standards; introduction to elements of fine arts as they pertain to architectural design, individual room, and space planning. Plans will be completed using CAD software. Students may earn a Certificate of Proficiency upon completion.

DRAFTING & COMPUTER AIDED DESIGN HONORS – 381462	Meets UC/CSU "f" requirement
Pathway:	**Architectural Design**
Grade Level:	**9 – 12**
Prerequisite:	**Algebra 1 and Computer Skills Recommended**
Credit:	**10 Annual Elective**

This introduction to Technical Drafting and Design will expose students to architectural design principles as they are used to develop interior and exterior living areas. Units of work include: basic elements of architectural design; introduction to uniform building code standards; introduction to elements of fine arts as they pertain to architectural design, individual room, and space planning. Plans will be completed using CAD software. Students may earn a Certificate of Proficiency upon completion.

PATHWAYS – THOUSAND OAKS HIGH SCHOOL

Industry Sector: Arts, Media, and Entertainment

ROP DIGITAL MEDIA - 765023	Meets UC/CSU "g" requirement
Pathway:	**Design, Visual, and Media Arts**
Grade Level:	**9-11**
Prerequisite:	**None**
Credit:	**20 Annual Elective**

In this beginning pathway course, students will participate in the pre-production, production, and post-production process of digital media products. The course focuses on exploration of emerging platforms for distribution and full expression through digital media technologies. The students will acquire skills to create original work, complete in-school projects, and collaborate with peer experts. They will research, develop, and produce project plans to promote original media productions and on-line presence that will be marketed and distributed to the school, community, and festivals.

ROP HONORS DIGITAL MEDIA – 761824	Meets UC/CSU "g" requirement
Pathway:	**Design, Visual, and Media Arts**
Grade Level:	**11 – 12**
Prerequisite:	**Algebra 1, English 9**
Credit:	**20 Annual Elective**

In this advanced pathway course, students will participate in the pre-production, production, and post-production process of digital media products. The course focuses on exploration of emerging platforms for distribution and full expression through digital media technologies. The students will acquire skills to create original work, complete in-school projects, and collaborate with peer experts and industry partners at the professional level. They will research, develop, and produce project plans to promote original media productions and on-line presence that will be marketed and distributed to the school, community, and festivals.

PATHWAYS – THOUSAND OAKS HIGH SCHOOL

Industry Sector: Arts, Media, and Entertainment

PHOTOGRAPHY 1-2 - 201430	Meets UC/CSU "f" requirement
Pathway:	**Design, Visual, and Media Arts**
Grade Level:	**9 – 12**
Prerequisite:	**None**
Credit:	**5 Semester Elective**

Introductory Photography course that will provide students with an opportunity to advance their knowledge and skills in the art of Photography including black and white. This course will familiarize the student with basic photographic techniques, darkroom techniques, equipment, materials and processes, Students will also develop their creative ability, aesthetic eye, and critical analysis of photographic works. Materials cost for projects that students keep. –Students earn VPA credit for this course.

THE ART OF COMMERCIAL PHOTOGRAPHY Honors – 201435	Meets UC/CSU "f" requirement
Pathway:	**Design, Visual, and Media Arts**
Grade Level:	**10 – 12 Design, Visual, and Media Arts**
Prerequisite:	**Photo 1-2**
Credit:	**10 Annual**

In this second course in a three course dual VPA/CTE pathway, students continue to learn and understand the artistic qualities of the photographic medium while acquiring the techniques for utilizing photography for expressive purposes. Instruction includes studio and field techniques to address the various forms of commercial photography. Integrated throughout the course are career preparation standards which include basic academic skills, communication, interpersonal skills, problem solving, and workplace safety, as well as technology and employment literacy. Students can work to obtain universally recognized industry standard certification in Adobe Photoshop.

AP STUDIO ART: DRAWING – 201061	Meets UC/CSU "f" requirement
Pathway:	**Design, Visual, and Media Arts**
Grade Level:	**11 – 12**
Prerequisite:	**Teacher approval**
Credit:	**10 Annual**

The AP Studio Art students work toward developing a complete portfolio of 12 pieces in their Concentration and 12 pieces in their Breadth. This portfolio may meet requirements for a college-level class. The students will be creatively involved in a sustained investigation of all three parts of the portfolio – Quality, Concentration, and Breadth. The AP Studio Art poster, AP Central at collegeboard.com, and the AP Studio Art Teacher's guide will be a guiding influence throughout the year. Students will be expected to develop mastering concept, composition, and execution of ideas.

PATHWAYS – THOUSAND OAKS HIGH SCHOOL

Industry Sector: Health Science and Medical Technology

ROP MEDICAL TERMINOLOGY - 765144	Meets UC/CSU "g" requirement
Pathway:	**Patient Care**
Grade Level:	**10, 11, 12**
Prerequisite:	**None**
Credit:	**10 Annual**

Medical Terminology hybrid students will examine the anatomy, physiology, and biochemistry wile applying scientific knowledge and research to the study of the human body, including rigorous study of the body systems. Students will work online to build the vocabulary needed to work in the healthcare field with emphasis on spelling, pronunciation, abbreviations, and definition of medical terms. Weekly class meetings will include hands-on labs. Students may earn a Certificate of Completion.

SPORTS MEDICINE - 601330	Meets UC/CSU "d" requirement
Pathway:	**Patient Care**
Grade Level:	**11 – 12**
Prerequisite:	**"C" or better in Biology CP or department approval**
Credit:	**10 Annual**

Sports Medicine covers the anatomy and physiology of the human body. It covers the many systems of the body and how these systems interact with each other through exercise. Sports injuries and treatment are addressed. Multiple laboratory activities are included to further aid in the learning process. Students from this class can also take an after school athletic training class that is based on first aid and evaluation of injuries.

PATHWAY – THOUSAND OAKS HIGH SCHOOL

Industry Sector: Energy, Environment & Utilities

AP ENVIRONMENTAL SCIENCE - 601550	Meets UC/CSU "d" requirement
Pathway:	**Environmental Resources**
Grade Level:	**11-12**
Prerequisite:	• **10th – Concurrently enrolled in Chemistry CP/H or Petition Process** • **11-12 – Chemistry CP/H or Biology CP/H or Environmental Earth Science CP**
School:	**TOHS**
Credit:	**10 Annual**

This course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Topics will include: Environmental Problems & Causes, Sustainability, Ecosystems, Biodiversity, Human Population & Impact, Climate, Saving Species & Saving Ecosystems (Aquatic & Terrestrial), Food Production & the Environment, Water Resources, Non Renewable & Renewable Energy, Environmental Hazards & Human Health, Air Pollution & Urbanization, Solid & Hazardous Waste, Economics, Politics, Worldviews, & Ethics. This course will involve many hands on laboratory and inquiry activities, class discussions, and field trips. This course will help prepare students for the College Entrance Examination Board Advanced Placement Test.

ENVIRONMENTAL EARTH SCIENCE CP – 601636 **PILOT** 2019-20	Meets UC/CSU "d" requirement
Grade Level:	**9 – 11**
Prerequisite:	• **Physical Science 8CP - required** • **Algebra 1 - required but can be taken concurrently** • **Biology - recommended**
School:	**TOHS**
Credit:	**10 Annual**

In this laboratory course students will take an in depth look into the natural world and its processes with an emphasis on environmental science. This course explores the many ways in which geologic processes have controlled and modified the Earth's environment since Earth was formed and will continue to evolve as shown through computer modeling. Interrelationships between physical, biological, and chemical processes at Earth's surface are emphasized. Topics such as astronomy, geology, ecology, water, soil, air, atmosphere, population, climate change, land uses, mineral resource, energy resources, geochemical cycles, waste, and solutions, will be used to teach a curriculum that gives students a comprehensive understanding of the universe, the natural world, and the how everything is connected. Students will focus on the overarching NGSS performance expectations which are Space Systems, History of the Earth, Earth's Systems, Weather and Climate, Human Sustainability, and Engineering Design. This course will also incorporate California's Environmental Principles and Concepts through a broad curriculum that includes in-classroom and out-of-classroom education so that students will become environmentally literate and able to address current environmental challenges and prevent new ones.

Students who receive a "C" or better in this class at the end of the year are eligible to enroll in the ROP Environmental Field Studies Honors class the following year.

ROP HONORS ENVIRONMENTAL FIELD STUDIES - 761806	Meets UC/CSU "d" requirement
Pathway:	**Environmental Resources (capstone)**
Grade Level:	**11-12**
Prerequisite:	**Environmental Science AP**
School:	**WHS**
Credit:	**10 Annual**

With this course students will deepen their understanding of environmental issues, current research results and methods, community-based research, and the importance of environmental issues to Southern California, and to our global economy. Students will work online to develop their theoretic knowledge and then practice their skills in weekly real-life field study applications. Students will understand environmental principles and be able to apply them to social, economic, and ethical issues.

CAREER PATHWAYS – WESTLAKE HIGH SCHOOL

Industry Sector: Health Science and Medical Technology

MEDICAL HEALTH CAREERS CHEMISTRY CP – 601336 Meets UC/CSU "d" requirement	
Pathway:	**Patient Care**
Grade Level:	**10, 11, 12**
Prerequisite:	• **Completion of CP Biology with a "C" or better or teacher approval – required** • **Completion of Algebra I with a "C" or better or teacher approval - required**
Credit:	**10 Annual**

This first year college preparatory, laboratory-based chemistry course covers the **basic chemical principles and concepts of chemistry** while integrating health and medical topics via laboratory experiments, inquiry based lab protocols, case studies, and research of current relevant science articles. Gathering and analyzing data, mathematical application, research and communication of data will be emphasized.

** *Note that "basic chemical principles and concepts of chemistry" include: chemical reactions and the factors that influence their behavior. Major topics will include atomic and molecular structure, bonding patterns, nuclear chemistry, conservation of matter and stoichiometry, states of matter, solutions, thermodynamics, chemical equilibrium, and redox reactions.*

MEDICAL HEALTH CAREERS HUMAN ANATOMY & PHYSIOLOGY CP – 601338 Meets UC/CSU "d" requirement	
Pathway:	**Patient Care**
Grade Level:	**11 – 12**
Prerequisite:	• **Completion of CP Biology with a "C" or better** • **Completion of Medical Health Careers Chemistry CP with a "C" or better**
Credit:	**10 Annual**

This course is designed to provide a rigorous, broad based study of the human body. The focus of this course is anatomy and physiology content related to careers in the medical health care field. Through the use of microscopes, models, modeling of the body systems using clay, anatomical diagrams, skeletons and skeletal parts, various pieces of lab equipment, preserved specimens, and dissection, students will gain a thorough understanding of the structure and function of major systems of the human body. Students will also explore various medical and health care professions related to the body systems they are studying.

CAREER PATHWAYS – WESTLAKE HIGH SCHOOL

Industry Sector: Art, Media, Entertainment

INTRODUCTION TO DIGITAL MEDIA (Participant) – 201415	Meets UC/CSU "g" requirement
Pathway:	**Design, Visual, Media Arts (Academy Program)**
Grade Level:	**9-12**
Prerequisite:	**None**
Credit:	**10 Annual Elective**

Introduces visual technologies, concepts and principles of design and production used by designers and media artists. Explores software applications as they relate to current methods of design and media arts production for print, screen, animation, audio, interactivity, and 3D design. Investigates the historical and conceptual relationship between art, media, and technology. Overall Objective Creative Expression, Artistic Analysis and Advanced Technical Knowledge using cameras, Mac and PC platforms and Adobe Suite. Discuss artistic and technological aspects of digital media in both historical and contemporary contexts. Demonstrate the ability to present and discuss work in a professional manner, using appropriate digital media vocabulary. Apply pre-visualization techniques to communicate design concepts for print and screen. Input and edit media using industry-standard software applications. Identify and explore career and educational paths in digital media. Apply professional workflows for designing and producing digital media from conception to completion. Identify aesthetic, technological, and social criteria, as well as professional ethics, in evaluating digital media.

CREATIVE DIGITAL MEDIA (Concentrator) – 201416 **PILOT** 2020-21	Meets UC/CSU "g" requirement
Pathway:	**Design, Visual, Media Arts (Academy Program)**
Grade Level:	**9-12**
Prerequisite:	**Recommended but not required – Graphics, Intro to Digital Media**
Credit:	**10 Annual Elective**

Introduces visual technologies, concepts and principles of design and production used by designers and media artists. Explores software applications as they relate to current methods of design and media arts production for print, screen, animation, audio, interactivity, and 3D design. Investigates the historical and conceptual relationship between art, media, and technology. Overall Objective- Creative Expression, Artistic Analysis and Advanced Technical Knowledge using cameras, Mac and PC platforms and Adobe Suite.

ROP DIGITAL MEDIA HONORS (Capstone) –	Meets UC/CSU "f" requirement
Pathway:	**Design, Visual, Media Arts (Academy Program)**
Grade Level:	**11-12**
Prerequisite:	**Creative Digital Media**
Credit:	**20 Annual Elective**

In this course students will participate in the pre-production, production, and post-production processes of digital media. The course focuses on exploration of emerging platforms for distribution and expression through digital media technologies. Students will acquire skills to create original work, complete in-school projects, and collaborate with peer experts and industry partners at the professional level. They will research, develop, and produce project plans to promote original media productions, and an online presence that will be marketed and distributed to the school, community, and festivals. This course may be used as a capstone course for students in a Digital Media Arts Program.

CAREER PATHWAYS – WESTLAKE HIGH SCHOOL

Industry Sector: Art, Media, Entertainment

COMPUTER GRAPHICS (Concentrator) – 201270	Meets UC/CSU "f" requirement
Pathway:	**Graphic Design**
Grade Level:	**10-12**
Prerequisite:	**None**
Credit:	**10 Annual Elective**

This is a comprehensive program that introduces the student to graphic arts, including computer graphics. Through theory and comprehensive training assignments, this course will emphasize the art elements of line, shape, space, color, value, and texture. The course will also cover the principles of design: rhythm, balance, repetition, proportions, and variety. Students will develop an appreciation of traditional and nontraditional artistic fundamentals of drawing, color theory, and basic rendering. The students will understand the role contemporary media plays as a means of communication in today's society and will become knowledgeable about its historical roots.

ADVANCED COMPUTER GRAPHICS (Capstone) – 201290	
Pathway:	**Graphic Design**
Grade Level:	**10-12**
Prerequisite:	**Computer Graphics**
Credit:	**10 Annual Elective**

The Advanced Computer Graphics course is designed to prepare high school students to pursue careers in the graphic arts. It bridges the gap between the basic knowledge and techniques they learned in the first Computer Graphics course, and the real-world experience they will need to be successful as a professional graphic designer. This is done through focusing on building the students' portfolios, gaining a deeper understanding of the principles of design, and by taking part in school and community design projects that expose them to client-based design like that they will encounter in the professional graphics industry. In addition, students will learn to apply Math skills in order to prepare designs for printing, and Language Arts skills in the written analysis that accompanies their major work.

CAREER PATHWAYS – WESTLAKE HIGH SCHOOL

Industry Sector: Information Communication Technology

GAME DESIGN – 761895	Meets UC/CSU "g" requirement
Pathway:	**Game and Simulation**
Grade Level:	**9-12**
Prerequisite:	**Computer Literacy**
Credit:	**10 Annual Elective**

This course introduces game programming principles, 3d modeling and animation; game art and visual effects; game play and game design; character, level and story design; and the history, culture and genres of video games and animation. Students collaborate on group projects to develop the knowledge and skills necessary to deliver real-world game prototypes from concept to completion. No prior game or graphics programming experience are necessary.

ADVANCED GAME DESIGN STUDIO – 761896	Meets UC/CSU "g" requirement
Pathway:	**Game and Simulation**
Grade Level:	**12**
Prerequisite:	**Game Design**
Credit:	**10 Annual Elective**

Game Design Studio emphasizes in creating a higher-level game within a team-driven environment. Covers topics in game design, game programming, software project management, and marketing channels. Includes design reviews, formal presentations, play testing, debugging, and job interview techniques. Includes the production of a comprehensive capstone project and personal portfolio. The purpose of Advanced Game Design Studio is to give students a functional look into and experience with the Video game Design Industry. Through selected chapters within the text, students will learn the mindset of a professional game designer and the process in which a game design studio moves from game idea to publication. The expected outcome of this class is that all students will have a broad understanding of how a typical video game design company operates, and how games are produced from concept to marketing.

ADVANCED GAME DESIGN HONORS – 761897	Meets UC/CSU "g" requirement
Pathway:	**Game and Simulation**
Grade Level:	**12**
Prerequisite:	**Game Design**
Credit:	**10 Annual Elective**

This course develops and refines computer programming skills. Students are introduced to C# programming and game development with Unity3D. This course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. Students will gain a basic understanding of the core concepts in computer programming, such as: types and variables, methods, conditional statements, loops and collections, and exceptions handling. In addition, the course will focus on programming skills, but also on each discipline related to STEM (science, technology, engineering and math). Advanced Game Design Honors is a capstone course within the Information and Communication Technology pathway.

CAREER PATHWAYS – WESTLAKE HIGH SCHOOL

Industry Sector: Information and Communication Technologies

COMPUTER PROGRAMMING 1 – 081170	Meets UC/CSU "g" requirement
Pathway:	**Software and Systems Development**
Grade Level:	**9 – 12**
Prerequisite:	**None**
Credit:	**10 Annual**

This course provides students with an introduction to computer programming. Through hands-on instruction, students will learn how to plan and create their own Windows applications using a language called Visual Basic. Students will also be introduced to game programming. Materials cost for projects that students keep.

AP COMPUTER SCIENCE PRINCIPLES – 521832	Meets UC/CSU "g" requirement
Pathway:	**Software and Systems Development**
Grade Level:	**11-12**
Prerequisite:	**None**
Credit:	**10 Annual**

Computer Science Principles introduces students to the central ideas of computing, computer science, and computational thinking practices. There are seven "Big Ideas" about which the course is centered. 1) Computing is a creative activity. 2) Abstraction reduces information and detail to facilitate focus on relevant concepts. 3) Data and information facilitate the creation of knowledge. 4) Algorithms are used to develop and express solutions to computational problems. 5) Programming enables problem solving, human expression, and creation of knowledge. 6) The Internet pervades modern computing. 7) Computing has global impacts. Students will be expected to connect computing to other disciplines, develop computational artifacts, use abstraction and analysis to develop models and problem solutions, and communicate their work as individuals and as team members.

COMPUTER SCIENCE HONORS C++ – 521835	Meets UC/CSU "g" requirement
Pathway:	**Software and Systems Development**
Grade Level:	**11 – 12**
Prerequisite:	**Algebra 2 CP or AP Computer Science Principles**
Credit:	**10 Annual**

CS Honors C++ is a yearlong course that covers advanced problem solving through structured programming of algorithms on computers using the C++ object-oriented language. The topics covered include both the basic topics covered in a first semester college introduction to programming class and some of the topics in a more advanced programming class. These topics include: data types, selection and iteration structures, functions, arrays, pointers, scope and duration of variables, strings, file I/O, and classes. This course also covers the syntax and semantics of a modern programming language as well the software development process: design, implementation, testing and documentation.

AP COMPUTER SCIENCE A – 521830	Meets UC/CSU "g" requirement
Pathway:	**Software and Systems Development**
Grade Level:	**11 – 12**
Prerequisite:	**"B" or better in Computer Programming 1 or Algebra 2CP**
Credit:	**10 Annual**

This course provides instruction in computer terminology, the operation and programming of a microcomputer system and in the design and implementation of computer-based solutions to problems in several application areas using the language Java. Emphasis will be placed on meeting the criteria for taking the College Board "Advanced Placement Exam in Computer Science".

COMPUTER SCIENCE INDEPENDENT PROJECT HONORS – 521834 Meets UC/CSU “g” requirement	
Pathway:	**Software and Systems Development**
Grade Level:	**11 – 12**
Prerequisite:	**Computer Science AP A, Computer Science**
Credit:	**10 Annual**

Computer Science Independent Projects is an accelerated course for students who demonstrate exceptional talent in computer programming in Computer Science AP and are able to work with little supervision. Course content will emphasize advanced concepts of Java computer programming such as: Graphics and Graphical User Interface (GUI); Algorithm Analysis and Big “O” notation; File input and Output; Standard Data Structures; Linked Lists; Stacks, Queues, Priority Queues, Binary Search Trees, Heap and Hash tables, and finally Sets and Maps. Students will work in teams on large projects and independent research of computer science topics such as introduction to other languages including Python, C and C++; Mathematics and problem solving for Computer Science; Game Theory; Cryptography.

CAREER PATHWAYS – WESTLAKE HIGH SCHOOL

Industry Sector: Arts, Media & Entertainment

TECHNICAL THEATRE - 231080	
Pathway:	**Production and Managerial Arts**
Grade Level:	**9 – 12**
Prerequisite:	**None**
Credit:	**10 Annual**

This course will introduce the student to what goes on behind the scenes of the theatre, in all technical aspects: lights, sound, set construction, costuming, properties, rigging, and stage management. Students are responsible for creating the technical aspects of school theatre productions, as would be expected in a professional theatre company, and performing the following duties: writing and implementing budgets, creating designs and bringing them to fruition for each production, creating and interpreting lighting and sound plots, color renderings, and completing script analysis on various types of scripts throughout the history of theatrical traditions. Students will be placed on various technical crews, working with other students collaboratively to accomplish specific creative goals geared toward theatrical productions, and creating a community where ideas can be shared positively. Through the knowledge gained of the subject matter, students will also be expected to self-reflect, critique work of others, and put together multimedia presentations representing works of various theatrical traditions studied. The student will leave this course with a general understanding of the subject, demonstrating the ability to use technical vocabulary in their chosen area of expertise, learn proper safety, protocol, and etiquette, and give students the confidence to work for community or professional organizations in theatre.

ROP STAGECRAFT - 761810	Meets UC/CSU “g” requirement
Pathway:	**Production and Managerial Arts**
Grade Level:	**11 – 12**
Prerequisite:	**Technical Theatre**
Credit:	**10 Annual**

Stagecraft introduces students to the fundamental elements and principals of technical theater through hands on learning. This course includes an overview of professional theater and associated labor unions. Students will learn the functions of the creative team, production staff, technicians, and stage crew. Basic elements of scene construction, design concepts, theatrical lighting, sound technologies, and stage management will be introduced and assessed through practical application. Students may earn a Certificate of Proficiency upon completion.

ROP HONORS STAGE PRODUCTION - 761811	Meets UC/CSU “f” requirement
Pathway:	**Production and Managerial Arts**
Grade Level:	**11 – 12**
Prerequisite:	**Stagecraft**
Credit:	**10 Annual**

Honors Stage Production introduces students to the elements of design with a concentration on proper techniques of drafting ground plans and other design drawings. Included is the design of a final project. Students will understand the advanced functions of a stage manage by including terminology, skills, and tools. Students will be able to competently stage manage a theatrical production and properly execute the skills, functions, and duties required by a stage manager during the production meetings, rehearsal periods, and performance. Students may earn a Certificate of Proficiency upon completion.

CAREER PATHWAYS – WESTLAKE HIGH SCHOOL

Industry Sector: Energy, Environment & Utilities

AP ENVIRONMENTAL SCIENCE - 601550	Meets UC/CSU "d" requirement
Pathway:	**Environmental Resources**
Grade Level:	**10-12**
Prerequisite:	• **10th – Concurrently enrolled in Chemistry H and Geometry H or above** • **11-12 – Chemistry CP/H or Biology CP/H**
School:	**WHS**
Credit:	**10 Annual**

This course is designed to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world. Identify and analyze environmental problems both natural and man-made. Evaluate risks and examine alternative solutions for resolving and/or preventing problems.

ENVIRONMENTAL FIELD STUDIES HONORS – 601554 **PILOT** 2020-21	Meets UC/CSU "d" requirement
Pathway:	**Environmental Resources**
Grade Level:	**11-12**
Prerequisite:	**Environmental Science AP**
School:	**WHS**
Credit:	**10 Annual**

With this course students will deepen their understanding of environmental issues, current research results and methods, community-based research, and the importance of environmental issues to Southern California, and to our global economy. Students will work online to develop their theoretic knowledge and then practice their skills in weekly real-life field study applications. Students will understand environmental principles and be able to apply them to social, economic, and ethical issues.

CTE STAND ALONE COURSES (Not in Pathway)

ARCHITECTURAL DESIGN 1 – 381450	Meets UC/CSU "f" requirement
Grade Level:	**10 – 12**
Prerequisite:	**None**
School:	**TOHS**
Credit:	**10 Annual Elective**

This course focuses on the appreciation, enjoyment and evaluation of architecture from antiquity to present. Instruction will target Visual Arts Standards of Artistic Perception, Creative Expression, Historical Cultural Context, Aesthetic Valuing, and Connective Relations and Applications. Students will study the history of Architecture, elements of art and design, planning and design process, and aesthetic evaluation of architecture in differing cultures. Student will deal with aspects of designing enclosed spaces with attention given to the elements of design, function, structure, and materials. Cross credit: Visual and Performing Arts.

ARCHITECTURAL DESIGN 2 – 381455	
Grade Level:	**11 – 12**
Prerequisite:	**Architectural Design 1 CP**
School:	**TOHS**
Credit:	**10 Annual Elective**

This course is concerned with small commercial building design. Students will construct scale models and display materials relating to architecture. Cross credit: Visual and Performing Arts.

COMPUTER AIDED DRAFTING – 381460	
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**TOHS**
Credit:	**5 Semester Elective**

This introductory course includes the use of operating systems of the computer and the applications of command syntax, filing, and recalling drawings, file management and drawing exchange procedures. Drawings will be developed using software programs in a variety of drafting disciplines. Team projects will encourage cooperative learning and integrated problem solving. Student learns to make simple drawings covering such phases as 3-view drawing, isometric and oblique sections, auxiliary views, electrical drawings, pencil tracing and blue line printmaking.

EDUCATIONAL AIDE FOR YOUNG CHILDREN – 101160 (Participant)	
Grade Level:	**10 – 12**
Prerequisite:	**None**
School:	**CVHS – NPHS – TOHS**
Credit:	**10 Semester Elective**

This is a daily two-hour class. Students work as aides with pre-school and elementary teachers, learning basic classroom operations and teaching techniques. It is designed to acquaint students with careers in the field of education. The class may be repeated for credit, one semester only or a total of 20 credits.

ENTREPRENEURSHIP – 081133 (Participant)	
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**CVHS – NPHS – TOHS**
Credit:	**10 Annual Elective**

The Entrepreneurship course is designed to promote entrepreneurial literacy among high school students (sophomores) via standards-based learning and assessments. Students will experience education in a small learning community and will have an opportunity to bond with other students, teachers, and entrepreneurs in the community. Students will not only learn about starting a small business, but they will also reinforce other academic foundation skills in English, Math, and Social Science.

FOOD & NUTRITION CP – 101220	Meets UC/CSU "g" requirement
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**NPHS – WHS**
Credit:	**10 Annual Elective**

This concentration course prepares students to understand the scientific principles of nutrition, the relationship of nutrition to health and well-being, and careers related to food and nutrition. Instruction includes nutrition and health, safety and emergencies, food safety and sanitation, meal management, food preparation, food purchasing, food in culture, the science of food and nutrition, food costs and production, and food technology. This course provides a background for a wide range of careers in food science, dietetics and nutrition, as well as food service and hospitality.

HUMAN DEVELOPMENT 1 FAMILY RELATIONS AND PARENTING - 101350 (Participant)	
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**CAS**
Credit:	**5 Semester Elective**

This class is a one semester class of in depth study and discussion of psychology in relationships. It is about all aspects of human relationships from adolescence to old age, but gives special attention to you and the problems confronting you today as an adolescent.

HUMAN DEVELOPMENT 2 CHILD DEVELOPMENT - 101430 (Participant)	
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**CAS**
Credit:	**5 Semester Elective**

"Babies, Babies and Babies!" Do you like children? This class will study the physical, intellectual, emotional and social development of children from conception through the early school years. To do a "GOOD" job of caring for any child, you must know a good deal about the ways of growth and development. This is a semester class that involves an understanding of the importance of the family and its influence on the daily living routines of feeding, sleeping, toileting, discipline, and play as well as the safety and health of children. It includes the need to study about children with special needs and problems.

INTRODUCTION TO BUSINESS - NP761100	Meets UC/CSU "g" requirement
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**NPHS**
Credit:	**10 Annual Elective**

Business Fundamentals is an introduction to business concepts, processes and technology in a Virtual Enterprise-type project/technology-driven instructional environment. Students will develop awareness of how these topics relate to both professional and personal use. In addition to core business skills, students will practice self-evaluation, perform career exploration and prepare a long-term career plan. The course examines the functions, use and applicability of software tools available through Microsoft OS, Microsoft Office, Google Suite and the Internet to maximize efficiency and productivity with focus on digital communication, file management, and data processing, management and presentation. Core hardware topics include PC system components, hand-help computing devices, and troubleshooting issues. Other topics include 21st Century work skills and trends, ethics, security, time management, markets, financial planning and analysis, and etiquette in the business environment. Business Fundamentals will provide students with the vision, knowledge, and skills to increase productivity and pursue competitive advantage in the job market and workplace.

Students successfully completing the course may be eligible for 3 CSU/UC transferable units at Moorpark College and for participation in campus CTSOs (FBLA). They will also fulfill the California Accountability Dashboard career exploration requirement.

INTRODUCTION TO ENGINEERING DESIGN – 081185	Meets UC/CSU "g" requirement
Grade Level:	**10 – 12**
Prerequisite:	**None**
School:	**TOHS**
Credit:	**10 Annual Elective**

In Project Lead The Way Engineering, students engage in open-ended problem solving, learn and apply the engineering design process, and use the same industry-leading technology and software as are used in the world's top companies. Students investigate topics such as aerodynamics and astronautics, biological engineering and sustainability, and digital electronics and circuit design, giving them an opportunity to learn about different engineering disciplines before beginning post-secondary education or careers.
Within the Introduction to Engineering Design course, students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

MSO COMPUTER APPS S-A - 081155	
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**CVHS – NPHS – TOHS – WHS**
Credit:	**10 Annual Elective**

This course provides hands-on instruction in the Microsoft Office Suite. Instruction will focus on mastering the core skills needed to achieve Microsoft Office Specialist (MOS) certification in MS Word, MS Excel and MS PowerPoint. MOS certification fulfills core computing and technology requirements at select universities. Materials cost for projects that students keep.

PHOTOGRAPHY 1-2 - 201430	Meets UC/CSU "f" requirement
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**NPHS – TOHS – WHS**
Credit:	**5 Semester Elective**

Introductory Photography course that will provide students with an opportunity to advance their knowledge and skills in the art of Photography including black and white. This course will familiarize the student with basic photographic techniques, darkroom techniques, equipment, materials and processes, Students will also develop their creative ability, aesthetic eye, and critical analysis of photographic works. Materials cost for projects that students keep. –Students earn VPA credit for this course.

ROBOTICS (ROP Metals Manufacturing 2) - 765312	
Grade Level:	**11 – 12**
Prerequisite:	**None**
School:	**CAS – CVHS – TOHS – WHS**
Credit:	**15 Annual Elective**

This course prepares students for entry-level positions in the robotics industry. Theory and practical applications will train individuals to assemble, program, maintain and repair robotics devices. Included in the course are types of robotic devices, computer control systems and robot computer language programming. These areas are integrated to culminate with a class project. Students achieving competency in this course have an opportunity for employment as a Robot Technician, Robotic Machine Operator or Electro-Mechanical Technician. They also have the opportunity to continue their training at a post-secondary educational institution.

TECHNICAL THEATRE - 231085	Meets UC/CSU “f” requirement
Pathway:	**Production and Managerial Arts**
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**TOHS**
Credit:	**10 Annual**

This course will introduce the student to what goes on behind the scenes of the theatre, in all technical aspects: lights, sound, set construction, costuming, properties, rigging, and stage management. Students are responsible for creating the technical aspects of school theatre productions, as would be expected in a professional theatre company, and performing the following duties: writing and implementing budgets, creating designs and bringing them to fruition for each production, creating and interpreting lighting and sound plots, color renderings, and completing script analysis on various types of scripts throughout the history of theatrical traditions. Students will be placed on various technical crews, working with other students collaboratively to accomplish specific creative goals geared toward theatrical productions, and creating a community where ideas can be shared positively. Through the knowledge gained of the subject matter, students will also be expected to self-reflect, critique work of others, and put together multimedia presentations representing works of various theatrical traditions studied. The student will leave this course with a general understanding of the subject, demonstrating the ability to use technical vocabulary in their chosen area of expertise, learn proper safety, protocol, and etiquette, and give students the confidence to work for community or professional organizations in theatre.

WEB PAGE DESIGN 1 – 081190	
Grade Level:	**10 – 12**
Prerequisite:	**None**
School:	**CVHS – NPHS – WHS**
Credit:	**10 Annual Elective**

This course is designed to give students real world skills in the growing area of Internet design. It is intended to provide instruction in design using current industry standards such as HTML and JavaScript. Instructional units will be structured to lead students from the basics of the Internet to the design and maintenance of actual webs. As time permits, more in depth and advanced topics will be explored. Materials cost for projects that students keep.

ENGLISH

AP ENGLISH LANGUAGE AND COMPOSITION – 171345	Meets UC/CSU "b" requirement
Grade Level:	**11**
Prerequisite:	• **"A" or "B" in English 10H** • **"A" in both semesters of English 10CP and passing score on placement test**
School:	**CAS – TOHS – WHS**
Credit:	**10 Annual**

The course provides instruction centered on literature and non-fiction written or published in the United States. Writing instruction emphasizes superior command of organization and logic, together with a feeling for style. Frequent writing and careful revision of rhetorical devices and modes provide valuable college preparation for academically advanced students in order to prepare students for the College Entrance Examination Board Advanced Placement test in Language and Composition.

AP ENGLISH LITERATURE AND COMPOSITION – 171350	Meets UC/CSU "b" requirement
Grade Level:	**12**
Prerequisite:	• **"A" or "B" in AP English Lang/Comp** • **"A" in both semesters of English 11CP and passing score on placement test**
School:	**CAS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

Designed to meet academic English requirements of the University of California and the California State University systems, this course provides an accelerated study of literature. Writing instruction emphasizes superior command of organization and logic, together with a feeling for style. Frequent writing and careful revision of essays, analysis of rhetorical devices, and thematic discussions will provide valuable college preparation for academically advanced students. This course will help prepare the student for the College Entrance Examination Board Advanced Placement Test.

AP SEMINAR – 171360	Meets UC/CSU "g" requirement
Grade Level:	**10 – 11**
Prerequisite:	**Offered to 10th or 11th grade students in *The Center for Advanced Studies and Research* program or administrative approval**
School:	**TOHS**
Credit:	**10 Annual**

This is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical tests; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

COMPOSITION CP – 171080	Meets UC/CSU "b" requirement
Grade Level:	**11 – 12**
Prerequisite:	• **"C" or better in grade 10 or 11 English**
School:	**CAS – NPHS**
Credit:	**5 Semester**

This writing course in English composition includes skill areas, which are considered vital to the development of critical thinking for college-bound seniors.

CREATIVE WRITING CP – 171100	Meets UC/CSU "g" requirement
Grade Level:	**11 – 12**
Prerequisite:	• **"C" or better in grade 10 or 11 English**
School:	**CAS – CVHS – NPHS – TOHS**
Credit:	**5 Semester**

Designed to provide training for students in the composition of poetry, short stories, personal essays and plays, this course includes extensive reading and writing. Students are encouraged to experiment with various types of writing and to share their efforts with others.

CSU EXPOSITORY READING AND WRITING COURSE - 171335	Meets UC/CSU "b" requirement
Grade Level:	**12**
Prerequisite:	**English 11 CP/AP**
School:	**WHS**
Credit:	**10 Annual**

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 instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiencies in expository, analytical, and argumentative reading and writing. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, and other non-fiction texts, along with one longer selection each of fiction, non-fiction, and drama. Of the twelve modules in the course, a minimum of eight will be taught.

ELD 1-2 Integrated Literacy – 171401	
Grade Level:	**9 – 12**
Prerequisite:	**Test placement**
School:	**CVHS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

Provides an additional period to teach a limited or non-English speaking student with a proficiency level of beginning to early intermediate, to speak English as soon as possible in order to facilitate their success in other core courses. The class is individualized to aid the student in proficiency in: listening, speaking, reading, and writing.

ELD 1-2 Designated ELD Standards – 171402	
Grade Level:	**9 – 12**
Prerequisite:	**Test placement**
School:	**CVHS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

Provides an additional period to teach a limited or non-English speaking student with a proficiency level early intermediate to intermediate, to speak English as soon as possible in order to facilitate their success in other core courses. The class is individualized to aid the student in proficiency in: listening, speaking, reading, and writing.

ELD 3 – Integrated Literacy – 171403	
Grade Level:	**9 – 12**
Prerequisite:	**Test placement**
School:	**CVHS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

Provides an additional period to teach a limited or non-English speaking student with a proficiency level intermediate to early advanced, to speak English as soon as possible in order to facilitate their success in other core courses. The class is individualized to aid the student in proficiency in: listening, speaking, reading, and writing.

ENGLISH 9S - 171220	
Grade Level:	**9**
Prerequisite:	**None**
School:	**CAS – CVHS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

Designed to meet high school graduation requirements. This course provides a balanced, unified program of instruction in language, literature, and composition, engaging the students in appropriate practice in listening, reading, speaking, writing, and related thinking.

ENGLISH 9CP – 171230	Meets UC/CSU "b" requirement
Grade Level:	**9**
Prerequisite:	**"C" or better in grade 8CP English**
School:	**CAS – CVHS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

Designed to meet academic English requirements of community colleges, the University of California, and the California State University system, this course fulfills communication needs of college-bound ninth grade students. This course provides a balanced, unified program of instruction in language, literature, and composition, engaging the students in appropriate practice in listening, reading, speaking, writing, and related thinking.

ENGLISH 9H – 171240	Meets UC/CSU "b" requirement
Grade Level:	**9**
Prerequisite:	• **"A or "B" in English 8H** • **"A" in English 8CP for two trimesters and passing score on placement test**
School:	**CAS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

Designed to meet academic English requirements of the University of California and the California State University systems, this course fulfills communication needs of academically advanced ninth grade students. This course provides an accelerated, unified program of instruction in language, literature, and composition, engaging the students in appropriate practice in listening, reading, speaking, writing, and related thinking.

ENGLISH 10S - 171260	
Grade Level:	**10**
Prerequisite:	**None**
School:	**CAS – CVHS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

Designed to meet high school graduation requirements. Units explore related ideas in major literary forms through a sequence of academic activities in reading, discussing, listening, and expository writing.

ENGLISH 10CP – 171270	Meets UC/CSU "b" requirement
Grade Level:	**10**
Prerequisite:	**"C" or better in grade 9CP English**
School:	**CAS – CVHS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

Designed to meet academic English requirements of community colleges, the University of California, and the California State University, this course reinforces and extends communication skills introduced at the ninth grade level for the college-bound. Units explore related ideas in major literary forms through a sequence of academic activities in reading, discussing, listening, and expository writing.

ENGLISH 10H – 171280	Meets UC/CSU "b" requirement
Grade Level:	**10**
Prerequisite:	• **"A or "B" in English 9H** • **"A" in English 9CP for two trimesters and passing score on placement test**
School:	**CAS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

Designed to meet academic English requirements of the University of California and the California State University systems, this course provides an overview of British literature that reinforces and extends communication skills of the academically advanced. Units explore related ideas in major literary forms through a sequence of accelerated activities in reading, discussing, listening, and expository writing.

ENGLISH 11S - 171300	
Grade Level:	**11**
Prerequisite:	**None**
School:	**CAS – CVHS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

Designed to meet high school graduation requirements, this course provides instruction centered on literature written or published in the United States. Content introduces literary interpretations of experience and values in the U. S. and reinforces practical communication skills.

ENGLISH 11CP – 171310	Meets UC/CSU "b" requirement
Grade Level:	**11**
Prerequisite:	**"C" or better in grade 10CP English**
School:	**CAS – CVHS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

Designed to meet academic English requirements of community colleges, the University of California, and the California State University, this course provides instruction centered on literature written or published in the United States. Content stresses literary interpretations of experiences and values in the United States, reinforces expository writing skills, and introduces the research paper.

ENGLISH 12S - 171330	
Grade Level:	**12**
Prerequisite:	**None**
School:	**CAS – CVHS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

Designed to meet high school graduation requirements, this course reinforces and extends previously learned skills through instruction centered on world and British literature. This course is designed for students who need further practical communication experience.

ENGLISH 12CP – 171340	Meets UC/CSU "b" requirement
Grade Level:	**12**
Prerequisite:	**"C" or better in grade 11CP English**
School:	**CAS – CVHS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

Designed to meet academic English requirements of the University of California and the California State University systems, this course provides an overview of British literature. Writing instruction emphasizes superior command of organization and logic, together with a feeling for style. Frequent writing and careful revision of analytical themes provide valuable college preparation.

GREAT AUTHORS – 171355	Meets UC/CSU "g" requirement
Grade Level:	**12**
Prerequisite:	**"C" or better in grade 11CP English**
School:	**CAS – CVHS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

Great Authors is an elective, honors course. This course offers the students the challenge of developing their skills in critical thinking, reading and writing. Through intensive, close reading of a range of literary works, students will understand diverse backgrounds, forms, and genres gaining cultural literacy. Archetypal patterns such as the hero's journey and common themes like the conspiracy against individualism and madness as insight will be traced in various contexts and time periods. As part of this course, the students will compare and contrast the stylistic devices each author mastered. Although several of the authors became nationally renowned with their first novel, others are famous for their literary portfolios. This class encourages students to read multiple books by a favorite author, so we may analyze and compare the stylistic choices unique to that particular author. For example, they might compare Ernest Hemingway's style in *The Old Man and the Sea* with his short story "In Another Country."

IB ENGLISH A: LANG. & LIT 1 – 171322	Meets UC/CSU "b" requirement
Grade Level:	**11**
Prerequisite:	**Full IB Diploma or IB English Certificate Candidate**
School:	**NPHS**
Credit:	**10 Annual**

Designed to meet academic English requirements of the International Baccalaureate program as well as the University of CA and CA State University systems, this course provides instruction centered on literature written and published in the United States as well as representative world literature. Content introduces the student to literary interpretations of experience and values, reinforces expository writing skills, and introduces the research paper. IB candidates will complete one paper for external assessment. This class required for all IB candidates.

IB ENGLISH A: LANG. & LIT. 2 – 171343	Meets UC/CSU "b" requirement
Grade Level:	**12**
Prerequisite:	**Full IB Diploma or IB English Certificate Candidate**
School:	**NPHS**
Credit:	**10 Annual**

In preparation for the IB exam in Literature in May, students will read novels, plays, essays, and selected poetry; express their ideas and interpretations to the class in frequent oral presentations. In addition, students will write often and at length about not only the literature they have studied, but also selected passages not previously read. Other important parts of the course are creation of the original poetry and prose, and preparation for the oral exam. The course is designed to provide college-level instruction in la In preparation for the IB exam in Literature in May, students will read novels, plays, essays, and selected poetry; express their ideas and interpretations to the class in frequent oral presentations. In addition, students will write often and at length about not only the literature they have studied, but also selected passages not previously read. Other important parts of the course are creation of the original poetry and prose, and preparation for the oral exam. The course is designed to provide college-level instruction in language, literature, and composition.

JOURNALISM 1CP – 171420	Meets UC/CSU "g" requirement
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**CVHS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

Students learn the skills and techniques of gathering, writing, and editing specialized stories, such as features, columns, editorials, and sports.

JOURNALISM ADVANCED - 171430	Meets UC/CSU “g” requirement
Grade Level:	**10 – 12**
Prerequisite:	**Beginning Journalism and teacher approval**
School:	**NPHS – TOHS – WHS**
Credit:	**10 Annual**

An in-depth exploration of newspaper production, this course includes story research, layout, design, printing, and distribution as well as publication of the high school newspaper.

PUBLIC SPEAKING - 171600	
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**NPHS**
Credit:	**10 Annual**

This course increases the students' confidence and speaking abilities. Variety and choice are the key words; interpretation, debate, and original speeches are stressed. Interscholastic speech activities, community, and contest speaking are recommended extensions of the curriculum.

SCREENWRITING CP - 171110	Meets UC/CSU “b” requirement
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**NPHS**
Credit:	**10 Annual**

In this year-long course students learn to develop, write, and polish their own feature film script (90-120 pages), acquiring and integrating an understanding of the rules and nature of screenwriting that prevails in Hollywood today. The class will analyze examples of scripts and films as well as discuss screenwriting as a possible future career.

HEALTH

HEALTH - 321140	
Grade Level:	**9 – 10**
Prerequisite:	**None**
School:	**CAS – CVHS – NPHS – TOHS – WHS**
Credit:	**5 Semester**

This course is designed to increase students' knowledge concerning various aspects of health, enabling them to make intelligent decisions that greatly affect their lives. This course satisfies Education Code requirements in the area of substance abuse, sexually transmitted diseases and AIDS education.

SPORTS MEDICINE - 321200	
Grade Level:	**11 – 12**
Prerequisite:	**“C” or better in Biology CP or department approval**
School:	**NPHS**
Credit:	**10 Annual**

Sports Medicine covers the prevention and care of athletic injuries. It encompasses evaluations of injuries, sports psychology, and the healing process.

HISTORY/SOCIAL SCIENCE

ANTHROPOLOGY CP - 631080	Meets UC/CSU "g" requirement
Grade Level:	**11 – 12**
Prerequisite:	**None**
School:	**NPHS**
Credit:	**5 Semester**

This course will examine man's physical and cultural variations, the development of these variations and contemporary sources of change. The variations in values, religion, marriage, family, technology, law, conformity, and deviance in human physical characteristics and behavior will be studied.

COMPARATIVE RELIGIONS CP - 631160	Meets UC/CSU "g" requirement
Grade Level:	**11 – 12**
Prerequisite:	**None**
School:	**CAS – NPHS – TOHS – WHS**
Credit:	**5 Semester**

This course is designed to study the origins, functions, and diversity of religious beliefs and practices. The historical development and current doctrines and practices of five great world religions will be examined with special attention paid to their influence upon the cultures, beliefs, and behaviors of people in today's world.

COMPARATIVE RELIGIONS HONORS - 631165	Meets UC/CSU "g" requirement
Grade Level:	**10 – 12**
Prerequisite:	**None**
School:	**WHS**
Credit:	**10 Annual**

Overall Objective- Critical analysis, Advanced Knowledge of human faith and geography, and advanced verbal and written expression.

- Demonstrate knowledge of historical, cultural, geographical and philosophical frameworks that comprise each tradition studied.
- Identify, interpret and evaluate major themes in each tradition.
- Recognize major religious figures for each tradition and ideas and themes associated with them.
- Recognize both globally and locally the impact of diverse religious traditions upon each other and their respective cultures.
- Express, verbally and in writing, an awareness of contemporary religious dynamics.
- Cross analyze religions within their own traditions, across geographic borders and in comparison to other world religions.
- Discuss each religion's acceptance, care and protection of the environment.
- Identify historic and modern geographic locations of each religion studied.

CONTEMPORARY WORLD ISSUES HONORS – 631655	Meets UC/CSU "g" requirement
Grade Level:	**11 – 12**
Prerequisite:	**10th Grade World History**
School:	**WHS**
Credit:	**10 Annual**

This course explores the current issues and crises that exist in America and the world. The class focuses not only on understanding the historical causes and current manifestations of these issues but also the philosophical questions modern controversies engender. Topics will range from domestic issues (such as the state of the American economy, immigration policy, etc.) to international (globalization, refugee crises, and the rise of terrorism.) Students will simultaneously study a variety of perspectives on any given issue, acknowledging and accounting for bias.

ECONOMIC SYSTEMS S – 631215	
Grade Level:	**12**
Prerequisite:	**None**
School:	**CAS – CVHS – NPHS – TOHS – WHS**
Credit:	**5 Semester**

This course will teach the fundamental economic concepts, how these concepts relate to each other, and an understanding of economic systems. Units of study will include microeconomics, macroeconomics, and personal finances. The course will prove a foundation for understanding how economics relates to the students' daily life and experiences.

ECONOMIC SYSTEMS CP – 631220	Meets UC/CSU "g" requirement
Grade Level:	**12**
Prerequisite:	**None**
School:	**CAS – CVHS – NPHS – TOHS – WHS**
Credit:	**5 Semester**

This course will teach the fundamental economic concepts, how these concepts relate to each other, and an understanding of economic systems. Units of study will include microeconomics, macroeconomics, and personal finances. The course will prove a foundation for understanding how economics relates to the students' daily life and experiences.

ECONOMIC SYSTEMS H - 631230	Meets UC/CSU "g" requirement
Grade Level:	**12**
Prerequisite:	• **3.5 GPA in Social Sciences** • **"A" or "B" in English 11H or "A" in English 11CP**
School:	**CAS – NPHS – TOHS – WHS**
Credit:	**5 Semester**

This course will include everything in the CP Economic Systems course and additional enrichment activities including student newscasts, research papers, and outside readings on economics. It is an accelerated curriculum with a more in-depth study and greater emphasis on economic theory. This course will include everything in the CP Economic Systems course and additional enrichment activities including student newscasts, research papers, and outside readings on economics. It is an accelerated curriculum with a more in-depth study and greater emphasis on economic theory.

AP EUROPEAN HISTORY - 631260	Meets UC/CSU "a" requirement
Grade Level:	**10 – 12**
Prerequisite:	• **Sophomore: "A" in English 9H** • **Junior or Senior: "A" or "B" in English 10H or strong "A" in English 10CP**
School:	**NPHS – TOHS – WHS**
Credit:	**10 Annual**

This course is designed to expand the student's understanding of basic political, economic and social concepts as the key epochs in the modern history of Western civilizations are studied. First semester will emphasize the rise of democratic ideals, industrialization, imperialism, the evolution of mass society and World War I. Second semester will emphasize World War II, post-World War II, and modern nation building.

HISTORY OF THE AMERICAS IB HL 2 – 631565	Meets UC/CSU "a" requirement
Grade Level:	**11**
Prerequisite:	• **IB full diploma candidate** • **3.5 GPA in Social Sciences** • **Grade of "A" or "B" in English 10H or "A" in English 10CP** • **Department Approval**
School:	**NPHS**
Credit:	**10 Annual**

Students are provided with an introduction to the nature of history as a discipline as they study its increasingly international dimension. This course is an in-depth study of interpretations of United States history. In addition, a limited selection of topics chosen from the International Baccalaureate and the History of the Americas curriculum will be studied in depth. The course will prepare IB candidates for the Higher Level or Subsidiary Level of IB assessment exams.

AP HUMAN GEOGRAPHY - 631665	Meets UC/CSU "a" requirement
Grade Level:	**9 – 12**
Prerequisite:	**"A" or "B" in English H or an "A" in English CP**
School:	**NPHS – TOHS – WHS**
Credit:	**10 Annual**

This course introduces students to the study of Human Geography. Particular attention will be paid to the spatial relationships, patterns, and processes that have defined our interaction with the earth's surface. Students will study maps, data sets, geography models, GIS, and aerial photographs. Students will learn about the methods and tools used by geographers, as well as their applications. Students will examine human-social organizations and related environmental consequences. This course is designed to prepare students for taking the AP Human Geography exam.

INTRODUCTION TO GEOGRAPHY - 631280	
Grade Level:	**9**
Prerequisite:	**None**
School:	**CAS – CVHS**
Credit:	**2.5 Quarter**

This class studies natural, cultural, and historical factors and effects as they influence a region's development. Focus is upon the development of relationships between the physical environment and the ways that people live, think, behave, and work.

AP MACRO-ECONOMICS - 631250	Meets UC/CSU "g" requirement
Grade Level:	**12**
Prerequisite:	• **"A" or "B" in AP U.S. History**
School:	**CAS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

AP Econ is a fast paced and rigorous course that focuses on the decision making of businesses, individuals, and the government. Students will study a variety of economic theories and analyze their practical application in the real world. This semester course will cover Macroeconomics. Macroeconomics focuses on the economy as a whole, including economic measures, economic growth, fiscal policy, monetary policy, and international economics. This class will prepare students for college and potentially allow students to earn university credit upon passing the AP exam. Advanced math skills are not required, however the ability to analyze graphs and charts is essential.

AP MICRO-ECONOMICS – 631240	Meets UC/CSU "g" requirement
Grade Level:	**12**
Prerequisite:	• **"A" or "B" in AP U.S. History**
School:	**CAS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

AP Econ is a fast paced and rigorous course that focuses on the decision making of businesses, individuals, and the government. Students will study a variety of economic theories and analyze their practical application in the real world. This semester course will cover Microeconomics. Microeconomics focuses on the supply and demand for products, the labor markets and the role competition plays in a free market system. This class will prepare students for college and potentially allow students to earn university credit upon passing the AP exam. Advanced math skills are not required, however the ability to analyze graphs and charts is essential.

PHILOSOPHY CP - 631410	Meets UC/CSU "g" requirement
Grade Level:	**11 – 12**
Prerequisite:	**None**
School:	**CAS – CVHS – TOHS**
Credit:	**5 Semester**

This course will provide students with an overview of Western philosophy from Socrates to Immanuel Kant. The class will focus on metaphysics, ethics, and epistemology.

IB PHILOSOPHY - 631425	Meets UC/CSU "g" requirement
Grade Level:	**11 – 12**
Prerequisite:	**None**
School:	**NPHS**
Credit:	**10 Annual**

This is a rigorous 2-year course designed to introduce students to fundamental questions, issues, topics, concepts, theories, and arguments, which have been central to the great human conversation discussed over the past 2-1/2 millennia. Students will be encouraged to pursue their own philosophical interests and questions within the course framework to develop their own critical thinking, analytical synthesis and evaluative skills. The course focus will be on metaphysics, epistemology, ethics, political philosophy, and philosophy of history. The class requires extensive reading, writing, speaking, and note taking. Special emphasis is placed upon class participation, particularly question asking. IB candidates will sit for a series of essay exams in May. A research paper on any philosophical topic is also required.

PSYCHOLOGY CP - 631440	Meets UC/CSU "g" requirement
Grade Level:	**11 – 12**
Prerequisite:	**None**
School:	**CAS – CVHS – NPHS – TOHS – WHS**
Credit:	**5 Semester**

This course will provide students with an overview of general psychological theories, approaches, and techniques. Students will examine the causes and effects of both behavioral and mental processes. Topics will include personality, learning, emotions, and states of consciousness, social behavior, mental disorders, and psychological therapies. The scope and requirements of this course will facilitate the success of students enrolling in an introductory college course in psychology.

AP PSYCHOLOGY - 631441	Meets UC/CSU "g" requirement
Grade Level:	**11 – 12**
Prerequisite:	• **Psychology CP** • **Sociology CP or Social Psychology CP**
School:	**CAS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

This course is a college level course that offers an introduction to the systematic and scientific study of behavior and mental processes of human beings and other animals. The course includes psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their research and practice.

PSYCHOLOGY IB HL 1 – RESEARCH METHODS – 631444	Meets UC/CSU "g" requirement
Grade Level:	**11 – 12**
Prerequisite:	**None**
School:	**NPHS**
Credit:	**5 Semester**

This course is designed to support students working toward an IB diploma or partial IB certificate testing at Higher Level (HL) Psychology. This course prepares the HL student for Paper III, Research Methods and supports the IB Psychology Internal Assessment, replicating a simple experiment. Students testing SL in IB Psychology also benefit from completing their IA in this course and studying research methods. Psychology IB HL 1 Research Methods may be completed during the junior or senior year.

IB PSYCHOLOGY 2 – 631442	Meets UC/CSU "g" requirement
Grade Level:	**11 – 12**
Prerequisite:	**Psychology IB HL 1 – Research Methods or IB Full Diploma Candidate**
School:	**NPHS**
Credit:	**10 Annual**

This course prepares students for the HL and SL IB exams in Psychology be examining three fundamental influences, or levels of analysis, on behavior – biological, cognitive and socio-cultural and the interaction of these influences that substantially determine behavior. In addition to these core investigations, students explore two options: Developmental Psychology and Abnormal Psychology. Students planning to test at the HL level MUST complete BOTH HL 1 Research Methods AND HL 2 AND test their senior year. Full IB Diploma candidates may opt to test at Standard Level (SL) their junior or senior year. SL requires an additional 30 hours outside of class to complete a simple experiment (Internal Assessment) if they do not take H1 Research Methods.

SOCIAL PSYCHOLOGY CP - 631443	Meets UC/CSU "g" requirement
Grade Level:	**11 – 12**
Prerequisite:	**Psychology or Sociology**
School:	**NPHS – WHS**
Credit:	**5 Semester**

This course is designed to provide an inquiry into the psychological aspects of contemporary social, personal, and relationship problems. The student will also evaluate some of the contemporary uses and theories of psychology.

SOCIOLOGY CP - 631460	Meets UC/CSU "g" requirement
Grade Level:	**11 – 12**
Prerequisite:	**None**
School:	**CAS – CVHS – NPHS – TOHS**
Credit:	**5 Semester**

This course is a survey of selected topics with an emphasis on contemporary issues and problems facing individuals in society. Topics will include values, marriage, family, education, economics, religion, government, crime and deviancy, social inequalities, and social change.

20TH CENTURY HISTORY IB – 631561	Meets UC/CSU "a" requirement
Grade Level:	**12**
Prerequisite:	**AP U.S. History/History of the Americas IB HL 2**
School:	**NPHS**
Credit:	**10 Annual**

This is a one-year program of study that fulfills the group three requirements within the International Baccalaureate Diploma Program. Twentieth century American History will be integrated with the study of contemporary world issues, focusing on Stalin's role in the USSR, the development of single party states in Europe and the Middle East, as well as the significant role war has played in the evolution of the modern world. Additionally, the Cold War, especially the period from 1960-1979 will be examined in depth. The emphasis of this course will be on the synthesis and application of interpretive historical thought, in-depth study of 20th century national, ethnic, and state identities, and the United States' role in the modern world.

AP GOVERNMENT AND POLITICS UNITED STATES - 631075	Meets UC/CSU "a" requirement
Grade Level:	**12**
Prerequisite:	• **3.5 GPA in Social Sciences** • **"A" or "B" in English 11H or "A" in English 11CP**
School:	**CAS – NPHS – TOHS – WHS**
Credit:	**5 Semester**

This course will complete required course work and prepare the highly interested and motivated student for the Advanced Placement test. It will give students an analytical perspective on government and politics in the United States, including the constitutional underpinnings of U.S. government, political beliefs and behaviors, political parties and interest groups, and institutions and policy processes of national government.

UNITED STATES GOVERNMENT AND POLITICS S - 631050	
Grade Level:	**12**
Prerequisite:	**None**
School:	**CAS – CVHS – NPHS – TOHS – WHS**
Credit:	**5 Semester**

This course examines the political structure of local, state, and federal systems, political values, propaganda techniques, interest and pressure groups, political party operation, party finance, and power of political machines. The structure of our voting system will be explored.

UNITED STATES GOVERNMENT AND POLITICS CP - 631060	
Grade Level:	**12**
Prerequisite:	**None**
School:	**CAS – CVHS – NPHS – TOHS – WHS**
Credit:	**5 Semester**

This course examines the political structure of local, state, and federal systems, political values, propaganda techniques, interest and pressure groups, political party operation, party finance, and power of political machines. The structure of our voting system will be explored.

AP UNITED STATES HISTORY - 631550	Meets UC/CSU "a" requirement
Grade Level:	**11 – 12**
Prerequisite:	• **3.5 GPA in Social Sciences** • **"A" or "B" in English 10H or "A" in English 10CP**
School:	**CAS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

This course will complete required course work and prepare the highly interested student for the Advanced Placement test. It is an in-depth study of interpretations of United States history. College credit may be given upon passing the AP test.

UNITED STATES HISTORY S - 631540	
Grade Level:	**11**
Prerequisite:	**None**
School:	**CAS – CVHS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

This course starts with the European background of our country and the highlights of our social, economic, and political developments. Emphasis is on continuity and change in the 20th Century.

UNITED STATES HISTORY CP – 631545	Meets UC/CSU "a" requirement
Grade Level:	**11**
Prerequisite:	**None**
School:	**CAS – CVHS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

This course starts with the European background of our country and the highlights of our social, economic, and political developments. Emphasis is on continuity and change in the 20th Century.

UNITED STATES HISTORY Honors – 631547	Meets UC/CSU "a" requirement
Grade Level:	**11**
Prerequisite:	**None**
School:	**WHS**
Credit:	**10 Annual**

In this course students examine major turning points in American History in the 20th century. The year begins with an emphasis on the nation's beginnings, linked to the Enlightenments and the rise of democratic ideas; and the industrial transformation of a new nation. Traces the constant and changing values that shaped American institutions. Analyzes the diversity of the American people—the heroes Americans have treasured and the significant choices Americans have made. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications and enrichment opportunities.

Honors courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

WORLD HISTORY, CULTURE & GEOGRAPHY S - 631630	
Grade Level:	**10**
Prerequisite:	**None**
School:	**CAS – CVHS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

This course is designed to expand the understanding of basic political, economic and social concepts as the key epochs in the modern history of civilizations are studied. First semester emphasizes the rise of democratic ideals, industrialization, imperialism, the evolution of mass society and World War I. Second semester will emphasize World War II, post-World War II, and modern nation building.

WORLD HISTORY, CULTURE & GEOGRAPHY CP - 631640	Meets UC/CSU "a" requirement
Grade Level:	**10**
Prerequisite:	**None**
School:	**CAS – CVHS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

This course is designed to expand the understanding of basic political, economic and social concepts as the key epochs in the modern history of civilizations are studied. First semester emphasizes the rise of democratic ideals, industrialization, imperialism, the evolution of mass society and World War I. Second semester will emphasize World War II, post-World War II, and modern nation building.

WORLD HISTORY, CULTURE & GEOGRAPHY H – 631650	Meets UC/CSU "a" requirement
Grade Level:	**10 – 12**
Prerequisite:	**"A" or "B" in English 9H**
School:	**CAS**
Credit:	**10 Annual**

This course is designed to expand the understanding of basic political, economic, social, and cultural concepts as the key epochs in the history of the modern world are studied. First semester emphasizes the unresolved problems of the modern world, connections with the past, and the study of the Industrial Revolution, Nationalism and Imperialism/ Colonialism. Second semester studies 20th Century world history, emphasizing World War I, the rise of dictators and totalitarianism, World War II, and the post-war era worldwide. Emphasis will be placed in analysis of current world conditions, coming full circle from the problems of the modern world the year started with.

MATHEMATICS

ALGEBRA READINESS - 521055	
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**NPHS – TOHS – WHS**
Credit:	**10 Annual**

This course, Algebra Readiness, provides students with the pre-algebraic skills and concepts required for Algebra 1. There are nine topics as specified by the Mathematics Framework for California Schools (2005). The nine topics include 6th and 7th standards with an emphasis on sixteen 7th grade standards. The sixteen standards (thirteen from Grade 7 Math and three from Algebra 1) required for Algebra Readiness are purposefully limited in number to provide teachers the flexibility and time to rebuild foundational skills and concepts that may be missing from earlier grades.

ALGEBRA 1A – 521201	
Grade Level:	**9 – 12**
Prerequisite:	**"C" or better in Algebra Readiness**
School:	**CAS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

Algebra 1A/1B is a two year course which will cover all topics in a traditional one year Algebra 1 course. In Algebra 1A, students will study various topics including linear functions and solving systems of equations in two variables, and how to solve and graph linear inequalities while extending their mathematical reasoning abilities.

ALGEBRA 1B – 521203	Meets UC/CSU "c" requirement
Grade Level:	**9 – 12**
Prerequisite:	**"C" or better in Algebra 1A**
School:	**CAS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

Algebra 1A/1B is a two year course which will cover all topics in a traditional one year Algebra 1 course. In Algebra 1B, topics include understanding, writing, solving, and graphing linear and quadratic equations and inequalities, solving equations including quadratics, and performing operations on polynomial and rational expressions.

ALGEBRA 1CP – 521210	Meets UC/CSU "c" requirement
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**CAS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

This course is one of the courses offered in the college preparatory sequence. Topics include understanding, writing. Solving, and graphing linear and quadratic equations and inequalities, systems of linear equations or inequalities, and operations on polynomial and rational expressions.

ALGEBRA 2CP – 521230	Meets UC/CSU "c" requirement
Grade Level:	**10 – 12**
Prerequisite:	**"C" or better in Geometry CP or "C" or better in Focus on Algebra 2**
School:	**CAS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

This course complements and expands the mathematical content and concepts of Algebra 1 and Geometry. Topics and skills include abstract thinking, the function concept, solution[s] of systems of quadratic equations, logarithmic and exponential functions, sequences and series, the complex number systems, probability and statistics, conics, and trigonometry.

FOCUS ON ALGEBRA 2 – 521552	
Grade Level:	**10 – 12**
Prerequisite:	**Counselor/Teacher recommendation**
School:	**CAS – NPHS – TOHS**
Credit:	**10 Annual**

This is a standard level course that includes the study of algebraic topics such as the function concept, solution[s] of systems of quadratic equations, logarithmic and exponential functions, sequences and series, the complex number system, probability and statistics, conics, and trigonometry.

ALGEBRA 2H – 521225	Meets UC/CSU "c" requirement
Grade Level:	**9 – 10**
Prerequisite:	**"B" or better in Geometry H**
School:	**CAS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

The Algebra 2 Honors course expands on the knowledge learned in Algebra 1 and Geometry. The course includes the in-depth study of conics, trigonometry, exponential and logarithmic functions, probability and statistics, sequences and series, and the complex number system.

ALGEBRA 2 for the 21st Century – 521235	Meets UC/CSU "c" requirement
Grade Level:	**10 – 12**
Prerequisite:	**"C-" or better in Geometry CP**
School:	**WHS**
Credit:	**10 Annual**

This course is designed for students who are passionate about applications of mathematics and have a desire for a career in computer programming. In this course, Algebra 2 standards are combined with the game, simulation, and software development concepts into an integrated secondary curriculum that meets both Algebra 2 course requirements and CTE standards. Students will research, analyze, and modify existing program code and develop their own program code that will integrate major Algebra 2 concepts in each of the six units; linear functions, quadratic functions, polynomial function, rational expressions and equations, exponential and logarithmic functions, and systems of equations. Through the unit programming projects, students understand and master the mathematics and programming code necessary in the development of games such as Pong and Angry Birds and the simulation of fractal images based on iterating rational functions. Students will also explore some ethical issues around the rapid development of technology and its impact on society.

CALCULUS CP – 521145	Meets UC/CSU "c" requirement
Grade Level:	**12**
Prerequisite:	**Math Analysis CP**
School:	**TOHS**
Credit:	**10 Annual**

A course covering calculus for students interested in business, economics, social sciences, or life sciences with an emphasis on cross-discipline principles and practices. Student-friendly and accessible, it develops a thorough, functional understanding of mathematical concepts in preparation for their application in other areas. Coverage concentrates on developing concepts and ideas followed immediately by developing computational skills and problem solving.

AP CALCULUS – 521150	Meets UC/CSU "c" requirement
Grade Level:	**12th**
Prerequisite:	**"B" or better in Math Analysis H**
School:	**CAS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

This course prepares students to take the AP Calculus Examination. Major topics for the course are limits, differentiation and integration of algebraic and transcendental functions, techniques of integration, solving separable differential equations, and applications of differentiation and integration.

AP COMPUTER SCIENCE A – 521830	Meets UC/CSU "g" requirement
Grade Level:	**10 – 12**
Prerequisite:	**NPHS & TOHS** • **"B" or better in Computer Programming 1 or Algebra 2CP** **WHS** • **Computer Science Honors C++**
School:	**NPHS – TOHS – WHS**
Credit:	**10 Annual**

This course provides instruction in computer terminology, the operation and programming of a microcomputer system and in the design and implementation of computer-based solutions to problems in several application areas using the language Java. Emphasis will be placed on meeting the criteria for taking the College Board "Advanced Placement Exam in Computer Science".

AP COMPUTER SCIENCE PRINCIPLES – 521832	Meets UC/CSU "g" requirement
Grade Level:	**9 – 12**
Prerequisite:	**NPHS** • **"B" or better in Geometry** **WHS** • **"B" or better in Algebra 1CP**
School:	**NPHS – WHS**
Credit:	**10 Annual**

Computer Science Principles introduces students to the central ideas of computing, computer science, and computational thinking practices. Students will be expected to connect computing to other disciplines, develop computational artifacts, use abstraction and analysis to develop models and problem solutions, and communicate their work as individuals and as team members.

COMPUTER PROGRAMMING 1 – 081170	Meets UC/CSU "g" requirement
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**NPHS – TOHS – WHS**
Credit:	**10 Annual Elective**

This course provides students with an introduction to computer programming. Through hands-on instruction, students will learn how to plan and create their own Windows applications using a language called Visual Basic. Students will also be introduced to game programming. Materials cost for projects that students keep.

COMPUTER PROGRAMMING 2 – 081180	Meets UC/CSU "g" requirement
Grade Level:	**10 – 12**
Prerequisite:	**Computer Programming 1 or teacher approval**
School:	**TOHS**
Credit:	**10 Annual Elective**

This course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. It expands upon the programming concepts already learned in Computer Programming 1. Through hands-on instruction, students will learn how to plan and create their own applications using a language called Java. The topics explored will cover those tested on the College Board's Advanced Placement Exam in AP Computer Science.

COMPUTER SCIENCE INDEPENDENT PROJECT H – 521834	Meets UC/CSU "g" requirement
Grade Level:	**11 – 12**
Prerequisite:	• **AP Computer Science A** • **AP Computer Science Principles** **or** • **Teacher approval**
School:	**NPHS – WHS**
Credit:	**10 Annual**

Computer Science Honors Independent Project is a course for students who have advanced beyond the Computer Science Advanced Placement A course and/or the Computer Science Principles Course (current

pilot, future AP course), and whose skills have advanced to such a level that they are capable of working independently. This course allows students to extend their work in Computer Science to projects that use their skills and knowledge for the completion of a programming portfolio.

COMPUTER SCIENCE HONORS C++ – 521835	Meets UC/CSU "g" requirement
Grade Level:	**10 – 12**
Prerequisite:	• **Algebra 2 CP or** • **Geometry H or** • **AP Computer Science Principles**
School:	**WHS**
Credit:	**10 Annual**

CS Honors C++ is a yearlong course that covers advanced problem solving through structured programming of algorithms on computers using the C++ object-oriented language. The topics covered include both the basic topics covered in a first semester college introduction to programming class and some of the topics in a more advanced programming class. These topics include: data types, selection and iteration structures, functions, arrays, pointers, scope and duration of variables, strings, file I/O, and classes. This course also covers the syntax and semantics of a modern programming language as well the software development process: design, implementation, testing and documentation.

FINANCIAL MATH - 521675	
Grade Level:	**12**
Prerequisite:	**None**
School:	**WHS**
Credit:	**10 Annual**

This is a course intended for seniors who have taken Algebra 1B and who would like to develop personal financial literacy skills using basic level mathematics and algebra.

FINANCIAL ALGEBRA CP – 521228	Meets UC/CSU "c" requirement
Grade Level:	**12**
Prerequisite:	**"C" or better in Algebra 2CP**
School:	**NPHS**
Credit:	**10 Annual**

Financial Algebra CP is a mathematically rigorous algebra-based course, which is technology dependent and applications oriented. The course is intended for seniors who have taken Algebra 2CP and who would like to take an elective year of mathematics to apply higher level algebraic skills to financial topics.

FOCUS ON GEOMETRY - 521560	
Grade Level:	**10 – 12**
Prerequisite:	**Counselor/Teacher recommendation**
School:	**CAS – NPHS – TOHS**
Credit:	**10 Annual**

This is a standard level course that includes the study of proofs and reasoning, parallel and perpendicular lines, triangles, quadrilaterals, circles, area, surface area, and volume.

FUNCTIONS, STATISTICS AND TRIGONOMETRY CP– 521813	Meets UC/CSU "c" requirement
Grade Level:	**11 – 12**
Prerequisite:	**"C" or better in Algebra 2CP**
School:	**CAS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

FST is a three-part class which focuses on probability and statistics, functions, and trigonometry. The first part covers exploring data, modeling data using regressions, basic probability and binomial distributions, sequences and series and converting binomial distributions to the standard normal curve. The second part focuses on

exponential, logarithmic and polynomial functions. The third part of the course covers circular functions, right triangle trigonometry, trigonometric identities and the polar coordinate system.

GEOMETRY COMPUTER VISUALIZATION/SIMULATION (Geometry CVS) – 521222 ***PILOT*** 2020-21	Meets UC/CSU "c" requirement
Grade Level:	**9-12**
Prerequisite:	**Algebra 1CP or Algebra 1A/1B**
School:	**WHS**
Credit:	**10 Annual**

This course covers the topics of Geometry using an exploratory and project based approach that employs both investigations with current technologies and creating new technologies via computer programming. Students will learn to gather, analyze, and evaluate information, solve challenging mathematical and programming problems, communicate effectively, use technology appropriately, and work productively in groups. Mathematical concepts covered are concepts of Euclidean geometry including definitions, postulates, and theorems with a focus on angles, parallel lines, congruent and similar triangles, rectilinear figures, polygons, circles and arc, the Pythagorean Theorem, introductory trigonometry, solids, and constructions. Explorations include using computer aided drawing (CAD) and 3D design and printing software. Computer science and programming concepts include program design and development, getting user input and providing user output, creating and using variables, functions, conditional and iterative statements, and using graphics modules/libraries.

GEOMETRY CP – 521220	Meets UC/CSU "c" requirement
Grade Level:	**9 – 12**
Prerequisite:	***9th grade:*** • **"C" or better in 8th grade Algebra 1CP** • **EOCE score of 83%** ***10th/11th grade:*** • **"C" or better in Algebra 1CP/Algebra 1B**
School:	**CAS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

This course is one of the courses offered in the college preparatory sequence. Topics include reasoning and proof, parallel and perpendicular lines, triangles, quadrilaterals, transformations, similarity, trigonometry, circles, area, surface area, and volume.

CVUSD recommends that students repeat Algebra 1CP in grade 9 if they do not meet all of the prerequisite requirements for Geometry CP.

GEOMETRY H – 521215	Meets UC/CSU "c" requirement
Grade Level:	**9**
Prerequisite:	**"B" or better in 8th grade Algebra 1H both trimesters 1 & 2**
School:	**CAS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

This course is the first course offered in the honors sequence. Topics include reasoning and proof, parallel and perpendicular lines, triangles, quadrilaterals, transformations, similarity, trigonometry, circles, area, surface area, and volume. The course addresses all of the Geometry standards from the California Mathematics Framework at an honors level.

MATH ANALYSIS CP – 521740	Meets UC/CSU "c" requirement
Grade Level:	**11 – 12**
Prerequisite:	**"B" or better in Algebra 2CP/Functions, Statistics and Trigonometry CP**

School:	**CAS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

In Math Analysis CP students engage in an in-depth study of properties and graphs of polynomial, rational, exponential, and logarithmic functions. Additional topics include an analysis of trigonometric concepts, sequences and series, matrices, and probability and statistics.

MATH ANALYSIS H – 521760	Meets UC/CSU "c" requirement
Grade Level:	**11 – 12**
Prerequisite:	**"B" or better in Algebra 2H**
School:	**CAS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

In Math Analysis Honors students engage in an in-depth study of properties and graphs of polynomial, rational, exponential, and logarithmic functions. Additional topics include an analysis of trigonometric concepts, sequences and series, matrices, probability and statistics, limits, and other elements of Calculus.

IB MATHEMATICS HL – 521165	Meets UC/CSU "c" requirement
Grade Level:	**12**
Prerequisite:	• **"B" or better in Math SL IB/AP Calculus** • **Teacher approval**
School:	**NPHS**
Credit:	**10 Annual**

This higher level math course builds on the skills learned in Math SL IB and covers the curriculum mandated by the IB Program for the Mathematics Higher Level exam. Topics include calculus, probability, statistics, vectors, and trigonometry – all at the Higher Level.

IB MATH STUDIES – 521154	Meets UC/CSU "c" requirement
Grade Level:	**12**
Prerequisite:	**Full IB Diploma Candidate**
School:	**NPHS**
Credit:	**10 Annual**

This non-calculus based course covers the curriculum mandated by the International Baccalaureate Program for the Mathematical Studies Standard Level exam. This one year course reviews graphing, topics in algebra, geometry, and trigonometry. This course also explores topics in logic, set theory, financial mathematics, computation, and probability and statistics. Students submit a project for internal assessment in addition to preparing for the examination.

STATISTICS CP – 521821	Meets UC/CSU "c" requirement
Grade Level:	**11 – 12**
Prerequisite:	• **"C" or better in Algebra 2CP** **or** • **"C" or better in Functions, Statistics & Trigonometry CP**
School:	**CAS – NPHS – WHS**
Credit:	**10 Annual**

Statistics CP is an activity centered course where students will develop their own understanding of the principles and practices of Statistics. Students will learn how use statistics and technology to make sense of data and to make intelligent decisions in the face of uncertainty. The course will have four broad themes: (1) exploring data, (2) planning a study -- deciding what and how to measure, (3) anticipating patterns in advance -- introducing probability and simulation, (4) statistical inference.

AP STATISTICS – 521815	Meets UC/CSU "c" requirement
Grade Level:	**11 – 12**
Prerequisite:	• **"B" or better in Math Analysis CP**

	• **"C" or better in Math Analysis H**
School:	**CAS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

This course prepares students to take the AP Statistics Examination. Major topics for the course include exploring data, modeling distributions of data, sampling, experimentation, probability, anticipating patterns, and statistical inference.

PHYSICAL EDUCATION

ADAPTED PHYSICAL EDUCATION – 584140	
Grade Level:	**9 – 12**
Prerequisite:	**Physician approved**
School:	**NPHS – TOHS – WHS**
Credit:	**5 each semester**

A student with temporary or permanent physical disability is recommended by a physician for this class. This class offers the opportunity to develop physical fitness and participation in activities designed to be within the limits of his/her ability. It meets the 9th and 10th grade PE requirement.

COLOR GUARD – 581957	
Grade Level:	**9 – 12**
Prerequisite:	**Audition or teacher approval**
School:	**TOHS – WHS**
Credit:	**5 Fall semester**

This fall course is designed to provide a spirit of competition and cooperation, to teach students how to follow others, and to encourage teamwork. Students will participate in half-time activities, parades, and other school and community functions. Emphasis is placed on learning advanced dance and parade routine techniques. Physical fitness activities are included in the course. Cross credit: Visual/Performing Arts.

DANCE (Beginning through Advanced) – 581952	
Grade Level:	**9 – 12**
Prerequisite:	**Teacher approval**
School:	**NPHS – TOHS – WHS**
Credit:	**10 Annual**

A performing arts class which provides the students with four basic components: (1) aesthetic perception; (2) ability to express perceptions, feelings, images, thoughts through dance movement; (3) knowledge of dance heritage through the ages; and (4) the development of aesthetic values. Physical fitness activities are included in the course. Cross credit: Visual/Performing Arts.

MARCHING BAND – 581956	
Grade Level:	**9 – 12**
Prerequisite:	**Teacher approval**
School:	**NPHS – TOHS – WHS**
Credit:	**5 Fall semester**

This physical education course is for band and drill team members for the first semester of the school year. Training in competitive marching, working with a group, and learning to lead and follow others for parades, band reviews, half-time shows, and other school and community functions is stressed. Physical fitness activities are included in the course. Cross credit: Visual/Performing Arts.

PHYSICAL EDUCATION – 581065	
Grade Level:	**9**
Prerequisite:	**None**
School:	**CAS – CVHS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

Areas of instruction in 9th – 12th grade classes are basic movement skills, aquatic activities, gymnastics/tumbling, beginning individual sports, team sports, intermediate sports, combatives, and physical fitness activities. (Physical education is a required course in the 9th and 10th grades and an elective in the 11th and 12th grades.)

PHYSICAL EDUCATION – 581070	
Grade Level:	**10 – 12**
Prerequisite:	**None**
School:	**CAS – CVHS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

Areas of instruction in 9th – 12th grade classes are basic movement skills, aquatic activities, gymnastics/tumbling, beginning individual sports, team sports, intermediate sports, combatives, and physical fitness activities. (Physical education is a required course in the 9th and 10th grades and an elective in the 11th and 12th grades.)

PHYSICAL EDUCATION ONLINE – 581067	
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**NPHS**
Credit:	**10 Annual**

This course is designed to provide students with the basic skills and information needed to begin a personalized exercise program and maintain an active and healthy lifestyle. Students participate in pre-and post-fitness assessments in which they measure and analyze their own levels of fitness. In this course, students research the benefits of physical activity, as well as the techniques, principles, and guidelines of exercise to keep them safe and healthy, develop and maintain proper nutritional habits, and design a personal fitness program that will lead to or maintain an optimum level of physical fitness. Throughout this course students participate in a weekly fitness program involving elements of cardiovascular, muscular strength and endurance, and flexibility training.

YOGA, PILATES AND FITNESS TRAINING - 581965	
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**WHS**
Credit:	**10 Annual**

This course is designed to improve muscular strength, endurance, flexibility, posture, balance, and relaxation techniques. Students will gain a beginner understanding of yoga postures and benefits associated with yoga. This course will satisfy the high school physical education requirement for the aerobic activities component as well as individual and dual activities for the state of California. This course provides an exercise experience using a non-competitive approach. The primary physical activities involve experiences in yoga, pilates and other whole-life fitness programming. Students will establish a set of personal fitness goals. One course goal is to harmonize the body and mind through a combination of physical movement, yoga and pilates postures, and breathing techniques. Students will develop a sense of body awareness. Students will deepen their understanding of anatomy and kinesiology through vocabulary and performance. In summary, the value of this course is to provide students with relevant and applicable content to help transition from the physical education instructional program to a healthy and physically active adulthood.

Note: A State mandated physical performance test is administered in the ninth grade. There are 6 fitness standards tested that include Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and Flexibility. In order for a student to pass the physical performance test, he/she must achieve 5 of the 6 fitness standards.

SCIENCE

ADVANCED ANATOMY H – 601485	Meets UC/CSU "d" requirement
Grade Level:	**12**
Prerequisite:	• **"B" or better in Physiology H** • **"B" or better in Chemistry CP or higher** • **Teacher approval** • **Must maintain a "B" or better to remain in the course**
School:	**WHS**
Credit:	**10 Annual**

This course is designed to study the structure of the human body through an analytical and practical approach through human cadaver dissection as well as other appropriate dissections. The anatomical analysis results in a gradually expanding appreciation of the human structure by a sequential dissection of regions. This process is fundamental in providing meaningful entity. The dissection by anatomy students is recognized as an essential pedagogical experience for the understanding of fundamental body composition and function and for the differential assessment between the normal and the abnormal form.

ANATOMY AND PHYSIOLOGY CP – 601480	Meets UC/CSU "d" requirement
Grade Level:	**11 – 12**
Prerequisite:	**"C" or better in Biology CP**
School:	**NPHS – TOHS – WHS**
Credit:	**10 Annual**

Discover the wonders of the human body through the study of human anatomy (structure) and human physiology (function). Through extensive readings and class discussions, relationships between human structure and function will be developed. Laboratory activities and animal dissection will be used to help develop topics, while learning how your body works.

ASTROPHYSICS CP - 601405	Meets UC/CSU "d" requirement
Grade Level:	**11 – 12**
Prerequisite:	**Geometry**
School:	**TOHS**
Credit:	**10 Annual**

This course is designed to be an introductory course in astronomy similar to a first year university astronomy course. The topics include the motions of planets as predicted by Newton's Law of Gravitation and Kepler's Laws, topics related to the moon such as eclipses, tides and seasons, light and how it is used to understand the age and life cycle of stars, the planets and how understanding of the planets aids in understanding the formation of the earth, the greenhouse effect, geology and the origins of the solar system, the sun's life-cycle, the solar wind and its effect on the earth, an understanding of astronomical distances, relative sizes and distances, parallax, space-time, black holes, galaxies and the expanding universe. Emphasis will be placed on current observations from NASA spacecraft, observatories and space telescopes. Student will also program simulations during lab time using Glowscript.

BIOLOGY S – 601513	
Grade Level:	**9 – 10**
Prerequisite:	**Earth Science**
School:	**CAS – CVHS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

The major topics will include the following units of instruction: science methods, biochemistry, enzymes, cells, photosynthesis/respiration, ecology, genetics, DNA and protein synthesis, biotechnology, evolution, immune response, and comparative anatomy. Laboratory experience is emphasized with continued development of critical thinking skills and analysis of data collection.

BIOLOGY CP – 601515	Meets UC/CSU "d" requirement
Grade Level:	**9 – 10**
Prerequisite:	***NPHS*** • **Earth Science** ***CAS – CVHS – TOHS – WHS*** • **None**
	CAS – CVHS – NPHS – TOHS – WHS
Credit:	**10 Annual**

Major topics include NGSS-aligned content focusing: Ecosystems and Interactions; Evolution; Inheritance of Traits; Structure, Function, and Growth; and Stability and Change. Student engagement in the practices of science - including asking questions, modeling, data analysis, computational thinking, construction of explanations and argument using evidence, and communicating information - are also developed and emphasized through laboratory and inquiry-based learning.

BIOLOGY H – 601520	Meets UC/CSU "d" requirement
Grade Level:	**9 – 10**
Prerequisite:	**"B" or better in 8th Grade Honors Science or Petition**
School:	**CAS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

This course helps students develop a deep understanding of key concepts of Biology aligned with the NGSS framework. Topics covered include: 1) Structure and Function, 2) Inheritance and Variation of Traits, 3) Matter and Energy in Organisms and Ecosystems, 4) Interdependent Relationships in Ecosystems, and 5) Natural Selection and Evolution. Student engagement in the practices of science - including asking questions, modeling, data analysis, computational thinking, construction of explanations and argument using evidence, and communicating information - are also developed and emphasized through laboratory and inquiry-based learning and support students in developing useable knowledge that can be applied across the science disciplines. This course will prepare students for AP Biology & IB Biology (NPHS).

AP BIOLOGY – 601525	Meets UC/CSU "d" requirement
Grade Level:	**11 – 12**
Prerequisite:	• **"B" or better in Chemistry CP or higher** • **"B" or better in Biology CP or higher** • **10th grade if prerequisite classes are met**
School:	**CAS – TOHS – WHS**
Credit:	**10 Annual**

AP Biology is an introductory college-level biology course which encompasses core scientific principles, theories, and processes that provide a broad way of thinking about living organisms and biological systems. The course is based on four Big Ideas: 1. The process of evolution explains the diversity and unity of life. 2. Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis. 3. Living systems store, retrieve, transmit, and respond to information essential to life processes. 4. Biological systems interact, and these systems and their interactions possess complex properties. Students cultivate their understanding of biology through inquiry-based investigations and laboratory experiences that provide students with opportunities to apply the science practices and encourage higher order thinking skills, formulation of hypotheses, and the generation of new ideas.

IB BIOLOGY HL 1 – 601535	Meets UC/CSU "d" requirement
Grade Level:	**11**
Prerequisite:	**"B" or better in Chemistry H and Biology H**
School:	**NPHS**
Credit:	**10 Annual**

This course is designed to meet the curriculum requirements of the International Baccalaureate Program. This course incorporates recent scientific thinking and emphasizes providing students with the opportunities for search and discovery as well as personal experience in the use of the scientific method. Students will further their content knowledge of Biology in preparation for IB Biology HL Year 2.

IB BIOLOGY HL2 – 601530	Meets UC/CSU "d" requirement
Grade Level:	**12**
Prerequisite:	**"B" or better in Chemistry/Biology IB HL 1**
School:	**NPHS**
Credit:	**10 Annual**

This International Baccalaureate Biology course is designed to be the equivalent of the general biology course usually taken during the first college year. Students will attain a depth of understanding of the living world at all levels from the micro to the macro using many different approaches and techniques. This course will help prepare students for the International Baccalaureate Exam and the Advanced Placement Exam.

BIOTECHNOLOGY 1: RESEARCH & DEVELOPMENT – 601557 Meets UC/CSU "d" requirement	
Grade Level:	**11 – 12**
Prerequisite:	• **"B" or better in Biology CP/H and Chemistry CP/H** • **"B" or better in Algebra 2 is also recommended**
School:	**NPHS**
Credit:	**10 Annual**

Biotechnology uses biological processes for industrial and other purposes, especially the genetic manipulation of microorganisms for the production of products that benefit human life including antibiotics, hormones, and food. In Biotechnology 1, students will gain proficiency with lab protocols and lab procedures, as well as gain a deeper understanding of the principles of modern biotechnology, particularly from a pharmaceutical perspective. Students will use both their biology and chemistry backgrounds throughout the course.
Students will revisit previously studied topics including biochemistry, DNA structure and replication, protein synthesis, molarity and solution preparation at a greater level of depth. Students will then apply these concepts and skills in the Amgen Biotechnology Experience where they will grow bacteria, transform bacteria and perform column chromatography. At the end of this course, students should have an understanding of the following:

- Standard Lab Operating Procedure: Notebooks, Equipment and Practices
- DNA Science: Principles and Applications
- Experimental Design and the Utility of Common Techniques in Molecular Biology

This course is articulated with Moorpark College for potential free college credit.

BIOTECHNOLOGY 2: FORENSIC APPLICATIONS – 601558	Meets UC/CSU "d" requirement
Grade Level:	**12**
Prerequisite:	**"C" or better in Biotechnology 1**
School:	**NPHS**
Credit:	**10 Annual**

Forensic Applications is a rigorous, multi-disciplinary college preparatory course that provides a bridge between science-based inquiry and the criminal justice system. Emphasis is on understanding scientific theories of forensic science, with special emphasis on biology and chemistry. The class build upon the student's prior knowledge of biology, chemistry, and biotech 1. They will learn laboratory techniques and procedures to analyze and identify trace physical evidence, including DNA. Students will use their academic and laboratory skills to develop a deeper understanding of science and its relation to criminal justice.

CHEMISTRY CP – 601140	Meets UC/CSU "d" requirement
Grade Level:	**10 – 12**
Prerequisite:	• **"C" or better in Biology CP** • **"B" or better in Algebra 1**
School:	**CAS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

This course studies chemical reactions and the factors that influence their behavior. The major topics will include atomic and molecular structure, bonding patterns, nuclear chemistry, conservation of matter and stoichiometry, states of matter, solutions, thermodynamics, chemical equilibrium, and redox reactions.

CHEMISTRY H – 601150	Meets UC/CSU "d" requirement
Grade Level:	**10 – 12 (9-12 at WHS if prerequisites are met)**
Prerequisite:	• **"B" or better in Biology H or petition** • **"B" or better in Algebra 1, concurrent enrollment in Geometry H or higher** • **Petitions – 9th grade if prerequisites are met.**
School:	**CAS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

This course studies chemical reactions and the factors that influence their behavior. The major topics will include atomic and molecular structure, bonding patterns, nuclear chemistry, conservation of matter and stoichiometry, states of matter, solutions, thermodynamics, chemical equilibrium, and redox reactions. These areas will be studied to a greater depth than in the Chemistry CP course. Further, this course will also prepare students for AP Chemistry and IB Chemistry (NPHS).

AP CHEMISTRY – 601160	Meets UC/CSU "d" requirement
Grade Level:	**11 – 12**
Prerequisite:	• **"B" or better in Chemistry CP or higher** • **"B" or better in Biology CP or higher** • **"B" or better in Algebra 2 CP or higher**
School:	**CAS – TOHS – WHS**
Credit:	**10 Annual**

This Advanced Placement chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students will attain a depth of understanding of fundamentals and a competency in dealing with chemical problems. This course will help prepare students for the College Entrance Examination Board Advanced Placement Test.

IB CHEMISTRY HL 1 – 601162	Meets UC/CSU "d" requirement
Grade Level:	**12**
Prerequisite:	• **"B" or better in Chemistry/Biology IB HL 1** • **Teacher approval**
School:	**NPHS**
Credit:	**10 Annual**

This course is designed to meet the curriculum requirements of the International Baccalaureate Program. This is the first year of a two-year higher level (HL) course in chemistry. This course incorporates recent scientific thinking and emphasizes opportunities for research and discovery as well as personal experience in the use of the scientific method. Students will further their content knowledge of chemistry in preparation for IB Chemistry HL 2. Units of study will include measurement and data processing, stoichiometric relationships, atomic structure, periodicity, chemical bonding and structure, energetics/thermochemistry, chemical kinetics and equilibrium. See current IB Chemistry Guide for further information.

IB CHEMISTRY 2 – 601161	Meets UC/CSU "d" requirement
Grade Level:	**12**
Prerequisite:	• **"B" or better in Chemistry/Biology IB HL 1** • **Teacher approval**
School:	**NPHS**
Credit:	**10 Annual**

This course is designed to meet the curriculum requirements of the International Baccalaureate Program. This is the second year of a two-year higher level (HL) course in chemistry. This course incorporates recent scientific thinking and emphasizes opportunities for research and discovery as well as personal experience in the use of the scientific method. Units of study will include acids and bases, redox processes, organic chemistry, measurement and data processing in the context of analytical chemistry and energy. The individual investigation, the internal assessment for this course, will also be conducted in this course. See current IB Chemistry Guide for further information.

EARTH SCIENCE – 601635	Meets UC/CSU "d" requirement
Grade Level:	**9 – 12**
Prerequisite:	**Biology CP or Higher**
School:	**NPHS – WHS**
Credit:	**10 Annual**

This course is a laboratory class that will take an in-depth look at the natural world and its processes. Its curriculum is NGSS based so that more science and engineering practices are used, disciplinary core ideas are incorporated to promote essential ideas from all the major science disciplines, and cross cutting concepts are reinforced. This course will focus on the overarching NGSS performance expectations base on the four main topics which are Space Systems, History of the Earth, Earth's Systems, Weather and Climate, Human Sustainability, and Engineering Design. The objective and purpose is to have students master a broad curriculum that gives them a comprehensive understanding of the universe, the natural world, and the how everything is connected. Inquiry based labs and activities are the cornerstone way that curriculum is introduced and taught in this course. Additional assignments and in class activities are also incorporated throughout the year, which reinforces the material taught.

ENVIRONMENTAL EARTH SCIENCE CP – 601636	Meets UC/CSU "d" requirement
Grade Level:	**9 – 11**
Prerequisite:	• **Physical Science 8CP - required** • **Algebra 1 - required but can be taken concurrently** • **Biology - recommended**
School:	**TOHS**
Credit:	**10 Annual**

In this laboratory course students will take an in depth look into the natural world and its processes with an emphasis on environmental science. This course explores the many ways in which geologic processes have controlled and modified the Earth's environment since Earth was formed and will continue to evolve as shown through computer modeling. Interrelationships between physical, biological, and chemical processes at Earth's surface are emphasized. Topics such as astronomy, geology, ecology, water, soil, air, atmosphere, population, climate change, land uses, mineral resource, energy resources, geochemical cycles, waste, and solutions, will be used to teach a curriculum that gives students a comprehensive understanding of the universe, the natural world, and the how everything is connected. Students will focus on the overarching NGSS performance expectations which are Space Systems, History of the Earth, Earth's Systems, Weather and Climate, Human Sustainability, and Engineering Design. This course will also incorporate California's Environmental Principles and Concepts through a broad curriculum that includes in-classroom and out-of-classroom education so that students will become environmentally literate and able to address current environmental challenges and prevent new ones.

Students who receive a "C" or better in this class at the end of the year are eligible to enroll in the ROP Environmental Field Studies Honors class the following year. (CTE Pathway: Environmental Resources – Energy, Environment, Utilities)

ENVIRONMENTAL FIELD STUDIES HONORS – 601554 **PILOT** 2020-21	Meets UC/CSU "d" requirement
Grade Level:	**11-12**
Prerequisite:	• **Biology (any level)** • **Chemistry (any level)**
School:	**WHS**
Credit:	**10 Annual**

As a second year environmental science course, Honors Environmental Field Studies provides students with the opportunity to continue developing an understanding of environmental issues, research field data collection methods, environmental issues relevant to Southern California, to our global economy, and to the students themselves. Students will complete projects, presentations, and assignments that require them to apply information from the previous year, as well as the NGSS Science and Engineering Practices and the Environmental Principles and Concepts. Throughout the course of the year, students will plan and complete a community action project to tackle a local environmental problem of their choice and present their results at the end of the year to their peers and the public. In addition to this, students will explore various career option through field trips and guest speakers focused around unit topics.

AP ENVIRONMENTAL SCIENCE – 601550	Meets UC/CSU "d" requirement
Grade Level:	**10 – 12**
Prerequisite:	***TOHS (CTE Pathway Energy, Environment, Utilities)*** • **10th grade – concurrently enrolled in Chemistry CP/H or Petition Process** • **Grades 11-12 – Chemistry CP/H or Biology CP/H or Environmental Earth Science CP** ***WHS (Career Pathway)*** • **Grade 10 – Concurrently enrolled in Chemistry H and Geometry H or above** • **Grades 11-12 – Chemistry CP/H or Biology CP/H**
School:	**TOHS – WHS**
Credit:	**10 Annual**

This course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Topics will include: Environmental Problems & Causes, Sustainability, Ecosystems, Biodiversity, Human Population & Impact, Climate, Saving Species & Saving Ecosystems (Aquatic & Terrestrial), Food Production & the Environment, Water Resources, Non Renewable & Renewable Energy, Environmental Hazards & Human Health, Air Pollution & Urbanization, Solid & Hazardous Waste, Economics, Politics, Worldviews, & Ethics. This course will involve many hands on laboratory and inquiry activities, class discussions, and field trips. This course will help prepare students for the College Entrance Examination Board Advanced Placement Test.

IB ENVIRONMENTAL SYSTEMS & SOCIETIES – 601552	Meets UC/CSU "d" requirement
Grade Level:	**11 – 12**
Prerequisite:	• **"A" or better in CP Biology or "B-" or better in Honors Biology** • **"B" or in Chemistry (any level)**
School:	**NPHS**
Credit:	**10 Annual**

This course will introduce students to a variety of issues that emphasize the interrelationships between the environmental systems of the world and society. The intent is that students will gain enough background information to analyze causes and effects of issues as well as form their own opinions and ideas about the current state of our environment and the future. The instruction will focus on scientific concepts as well as the ethical and socio-political aspects of Environmental Systems and Societies. Students will be prepared to take either the IB ES & S SL exam or the AP Environmental Science exam.

FLORICULTURE – 601240	
Grade Level:	**11 – 12**
Prerequisite:	**Biology**
School:	**CAS**
Credit:	**5 Semester**

This program is designed to develop skills in the following areas: plant characteristics and identification, plant environmental adaptation and cultivation, pest and disease prevention and/or control, plant propagation and soil maintenance. This course will also increase the student's awareness of career opportunities.

FORENSIC SCIENCE – 601045	Meets UC/CSU g" requirement
Grade Level:	**11 – 12**
Prerequisite:	• **"C" or better in Biology CP/H** • **"C" or better in Algebra 1** • **Recommend Chemistry CP/H**
School:	**TOHS – WHS**
Credit:	**10 Annual**

This is an introductory course that will examine basic techniques and scientific principles used by forensics scientists to solve matters of law. Forensic principles will be introduced and students will participate in scientific inquiry to examine topics such as: crime scene investigation, trace evidence, blood and DNA evidence, tool marking, toxicology, serology, fire investigation, decomposition, microscope use, and various career path. Furthermore, the development of problem solving and critical thinking will be stressed as these are tools used in analysis of crime scenes and pertain directly to forensic analysis. The course will culminate in a mock crime scene that allows students to apply the principles learned throughout the year to draw conclusions based on evidence. This course will require laboratory and inquiry activities, writing of reports, researching case scenarios and multiple projects.

GEOGRAPHIC INFORMATION SYSTEMS (GIS) SCIENCE – 601540 Meets UC/CSU g" requirement	
Grade Level:	**12**
Prerequisite:	• **Must be enrolled in D.A.T.A.** • **Biology CP or H** • **Chemistry CP or H**
School:	**NPHS**
Credit:	**10 Annual**

The Geographic Information Systems Science course introduces students to the fundamental concepts underlying computerized geographic information systems (GIS) and uses GIS as a tool for understanding environmental science. It combines an overview of the general principles of GIS with the analytical treatment of geospatial information. Students will learn how scientists draw conclusions and make informed decisions through the analysis of multiple layers of geo-referenced data. Students will also collect, plot and analyze their own data in a variety of scientific inquiries. The laboratory component of the course not only includes traditional scientific laboratory studies, but it also encompasses field studies and introduces students to a variety of GIS software: such as ArcGIS and My World. While this course integrates various fields of science, mathematics and social science, investigations will be focused around the environmental sciences.

MARINE SCIENCE – 601042	Meets UC/CSU "d" requirement
Grade Level:	**11 – 12**
Prerequisite:	**"C" or better in Biology CP/H**
School:	**NPHS – TOHS – WHS**
Credit:	**10 Annual**

This course is designed to provide students with the opportunity to study marine and coastal environments. During the year, students will become familiar with the various interactions between the abiotic and biotic factors in an ocean ecosystem. Study topics include an introduction to Marine Biology and related fields of science, ocean geology, geography/ navigation, water chemistry, the basics of life in the ocean, marine ecology, and in-depth studies of each subdivision of the ocean: pelagic, neritic, and benthic zones. Each of these subdivisions includes the more familiar habitats like the open ocean, continental shelf, polar seas, coral reefs, rocky/sandy intertidal areas, estuaries, and deep ocean. Lastly, the course includes an in-depth study of human impacts on the ocean systems including resources from the sea, change and destruction of habitat, pollution, threatened and endangered species, and how to resolve some of these problems.

MEDICAL HEALTH CAREERS CHEMISTRY CP – 601336	(CTE Career Pathways Course) Meets UC/CSU "d" requirement
Grade Level:	**10**
Prerequisite:	• **"C" or better in Biology CP or teacher approval (required)** • **"C" or better in Algebra I or teacher approval (required)**
School:	**WHS**
Credit:	**10 Annual**

This first year college preparatory, laboratory-based chemistry course covers the basic chemical principles and concepts of chemistry while integrating health and medical topics via laboratory experiments, inquiry based lab protocols, case studies, and research of current relevant science articles. Gathering and analyzing data, mathematical application, research and communication of data will be emphasized.

** *Note that "basic chemical principles and concepts of chemistry" include: chemical reactions and the factors that influence their behavior. Major topics will include atomic and molecular structure, bonding patterns, nuclear chemistry, conservation of matter and stoichiometry, states of matter, solutions, thermodynamics, chemical equilibrium, and redox reactions.*

MEDICAL HEALTH CAREERS HUMAN ANATOMY & PHYSIOLOGY CP – 601338 (Career Pathways Course)	Meets UC/CSU "d" requirement
Grade Level:	**11 – 12**
Prerequisite:	• **"C" or better in Biology CP and Medical Health Careers Chemistry CP** **or** • **"C" or better in Chemistry CP**
School:	**WHS**
Credit:	**10 Annual**

This course is designed to provide a rigorous, broad based study of the human body. The focus of this course is anatomy and physiology content related to careers in the medical health care field. Through the use of microscopes, models, modeling of the body systems using clay, anatomical diagrams, skeletons and skeletal parts, various pieces of lab equipment, preserved specimens, and dissection, students will gain a thorough understanding of the structure and function of major systems of the human body. Students will also explore various medical and health care professions related to the body systems they are studying.

PHYSICS CP – 601420	Meets UC/CSU "d" requirement
Grade Level:	**11 – 12**
Prerequisite:	**Concurrently enrolled in Algebra 2 or higher, Chemistry CP/H is strongly recommended.**
School:	**NPHS – TOHS - WHS**
Credit:	**10 Annual**

This course is designed as a survey course, covering mechanics, fluids, thermodynamics, waves, light, sound, electricity and magnetism. This is an algebra/trigonometry based physics class and is a good preparatory class for students to complete the SAT II in Physics.

AP PHYSICS 1 – 601428	Meets UC/CSU "d" requirement
Grade Level:	**11 – 12**
Prerequisite:	• **Algebra 2H or higher with a "B" or better**
School:	**NPHS – TOHS**
Credit:	**10 Annual**

Advanced Placement Physics 1 is an algebra-based course in mechanical physics. This year-long AP course is equivalent to a one semester university-level physics course and is designed to prepare students for the AP Physics 1 exam given in May. The course emphasizes concepts and skills and use of formulas needed to solve problems. Students completing this course should have a strong conceptual understanding of physics and well developed skills in performing and analyzing laboratory experiments. Students also should be able to apply their understanding to solve essentially new problems. This course covers Classical Mechanics, electrostatics, circuits with resistors and mechanical waves including sound.

AP PHYSICS 2 – 601429	Meets UC/CSU "d" requirement
Grade Level:	**11 – 12**
Prerequisite:	• **One year of Physics AP or CP**
School:	**WHS**
Credit:	**10 Annual**

AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

AP PHYSICS C (Mechanics) – 601432	Meets UC/CSU "d" requirement
Grade Level:	**11 – 12**
Prerequisite:	• **"B" or better in Algebra 2CP/H** • **Concurrently enrolled in Math Analysis or Calculus** • **Physics CP – teacher approved**
School:	**TOHS – WHS**
Credit:	**10 Annual**

Advanced Placement Physics C is a national calculus-based course in physics. This course is equivalent to the pre-engineering introductory physics course for the university student and is designed to prepare students for the AP Physics C Mechanics exam given in May. This course will be covered in two semesters. The emphasis in the course is on the understanding of the concepts and skills and use of formulas needed to solve problems. Students completing this course should have a strong conceptual understanding of physics and will-developed skills in performing and analyzing laboratory experiments. They should also be able to apply their understanding to approach in order to solve problems that are essentially new. This course does not cover electricity and magnetism.

PHYSIOLOGY H – 601490	Meets UC/CSU "d" requirement
Grade Level:	**11 – 12**
Prerequisite:	• **"B" or better in Biology CP/H** • **Recommended Chemistry CP/H**
School:	**TOHS – WHS**
Credit:	**10 Annual**

This course is designed to integrate two major themes - the relationship between structure and function, and homeostasis. It is essential that the course assist the students in acquiring and developing higher cognitive skills in relationship to their ability to solve practical, real-life anatomy and physiology problems. Special emphasis will be given to the biochemical/physiological processes of the systems, organs, and tissues of the body. In-depth laboratory assignments to develop critical thinking skills will be experienced.

AP RESEARCH (The Center – STEM) – 171365	Meets UC/CSU "g" requirement
Grade Level:	**11 – 12**
Prerequisite:	• **AP Seminar** • **Approval of Application and Interview**
School:	**TOHS**
Credit:	**10 Annual**

AP Research allows students to explore an academic topic, problem, issue, or idea of individual interest in science, technology, engineering and math in depth. Students choose a topic of interest and come up with a research question in the beginning of the year. They also design, plan, and implement a yearlong investigation to answer their research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, scientific writing, and accessing, analyzing, and synthesizing information. Further information about the AP Research course can be found here on the College Board website: https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-capstone/ap-research-course-overview.pdf

SCIENTIFIC RESEARCH CP – 601555	Meets UC/CSU “d” requirement
Grade Level:	**11 – 12**
Prerequisite:	• **“B” or better in both Biology CP/H and Chemistry CP/H** • **Teacher approval**
School:	**TOHS**
Credit:	**10 Annual**

This class provides an academically challenging course in Biotechnology, HPLC, Biochemistry, Microbiology, Cell and Tissue Culture, Genomics, Cell and Molecular Biology and technology that requires students to apply their academic study to the problem solving tasks and critical thinking associated with scientific lab research. The objective of this course is to enable students to apply their knowledge of different topics in biological sciences while working on the research project with a mentor from the local biotechnology/pharmaceutical and academic institution. The students will utilize literature research skills (library/computer) and interview professionals to begin their project. Once this aspect of the work is completed, the students design and implement their experimental research with the assistance of their course instructor and mentor. Students will present the results of their work in both formal written documents and public forums to further develop their written and oral presentation skills. In the classroom they will continue to deepen their knowledge of various lab skills while preparing their research projects. The final research projects will be presented to the students, faculty, staff and professional judges from the local scientific community. These projects will then be presented at the County and State Science Fair Competitions. If selected at the State level, these students will go on to the Siemens and Intel Science competitions, begin internships at various Universities, or present their work at a workshop or conference. Some of these students may qualify to publish their work in a scientific journal.

SPORTS MEDICINE - 601330	Meets UC/CSU “d” requirement
Grade Level:	**11 – 12**
Prerequisite:	**“C” or better in Biology CP/H or department approval**
School:	**TOHS**
Credit:	**10 Annual**

Sports medicine is the field of medicine concerned with injuries sustained in athletic endeavors, including their prevention, diagnosis, and treatment. The study of sports medicine involves applying medical and scientific principles to sports, exercise, and the ability of the body to perform physically. This course will acknowledge student interest in medical and sports related fields of study and offer them a head start in all aspects involved in the sports medicine field including but not limited to: injury prevention, recognition, and care; injury evaluation, career opportunities, anatomy and physiology, sports psychology, sports nutrition, fitness instruction, and strength and conditioning.

VISUAL AND PERFORMING ARTS

ARCHITECTURAL DESIGN 1CP – 381450	Meets UC/CSU "f" requirement
Grade Level:	**10 – 12**
Prerequisite:	**None**
School:	**TOHS**
Credit:	**10 Annual**

This course focuses on the appreciation, enjoyment and evaluation of architecture from antiquity to present. Instruction will target Visual Arts Standards of Artistic Perception, Creative Expression, Historical Cultural Context, Aesthetic Valuing, and Connective Relations and Applications. Students will study the history of Architecture, elements of art and design, planning and design process, and aesthetic evaluation of architecture in differing cultures. Students deal with aspects of designing enclosed spaces with attention given to the elements of design, function, structure, and materials. Cross Credit: Career Technical Education

ART HISTORY CP – 201085	Meets UC/CSU "f" requirement
Grade Level:	**10 – 12**
Prerequisite:	**None**
School:	**CAS – TOHS**
Credit:	**10 Annual**

This course is a study of history of man through his art and explores the role and influence of the visual arts in culture and the human history.

AP ART HISTORY – 201090	Meets UC/CSU "f" requirement
Grade Level:	**10 – 12**
Prerequisite:	**None**
School:	**NPHS – TOHS – WHS**
Credit:	**10 Annual**

Students explore the role and influence of the visual arts in culture and human history. Students also investigate major themes in historical and contemporary periods and styles of the visual arts throughout the world dealing chiefly with Occidental (Western Art) from ancient civilization to the present time.

ART MEDIA – 201100	Meets UC/CSU "f" requirement
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**CAS – CVHS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

This class is designed to introduce the general student population to the historical and cultural background of the visual arts. This is accomplished by exploring individual art expression in drawing, painting, sculpture, lettering and design, portraiture, collage and printmaking. Materials cost for projects that students keep.

THE ART OF COMMERCIAL PHOTOGRAPHY Honors – 201435	Meets UC/CSU "f" requirement
Grade Level:	**10 – 12**
Prerequisite:	**Photo 1/2**
School:	**TOHS**
Credit:	**10 Annual**

BAND CLINIC – 261450	
Grade Level:	**9 – 12**
Prerequisite:	**Band member**
School:	**Summer**
Credit:	**2.5 Summer**

Marching band members will receive basic and advanced marching and maneuvering practice in conjunction with instrumental music instruction prior to the opening of school.

CERAMICS 1-2 – 201200	
Grade Level:	**10 – 12**
Prerequisite:	**None**
School:	**TOHS – WHS**
Credit:	**10 Annual**

This course offers exploratory experience in ceramic design. Various methods of hand building techniques, wheel throwing and basic glazing techniques will be introduced. Students will have the opportunity to apply the elements of visual arts to the creation of ceramic objects. Students will study the history of ceramics and will learn about careers in Visual Arts. Students will create a portfolio of work for evaluation. Materials cost for projects that students keep.

CERAMICS ADVANCED – 201220	
Grade Level:	**11 – 12**
Prerequisite:	**Ceramics 1-2**
School:	**TOHS – WHS**
Credit:	**10 Annual**

The objective of this Advanced Ceramics course is for students to use their creative expression, artistic analysis, and advanced technical knowledge by using the medium of clay to design their own projects, learn the art elements and principles of design and use that knowledge to analyze and critique artwork. Students will research ceramic artists and specific style or themes of art and apply it to their own individual pieces. Materials cost for projects that students keep.

CHAMBER ORCHESTRA H – 261178	Meets UC/CSU "f" requirement
Grade Level:	**11 – 12**
Prerequisite:	**Minimum 2 years orchestra class and/or consent of instructor; students must demonstrate ability to perform grade 5 music through audition**
School:	**NPHS – TOHS – WHS**
Credit:	**10 Annual**

Chamber Orchestra is a one-year course designed for upper grade students demonstrating advanced technical proficiency on a string instrument. Students will analyze, rehearse and perform grade 4-6 music, including masterworks by major classical composers in original form (scale: 1-6). Course content includes critique, sight-reading, and study of music history, theory and the role of music in various cultures and in our current society. Daily home practice of performance literature is expected. Emphasis is placed on advanced study and potential career development. Course includes written and oral projects, solo, small ensemble and full ensemble performance, and a comprehensive, written final exam.

CHORUS (HS) – 261120	
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**NPHS – TOHS – WHS**
Credit:	**10 Annual**

This class is composed of boys and/or girls who have a desire to sing. Music for mixed voices will be performed. Tryouts may be required. Music reading and how to use the voice will be taught.

COLOR & DESIGN – 201410	Meets UC/CSU "f" requirement
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**CAS - NPHS**
Credit:	**10 Annual**

This is a one-year overview *painting* course designed to provide students with the opportunity to learn about and use a variety of traditional painting techniques including watercolor and acrylic mediums. This course introduces students to the historical and cultural background of painting as a visual communication medium. Students analyze and evaluate the work of traditional and historical artists relative to artistic elements and principles, as well as to the historical context. Students will also research careers of professional visual artist in the 21st century.

COLOR GUARD – 581957	
Grade Level:	**9 – 12**
Prerequisite:	**Audition or teacher approval**
School:	**TOHS – WHS**
Credit:	**5 Fall Semester**

This fall course is designed to provide a spirit of competition and cooperation, to teach students how to follow others, and to encourage teamwork. Students will participate in half-time activities, parades, and other school and community functions. Emphasis is placed on learning advanced dance and parade routine techniques. Physical fitness activities are included in the course. Cross credit: Physical Education.

COMPUTER GRAPHICS – 201270	Meets UC/CSU "f" requirement
Grade Level:	**10 – 12**
Prerequisite:	**None**
School:	**NPHS – TOHS – WHS**
Credit:	**10 Annual**

This is a comprehensive program that introduces students to the field of graphic design and visual communication. Through theory and comprehensive training assignments, this course will emphasize the art elements of: line, shape, color, space, color value, and texture. The course will also cover basic principles of design; rhythm, balance, repetition, proportion, and variety.

CONCERT BAND –261160	Meets UC/CSU "f" requirement
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**NPHS – WHS**
Credit:	**10 Annual**

Concert Band is an intermediate level instrumental music ensemble that requires students to perform on their instruments with a high degree of skill. Literature studied is of advanced high school level. Students will be exposed to a variety of musical styles (classical and contemporary) and will explore the role of music in history and culture. Students will analyze, review, and discuss the various composers and styles of music. The students will perform as an ensemble in public concerts, music festivals, and solo and ensemble festivals. Finally, the students will develop confidence, poise and self-assurance for career and personal growth.

CONCERT BAND PERCUSSION – TO261160P	Meets UC/CSU "f" requirement
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**TOHS**
Credit:	**10 Annual**

Concert Band is an intermediate level instrumental music ensemble that requires students to perform on their instruments with a high degree of skill. Literature studied is of advanced high school level. Students will be exposed to a variety of musical styles (classical and contemporary) and will explore the role of music in history and culture. Students will analyze, review, and discuss the various composers and styles of music. The students will perform as an ensemble in public concerts, music festivals, and solo and ensemble festivals. Finally, the students will develop confidence, poise and self-assurance for career and personal growth.

CONCERT CHOIR – 261180	Meets UC/CSU "f" requirement
Grade Level:	**9 – 12**
Prerequisite:	**Teacher approval or audition**
School:	**NPHS – TOHS – WHS**
Credit:	**10 Annual**

Concert choir is a large mixed group for the intermediate or advanced choral musician. It includes an advanced level of technical training, historical study, and the development of artistic expression. Research, rehearsal, and performance practice are all required activities.

CONCERT ORCHESTRA – 261173	
Grade Level:	**10 – 12**
Prerequisite:	**String orchestra or equivalent; students accepted through audition process or with instructor approval**
School:	**WHS**
Credit:	**10 Annual**

Building on the basic orchestral instruction provided in Orchestra CP, Concert Orchestra offers continued instruction in string instrument techniques, ensemble performance and musicianship. Students must have the ability to perform grade 4 music, demonstrated by audition or by the consent of the instructor. Concert Orchestra members will perform a variety of musical styles from multiple cultures for each other and for the community, in the full group and in small ensembles. Students will read, notate and compose music, and will study, analyze and compare the elements of music in different time periods. The evolution of musical styles and genres throughout history will be studied, as well as differences in music and instrumentation across various cultures.

CONCERT ORCHESTRA - Camerata – TO261173	
Grade Level:	**10 – 12**
Prerequisite:	**String orchestra or equivalent; students accepted through audition process or with instructor approval**
School:	**TOHS**
Credit:	**10 Annual**

Building on the basic orchestral instruction provided in Orchestra CP, Concert Orchestra offers continued instruction in string instrument techniques, ensemble performance and musicianship. Students must have the ability to perform grade 4 music, demonstrated by audition or by the consent of the instructor. Concert Orchestra members will perform a variety of musical styles from multiple cultures for each other and for the community, in the full group and in small ensembles. Students will read, notate and compose music, and will study, analyze and compare the elements of music in different time periods. The evolution of musical styles and genres throughout history will be studied, as well as differences in music and instrumentation across various cultures.

DANCE – 581951	Meets UC/CSU “f” requirement
Grade Level:	**9 – 12**
Prerequisite:	**Teacher approval**
School:	**NPHS – TOHS – WHS**
Credit:	**10 Annual**

A performing arts class which provides the students with four basic components: (1) aesthetic perception; (2) ability to express perceptions, feelings, images, thoughts through dance movement; (3) knowledge of dance heritage through the ages; and (4) the development of aesthetic values. Physical fitness activities are included in the course. Cross credit: Physical Education.

DIGITAL PHOTOGRAPHY – 201425	Meets UC/CSU “f” requirement
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**NPHS**
Credit:	**10 Annual**

Digital Photography is a creative art and technology course that will provide students with an opportunity to advance their knowledge and skills in the art of photography and technology of digital photography. This course will familiarize the student with basic and advanced digital photographic equipment, materials, and processes, including the use of computer hardware and software programs. Students will develop their creative ability, aesthetic eye, and critical assessment of photographic works. The influence of photography on our culture and arts will be discovered.

DRAWING/LIFE DRAWING – 201400	Meets UC/CSU "f" requirement
Grade Level:	**9 – 12**
Prerequisite:	**Teacher approval**
School:	**CAS – CVHS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

This course is designed to teach students with a background in art, how to draw and discover the nature of artistic expression. Emphasis is placed on black and white media, including pencil, pen and ink, charcoal and conte crayon. These media will be used to create figure, portrait, still life and landscape drawings. Additional emphasis will include the basic elements and principles of art and design allowing the student to critically evaluate drawings made by self, peers, or professionals. Students will research drawings from various cultural periods. Materials cost for materials that students keep.

ECOLOGICAL ART – 201280	Meets UC/CSU "f" requirement
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**NPHS**
Credit:	**10 Annual**

In Eco Art, students will create art that minimizes impact on the environment by assembling and rendering their pieces with primarily re-purposed materials or natural materials. Students will research threats to the ecology from human consumption and seek solutions to these problems. In addition, students will engage in local and global activism for the ecology by creating awareness campaigns with their art. Students will also educate the public about the possibility of more ecologically responsible art media choices. The history of natural art and re-purposed art will be explored throughout the course and students will apply these artistic concepts in their projects. The school and community at large will be the providers of the materials for this course as students, school clubs, businesses, and school staff members turn in their "trash" from which the Eco Art students will create their art. By these means, this class becomes a community effort, thus demonstrating the necessity for all members of society to address solutions to global ecological issues. The course seeks to embody a model of activism that involves the individual (the art student), a concerned groups of individuals (small groups within the class), united concerned groups (the entire Eco Art class), and the community. Materials cost for materials that students keep.

INTRODUCTION TO DIGITAL MEDIA (CTE 3rd Course for the Academy Program) – 201415 Meets UC/CSU "g" requirement	
Pathway:	**Game Design and Simulation**
Grade Level:	**12**
Prerequisite:	**Computer Graphics**
School:	**WHS**
Credit:	**10 Annual Elective**

Introduces visual technologies, concepts and principles of design and production used by designers and media artists. Explores software applications as they relate to current methods of design and media arts production for print, screen, animation, audio, interactivity, and 3D design. Investigates the historical and conceptual relationship between art, media, and technology. Overall Objective- Creative Expression, Artistic Analysis and Advanced Technical Knowledge using cameras, Mac and PC platforms and Adobe Suite.

INSTRUMENTS BEGINNING –261050	Meets UC/CSU "f" requirement
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**NPHS**
Credit:	**10 Annual**

This class is intended to provide the fundamental skills and knowledge required for student to participate in one of our instrumental performing ensembles (band or orchestra). Through this class students will learn to read and write music notation, understand all of the instrument families and the foundational principles of how those instruments make sound. Students will primarily focus on using those skills to perform written music on an instrument of their choice (either a band instrument or a string instrument). At the end of the class, students will have the necessary foundation to continue with their study of performing arts in high school or beyond.

JAZZ ENSEMBLE – 261060	Meets UC/CSU "f" requirement
Grade Level:	**9 – 12**
Prerequisite:	**Ability to play an instrument used in a standard Jazz Ensemble (saxophone, trumpet, trombone, guitar, piano, bass, drums, and percussion)**
School:	**NPHS – TOHS – WHS**
Credit:	**5 Semester**

Jazz Ensemble is designed for the instrumental music student to become more aware of the American music art form known as jazz. This course gives the student an opportunity to explore the elements that make up this style of music (improvisation, articulation, concepts, ensemble playing and rhythmic interpretation). Students will create, perform and participate at various public concerts and jazz festivals. Students will be exposed to and have the ability to perform various styles of Jazz: swing, be-bop, rock shuffle, Latin, straight ahead, ballad, and ethnic. The students will analyze, review, and discuss the various styles of jazz and their historical roots. Students will write concert reviews and be given jazz theory and analysis assignments. Students will write papers on historical figures and their contributions to jazz music, evaluating the aesthetic elements of their work. Finally, the student will develop confidence, poise and self -assurance for career and personal growth. They will research typical careers for jazz performers.

MASS MEDIA – 171460	Meets UC/CSU "f" requirement
Grade Level:	**9 – 12**
Prerequisite:	**Teacher approval**
School:	**NPHS – TOHS – WHS**
Credit:	**10 Annual**

This course will instruct students in how to explore and utilize the powerful form of digital video. Students will learn the specialized vocabulary of the film and television industry. Students will develop ideas individually and within groups, compose outlines and proposals, and write scripts. The completed projects will be video products. Students will also write and produce television shows in a variety of formats. Students will study the impact of film and television on society from a social, economic, and political viewpoint. Students will air their creations in class as well as through closed-circuit feeds throughout the campus and on the educational cable channel.

IB MUSIC – 261335	Meets UC/CSU "f" requirement
Grade Level:	**10 – 12**
Prerequisite:	**None**
School:	**NPHS**
Credit:	**10 Annual**

The International Baccalaureate Diploma Program in music, or IB Music, provides a meaningful course of study to both students with or without professional aspirations in music. For students who wish to further study in music at the university level or in music career pathway, this course provides the opportunity to build on prior experience in music while encouraging a broad approach to the subject and developing new skills, techniques and ideas. For students who may want to pursue other careers, it could also offer a unique classroom opportunity to engage in the world of music as lifelong participants while earning academic credit in music. All students in this course will gain the opportunity of developing their knowledge and potential as musicians, both personally and collaboratively. There is no prerequisite and students of the course are not required to take the IB Music exam, though the curriculum will prepare students to do so. While prior music experience is not mandatory at Standard Level (SL), it is recommended. At Higher Level (HL), it is very strongly recommended.

MUSIC APPRECIATION – 261332	Meets UC/CSU "f" requirement
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**CAS – CVHS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

This course is an overview of music and its elements, including music theory, music history and music literature. Basic music theory, including notation, harmony and musical instruments/voice will be covered. World music history and its accompanying literature will be covered from the medieval era through the 20th century, including jazz and popular music. Emphasis will be placed on listening and studying selected compositions. At least one field trip to attend a live performance will be arranged.

MUSIC FUNDAMENTALS AND THEORY CP – 261325	Meets UC/CSU "f" requirement
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**TOHS**
Credit:	**10 Annual**

Music Fundamentals and Theory CP is a course for the beginning music student or anyone interested in how music is created and written. It includes complete training in the fundamentals of music and an introduction to harmony and composition. Students learn the elements of music, create simple musical compositions based on those elements, and critique their aesthetic qualities. Regular textbook assignments and essay writing is expected.

AP MUSIC THEORY – 261330	Meets UC/CSU "f" requirement
Grade Level:	**9 – 12**
Prerequisite:	**Solo instrumental, advanced chorus, band, teacher approval**
School:	**NPHS – TOHS**
Credit:	**10 Annual**

This course is for the advanced music student. It includes an advanced level of technical training in music harmony analysis and the development of artistic expression through music composition; and will help prepare students to take the AP test.

ORCHESTRA/STRINGS CP – 261170	Meets UC/CSU "f" requirement
Grade Level:	**9 – 12**
Prerequisite:	**Teacher approval**
School:	**NPHS – TOHS – WHS**
Credit:	**10 Annual**

An ensemble music performance class that provides the intermediate step in continued instruction on string instruments and musicianship. The student should have the ability to perform music as determined by audition or consent of teacher. Students will read, notate and compose music, and analyze and describe the elements of music. Historical aspects of music will be addressed and various genres will be compared. Students will learn about careers in music.

ORCHESTRA/STRINGS CP Camerata – TO261170	Meets UC/CSU "f" requirement
Grade Level:	**9 – 12**
Prerequisite:	**Teacher approval**
School:	**TOHS**
Credit:	**10 Annual**

An ensemble music performance class that provides the intermediate step in continued instruction on string instruments and musicianship. The student should have the ability to perform music as determined by audition or consent of teacher. Students will read, notate and compose music, and analyze and describe the elements of music. Historical aspects of music will be addressed and various genres will be compared. Students will learn about careers in music.

PHOTOGRAPHY 1-2 – 201430	Meets UC/CSU "f" requirement
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**NPHS – TOHS – WHS**
Credit:	**10 Annual**

Photography is a course that will provide students with an opportunity to advance their knowledge and skills in the art of Photography including Digital media. This course will familiarize the student with basic and advanced photographic techniques, equipment, materials and processes, including computer applications with the use of Photoshop. Students will also develop their creative ability, aesthetic eye, and critical analysis of photographic works.

PRINTMAKING – 201050	Meets UC/CSU “f” requirement
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**NPHS – TOHS – WHS**
Credit:	**10 Annual**

This course introduces students to “Printmaking”. This term extends from linoblock and collagraph to layout techniques, materials, and tools. Students will be guided through a structural program which includes historical, cultural, and conceptual aspects of printmaking. Basic Elements of Art and Principles of Design will be stressed within carved and printed compositions. A variety of Printmaking techniques will be utilized. Students have the opportunity to practice art fundamentals while learning technical skills in Printmaking. In order to succeed in this course, students must meet the required criteria given for all assignments, be prepared to question and critique their own work as well as the work of fellow artists and accomplished artists.

AP STUDIO ART: DRAWING – 201061	Meets UC/CSU “f” requirement
Grade Level:	**11 – 12**
Prerequisite:	**Teacher approval**
School:	**TOHS – WHS**
Credit:	**10 Annual**

The AP Studio Art students work toward developing a complete portfolio of 12 pieces in their Concentration and 12 pieces in their Breadth. This portfolio may meet requirements for a college-level class. The students will be creatively involved in a sustained investigation of all three parts of the portfolio – Quality, Concentration, and Breadth. The AP Studio Art poster, AP Central at collegeboard.com, and the AP Studio Art Teacher’s guide will be a guiding influence throughout the year. Students will be expected to develop mastering concept, composition, and execution of ideas.

AP STUDIO ART: 2-D DESIGN – 201060	Meets UC/CSU “f” requirement
Grade Level:	**11 – 12**
Prerequisite:	**Teacher approval**
School:	**CAS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

The principles of design (unity, variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, figure/ground relationships), as well as the elements of design (line, shape, color, value, texture, space), will be studied and incorporated into individual works. This knowledge and history will help students to make creative choices about how to organize the elements on a photographic plane in order to communicate concepts, visions, and personal expression.

AP STUDIO ART: 3-D DESIGN – 201059	Meets UC/CSU “f” requirement
Grade Level:	**11 -12**
Prerequisite:	**Ceramics 1-2**
School:	**WHS**
Credit:	**10 Annual**

This course is intended to address sculptural issues. Design involves purposeful decision making about using the elements and principles of art in an integrative way. In this course students are asked to demonstrate their understanding of design principles as they relate to the integration of depth and space, volume and surface. The principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, and occupied/unoccupied space) can be articulated through the visual elements (mass, volume, color/light, form, plane, line, texture). For this course, students are asked to demonstrate mastery of 3-D design through any three-dimensional approach, including, but not limited to, figurative or nonfigurative sculpture, architectural models, metal work, ceramics, glass work, installation, assemblage and 3-D fabric/fiber arts.

STUDIO JAZZ BAND HONORS – 261061	Meets UC/CSU “f” requirement
Grade Level:	**10-12**
Prerequisite:	**Audition**
School:	**WHS**
Credit:	**10 Annual**

The Studio Band (H) class is a high level performance oriented class in which students are challenged, through a wide variety of advanced jazz repertoire, to display college level performance skills in a number of different stylistic genres. The class places a large emphasis on improvisation and transcriptions, with the ability to alter the style of improvisation based on the genre of music being studied. Participating students must enter the class with advanced skills on woodwind, brass, or rhythm section instruments. Students will practice and perform in large jazz ensembles and smaller combos. These groups will perform at festivals, high school concerts and the course will culminate with the students recording an album of eight to ten tracks in a recording studio by a professional recording engineer.

SYMPHONIC BAND –TO261160	Meets UC/CSU “f” requirement
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**TOHS**
Credit:	**10 Annual**

Concert Band is an intermediate level instrumental music ensemble that requires students to perform on their instruments with a high degree of skill. Literature studied is of advanced high school level. Students will be exposed to a variety of musical styles (classical and contemporary) and will explore the role of music in history and culture. Students will analyze, review, and discuss the various composers and styles of music. The students will perform as an ensemble in public concerts, music festivals, and solo and ensemble festivals. Finally, the students will develop confidence, poise and self-assurance for career and personal growth.

TECHNICAL THEATRE – 231080	
Grade Level:	**9 – 12**
Prerequisite:	**Teacher approval**
School:	**NPHS – WHS**
Credit:	**10 Annual**

This course combines all of the arts. The student will learn how to write and implement budgets, create designs, decorate creatively, use colors effectively in a lighting plot, and work cooperatively with a crew and with a directorial staff. The basics of how to successfully and safely run a theatrical facility will be covered. The course includes, but is not limited to learning how to: work scenery rigging, design, hang and focus a lighting plot (including appropriate use of catwalk space), design, construct and paint pieces for productions, program and run lighting and sound boards, and work with a group of people to complete a project.

THEATRE 1 – 231040	Meets UC/CSU “f” requirement
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**NPHS – TOHS – WHS**
Credit:	**10 Annual**

This course presents a basic understanding of contemporary theatre and its historical roots. Students will engage in physical warm-ups and activities, scene study, monologue work, technical theatre, improvisation, auditioning, and journaling. Instruction is given in theatre history and dramatic literature from the ancient Greek to present. Students will have the opportunity to view extracurricular theatrical productions and design, produce, or perform scenes or plays from a variety of theatrical periods and styles, including Shakespearean and contemporary realism. Students will also have a chance to employ the tools, techniques, and leadership skills of theatre through film/video, and electronic media, as well as, problem solve by making choices in artistic and technical fields of the play or a production of a theatrical work. Regular reading, written evaluations, and critiques will be required.

THEATRE 2 – 231050	
Grade Level:	**10 – 12**
Prerequisite:	**Theatre 1 or audition**
School:	**NPHS – TOHS – WHS**
Credit:	**10 Annual**

A review of theatre history and its relation to students' acting performances of period and modern plays; this course exposes student actors to directing, play writing, makeup, set and costume design, production, advertising and promotion in major school productions and independent projects. Students should be able to determine how an actor's interpretation of a play derived meaning from a culture and a time period or how an actor uses drama to convey meaning in his or her performances.

THEATRE PRACTICUM 3 – 231065	
Grade Level:	**11**
Prerequisite:	• **Theatre 1** • **Current enrollment in Theatre 2 and teacher approval based on audition process**
School:	**NPHS – TOHS – WHS**
Credit:	**5 Semester**

This course is designed to teach, incorporate, and apply all aspects of theatre production. The course will help support student learning by providing accountability and consistency for the students who are already highly involved in the dramatic arts program.

THEATRE PRACTICUM 4 – 231070	
Grade Level:	**12**
Prerequisite:	• **Theatre 1** • **Current enrollment in Theatre 2 and teacher approval based on audition process**
School:	**NPHS – TOHS – WHS**
Credit:	**5 Semester**

This course is designed to teach, incorporate, and apply all aspects of theatre production. The course will help support student learning by providing accountability and consistency for the students who are already highly involved in the dramatic arts program.

THEATRE ARTS IB HL 2 – 231060	Meets UC/CSU "f" requirement
Grade Level:	**11 – 12**
Prerequisite:	**None**
School:	**NPHS**
Credit:	**10 Annual**

This course will help students understand the nature of theatre; to understand it by making it as well as by studying it; to understand it not only with their minds, but with their senses, their bodies, and their emotions; to understand the forms it takes in cultures other than their own. Through this understanding, students will have the opportunity to better understand themselves, their society, and their world. This course will help prepare students to take the International Baccalaureate exam.

VIDEO GAME DESIGN – 761894 ***PILOT*** 2020-21	Pending UC/CSU “f” requirement
Grade Level:	**9-12**
Prerequisite:	**None**
School:	**WHS**
Credit:	**10 Annual**

This course introduces students to the process of conceptualizing, designing, and creating playable interactive digital experiences. Throughout this projects-based course, students will learn foundational art skills in illustration and graphic design in order to create characters and environments that communicate an effective visual narrative. Students will learn to use industry-standard software to create playable video games that demonstrate an understanding of the technical tools and the mechanics of game design. The larger goal of this course is to expose students to a variety of roles within game art and design, and to provide them with the foundational skills that will allow them to pursue different paths within the field.

Through the lens of game design, students will study art and animation. They will also learn the foundational concepts of logic, programming, and game mechanics in order to build working interactive digital games. In addition, they will study the role culture plays in the design of these experiences. Students will analyze digital and traditional art made by both historical and contemporary artists to create an understanding of the cultural background in which video games are made, and they will utilize the vocabulary of art and design to describe, analyze, interpret, and compare the aesthetics, merits, and meaning of a variety of interactive digital media.

Throughout the course, students will work individually and as members of a team to create assets that fit within the larger scope of multifaceted, complex video game development projects. Through this, they will take steps in developing a personal style and an understanding of their own voice and role in game design. They will also build competency in industry-standard software that will allow them to create effective game assets. This developed style and skillset will be represented in the creation of an individual portfolio of their work and abilities.

Video Game Design is a year-long, introductory-level, Visual Arts & Applied Technology course for 9th through 12th graders. This course will provide them the opportunity to learn about and experiment with creating digital artwork within the context of interactive video game development, and apply that to the creation of playable, immersive digital game experiences. This opportunity will give them insight into the game design industry, with exposure to the nature of the work, the variety of roles within game design, and provide them with the technical foundation that will let them pursue art, design, and game development further.

IB VISUAL ARTS – 201062	Meets UC/CSU “f” requirement
Grade Level:	**11 – 12**
Prerequisite:	**Full IB diploma candidate or permission of IB coordinator**
School:	**NPHS**
Credit:	**10 Annual**

This course curriculum is mandated by the International Baccalaureate Program and covers both the studio and the research component. This is an in-depth study of the visual arts where students produce a college quality portfolio and develop aesthetic discrimination of applied art inclusive of artistic perception, creative expression, historical and cultural context, and aesthetic valuing.

VOCAL ENSEMBLE – 261420	Meets UC/CSU “f” requirement
Grade Level:	**10 – 12**
Prerequisite:	**Chorus or audition**
School:	**NPHS – TOHS – WHS**
Credit:	**10 Annual**

Vocal ensemble is a course for the advanced choral musician. It includes an advanced level of technical training, historical study, and the development of artistic expression. Research, rehearsal, and performance practice are all required activities.

VOCAL ENSEMBLE H – 261425	Meets UC/CSU "f" requirement
Grade Level:	**11 – 12**
Prerequisite:	**Minimum 2 years concert choir and/or consent of instructor. Students must demonstrate ability to perform grade 9 music through audition**
School:	**NPHS – TOHS**
Credit:	**10 Annual**

Vocal Ensemble Honors is a one-year course designed for upper grade students demonstrating advanced technical proficiency in choral/vocal performance. Students will analyze, rehearse and perform grade 4-9 music, including masterworks by major classical composers in original form (scale: 1-6). Course content includes critique, sight-reading, and study of music history, theory and the role of music in various cultures and in our current society. Daily home practice of performance literature is expected. Emphasis is placed on advanced study and potential career development. Course includes written and oral projects, solo, small ensemble and full ensemble performances. Auditions for professional honor choir, solo vocal competitions, and a written final exam are required.

WEB DESIGN – 201272	Meets UC/CSU "f" requirement
Grade Level:	**11**
Prerequisite:	**None**
School:	**NPHS**
Credit:	**10 Annual**

Through a relevant context of Arts, Media and Entertainment, Web Design explores historical and rapidly changing trends in the field of design for the web. Student will learn first-hand how websites are designed and created, and explore what makes a good user experience. Through multiple design projects, students develop problem-solving and critical thinking skills, artistic perception and self-reflection. Students will learn diverse elements of design to enhance their own artistic vision and style. Design critiques and presentations will provide opportunities for students to become and grow as design artists. All experiences will be project-based and focus on developing perception and the elements of art and design through modern applications and web design.

WIND ENSEMBLE – 261440	Meets UC/CSU "f" requirement
Grade Level:	**9 – 12**
Prerequisite:	**Teacher approval**
School:	**NPHS – WHS**
Credit:	**10 Annual**

This class consists of those students who have achieved a higher proficiency in playing a band instrument.

WIND SYMPHONY – TO261440	Meets UC/CSU "f" requirement
Grade Level:	**9 – 12**
Prerequisite:	**Teacher approval**
School:	**TOHS**
Credit:	**10 Annual**

This class consists of those students who have achieved a higher proficiency in playing a band instrument.

WIND ENSEMBLE H – 261445	Meets UC/CSU "f" requirement
Grade Level:	**11 – 12**
Prerequisite:	• **Audition** • **Superior level of proficiency on a band instrument** • **Must register for marching band PE**
School:	**NPHS – TOHS – WHS**
Credit:	**10 Annual**

Wind Ensemble is a one-year course designed for 11th & 12th grade students playing a band instrument at an advanced level. Students will analyze, rehearse and perform 5-6 level music (scale 1:6). Course content will include critique and sight-reading. Daily home practice and preparation of performance literature is expected. Emphasis will be placed on advanced study and potential career development. Course includes written/oral projects and a comprehensive, written final exam.

WOOD 2 – 491250	
Grade Level:	**10 – 12**
Prerequisite:	• **Wood 1** • **Wood 1 Advanced (NPHS only)**
School:	**CVHS – NPHS – TOHS**
Credit:	**10 Annual**

Students practice skills previously acquired. The bulk of the construction work is accomplished with aid of the various woodworking machines. Materials cost for projects that students keep. This course will meet the fine arts requirement for graduation. Cross credit: Career Tech Ed.

IB DANCE – 231090	Meets UC/CSU "f" requirement
Grade Level:	**11 – 12**
Prerequisite:	**Full IB diploma candidate or permission of IB coordinator**
School:	**NPHS**
Credit:	**10 Annual**

The study of dance as physical, non-verbal expression, and as social and historical texts reflecting the cultures from which they emerge, including current changes in those cultures. Per formative, creative, and analytic skills are mutually developed and valued. Course culminates in IB exam.

WORLD LANGUAGES

AMERICAN SIGN LANGUAGE 1CP – 291010	Meets UC/CSU "e" requirement
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**NPHS – TOHS – WHS**
Credit:	**10 Annual**

This course introduces students to the language of the Deaf and hard of hearing, focusing on semantics (vocabulary), syntax (sentence/language structure), receptive and expressive language, Deaf culture, and applications and uses of the language.

AMERICAN SIGN LANGUAGE 2CP – 291015	Meets UC/CSU "e" requirement
Grade Level:	**9 – 12**
Prerequisite:	**"C" or better in American Sign Language 1**
School:	**NPHS – TOHS – WHS**
Credit:	**10 Annual**

This course is designed for the student to further develop proficiency in ASL usage. Students will advance their knowledge of the language through further study in vocabulary, sentence structure and usage, and will deepen their understanding of Deaf culture. They will place particular emphasis on conversational use of ASL, as well as practical applications of signing through required interpretation and presentation projects.

AMERICAN SIGN LANGUAGE 3CP – 291018	Meets UC/CSU "e" requirement
Grade Level:	**11 – 12**
Prerequisite:	**"C" or better in American Sign Language 2**
School:	**NPHS – TOHS – WHS**
Credit:	**10 Annual**

Students will receive additional training in the literature, conversation, and culture of people who speak the target language, with a continued study of language skills.

CHINESE 1CP (Mandarin) – 291520	Meets UC/CSU "e" requirement
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**NPHS – TOHS – WHS**
Credit:	**10 Annual**

Students will receive training in speaking, listening, reading, writing, grammar, and an introduction to the culture of the people who speak the target language.

CHINESE 2CP (Mandarin) – 291530	Meets UC/CSU "e" requirement
Grade Level:	**9 – 12**
Prerequisite:	**Chinese 1 with a "C" or better for 2nd semester**
School:	**NPHS – TOHS – WHS**
Credit:	**10 Annual**

Students will receive additional training in the language skills and further exposure to the culture of the people who speak the target language.

CHINESE 3CP (Mandarin) – 291540	Meets UC/CSU "e" requirement
Grade Level:	**10 – 12**
Prerequisite:	**Chinese 3 with a "B" or better for 2nd semester**
School:	**NPHS – TOHS – WHS**
Credit:	**10 Annual**

Students will receive additional training in the literature, conversation, and culture of people who speak the target language, with a continued study of language skills.

AP CHINESE LANGUAGE AND CULTURE – 291560	Meets UC/CSU "e" requirement

Grade Level:	**11 – 12**
Prerequisite:	**Chinese 3 with a "B or better for 2nd semester**
School:	**TOHS – WHS**
Credit:	**10 Annual**

Students will receive further training in interpersonal, interpretive, and presentational communicative skills through learning relates to the aspects of contemporary Chinese society, the topics of Chinese history and philosophical thoughts, and the comparisons of Chinese culture and perspectives with those of their own society.

IB CHINESE – 291570	Meets UC/CSU "e" requirement
Grade Level:	**11 – 12**
Prerequisite:	**A "B" in Chinese 3 or passing grades on both an objective entrance exam**
School:	**NPHS**
Credit:	**10 Annual**

Students will hone their abilities communicating in Chinese with activities integrating reading, writing, speaking, and listening skills. Students will improve their understanding of the Chinese-speaking world through the study of a myriad of topics including: a philosophic look at life and death, the environment, social issues, popular culture, politics, trends in cuisine and entertainment, and a study of Chinese cinema. Students will develop international-mindedness by reading literary selections from a variety of genres, watching videos on a variety of historical periods, and reporting on current news and events acquired from authentic news sources. Students will make connections to Theory of Knowledge with a study of how language used to describe the past can alter history through an analysis of several historical texts and analysis of what is lost in translation between languages. Students will think about whether each language offers a different framework of reality.

FRENCH 1CP – 291020	Meets UC/CSU "e" requirement
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**NPHS – TOHS – WHS**
Credit:	**10 Annual**

French 1 is a communication-centered course where students will develop cognitive and linguistic abilities in the target language. Students will understand the basic grammatical structures and vocabulary of the French language and will establish a strong foundation upon which future French language acquisition will build. Students will broaden their knowledge of French-speaking cultures and how those cultures vary. The course will have four broad themes: (1) content, (2) structure, (3) culture and (4) communication. Technology will be utilized to facilitate a more profound use of the language. The ultimate goal of learning to communicate in the target language will be the ability to function in an increasingly diverse community and an increasingly demanding world market. Students will receive additional training in the language skills and further exposure to the culture of the people who speak the target language.

FRENCH 2CP – 291030	Meets UC/CSU "e" requirement
Grade Level:	**9 – 12**
Prerequisite:	**French 1 with a "C" or better for 2nd semester**
School:	**NPHS – TOHS – WHS**
Credit:	**10 Annual**

French 2 is a communication-centered course where students will develop cognitive and linguistic abilities in the target language. Students will understand the basic grammatical structures and vocabulary of the French language and will establish a strong foundation upon which future French language acquisition will build. Students will broaden their knowledge of French-speaking cultures and how those cultures vary. The course will have four broad themes: (1) content, (2) structure, (3) culture and (4) communication. Technology will be utilized to facilitate a more profound use of the language. The ultimate goal of learning to communicate in the target language will be the ability to function in an increasingly diverse community and an increasingly demanding world market. Students will receive additional training in the language skills and further exposure to the culture of the people who speak the target language.

FRENCH 3CP – 291040	Meets UC/CSU "e" requirement
Grade Level:	**9 – 12**
Prerequisite:	**French 2 with a "C" or better for 2nd semester**
School:	**NPHS – TOHS – WHS**
Credit:	**10 Annual**

Students will receive additional training in the literature, conversation, and culture of people who speak the target language, with a continued study of language skills.

FRENCH 4CP – 291070	Meets UC/CSU "e" requirement
Grade Level:	**10 – 12**
Prerequisite:	**French 3 with a "C" or better for 2nd semester**
School:	**TOHS**
Credit:	**10 Annual**

Students will receive additional training in the literature, conversation, and culture of people who speak the target language, with a continued study of language skills.

IB FRENCH – 291055	Meets UC/CSU "e" requirement
Grade Level:	**11 – 12**
Prerequisite:	**Full IB diploma or language certificate candidate**
School:	**NPHS**
Credit:	**10 Annual**

Students will develop a higher degree of proficiency in listening, speaking, reading and writing the language. Teaching of an appropriate range of grammatical structures will be integrated with the study of themes and texts and acquisition of skills. The course will prepare IB candidates for the higher or subsidiary level of IB assessment exams. Students could also opt to take AP exams at the conclusion of this course.

AP FRENCH LANGUAGE & CULTURE – 291050	Meets UC/CSU "e" requirement
Grade Level:	**10 – 12**
Prerequisite:	**French 3 or 4 CP with "B" or better for 2nd semester**
School:	**NPHS – TOHS – WHS**
Credit:	**10 Annual**

Students will develop a high degree of proficiency in comprehension and comprehensibility, vocabulary usage, language control, communication strategies and cultural awareness structured around the six broad themes of Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Students will hone proficiency in speaking, listening, reading, and writing within a cultural frame of reference that reflects the richness of the French language and French-speaking cultures. Students will prepare to take the AP French Language and Culture exam.

JAPANESE 1CP – 291420	Meets UC/CSU "e" requirement
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**TOHS**
Credit:	**10 Annual**

Students will receive training in speaking, listening comprehension, reading, and grammar. The writing systems of hiragana and katakana will be taught. The course will introduce Japanese culture.

JAPANESE 2CP – 291430	Meets UC/CSU "e" requirement
Grade Level:	**9 – 12**
Prerequisite:	**Japanese 1 with a "C" or better in 2nd semester**
School:	**TOHS**
Credit:	**10 Annual**

Students will receive additional training in the language skills and begin reading and writing kanji. There is further exposure to Japanese culture.

JAPANESE 3CP – 291440	Meets UC/CSU "e" requirement
Grade Level:	**10 – 12**
Prerequisite:	**Japanese 2 with a "C" or better for 2nd semester**
School:	**TOHS**
Credit:	**10 Annual**

Students will receive additional training in language skills including writing short essays. Students will learn about the culture of the Japanese people through research projects and class presentations.

SPANISH FOR SPANISH SPEAKERS 1CP – 291365	Meets UC/CSU "e" requirement
Grade Level:	**9 – 12**
Prerequisite:	• **Spanish Language Assessment or interview of student** • **Teacher/Counselor recommendation**
School:	**TOHS**
Credit:	**10 Annual**

This course is designed to meet the linguistic and cultural needs of students who, due to background experiences, possess basic communicative abilities in the Spanish language. There are four major goals: 1) to improve oral communication skills, 2) to develop reading and writing skills, 3) to enhance cultural/ social, historical, and literary awareness, and 4) to develop personal and academic skills. This course addresses the needs of the Hispanic/Native Speaker to refine the receptive and productive language skills and the development of critical thinking.

SPANISH FOR SPANISH SPEAKERS 2CP – 291367	Meets UC/CSU "e" requirement
Grade Level:	**10 – 12**
Prerequisite:	**Spanish for Spanish Speakers 1**
School:	**TOHS**
Credit:	**10 Annual**

This is the second course for college preparatory native Spanish speaking students. This second year continues to emphasize the acquisition of additional vocabulary, the practice of more advanced grammatical concepts, and improvement of reading and writing skills. Continued growth in literature is provided. The study of history, culture and customs is expanded.

SPANISH 1CP – 291320	Meets UC/CSU "e" requirement
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**CAS – CVHS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

Spanish 1 is a communication centered course where students will develop cognitive and linguistic abilities in the target language. Students will understand the basic grammatical structures and vocabulary of the Spanish language and will establish a strong foundation upon which future Spanish language acquisition will build. Students will broaden their knowledge of Spanish-speaking cultures, both internationally and within the United States, and how those cultures vary. The course will have four broad themes: (1) content, (2) structure, (3) culture and (4) communication. Technology will be utilized to facilitate a more profound use of the language. The ultimate goal of learning to communicate in the target language will be the ability to function in an increasingly diverse community and an increasingly demanding world market. The student will receive additional training in the language skills and further exposure to the culture of the people who speak the target language.

SPANISH 2CP – 291330	Meets UC/CSU "e" requirement
Grade Level:	**9 – 12**
Prerequisite:	**Spanish 1 with a "C" or better for 2nd semester**
School:	**CAS – CVHS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

Spanish 2 is a communication centered course where students will develop cognitive and linguistic abilities in the target language. Students will understand the basic grammatical structures and vocabulary of the Spanish language and will establish a strong foundation upon which future Spanish language acquisition will build. Students will broaden their knowledge of Spanish-speaking cultures, both internationally and within the United States, and how those cultures vary. The course will have four broad themes: (1) content, (2) structure, (3) culture and (4) communication. Technology will be utilized to facilitate a more profound use of the language. The ultimate goal of learning to communicate in the target language will be the ability to function in an increasingly diverse community and an increasingly demanding world market. The student will receive additional training in the language skills and further exposure to the culture of the people who speak the target language.

SPANISH 3CP – 291340	Meets UC/CSU "e" requirement
Grade Level:	**9 – 12**
Prerequisite:	**Spanish 2 with a "C" or better for 2nd semester**
School:	**CAS – NPHS – TOHS – WHS**
Credit:	**10 Annual**

Spanish 3 is a communication-centered course in which students will develop cognitive and linguistic abilities in the target language. Students will understand the basic grammatical structures and vocabulary of the Spanish language and will establish a foundation upon which future Spanish language acquisition will build. Students will broaden their knowledge of Spanish-speaking cultures, internationally and within the United States, as well as the variety of those cultures. The course will have four broad themes: 1) content, 2) structure, 3) culture, and 4) communication. Technology will be utilized to facilitate a more profound use of the language. The ultimate goal of learning to communicate in the target language is to have the ability to function in an increasingly diverse community and an increasingly demanding world market. The student will receive additional training in language skills and further exposure to the cultures of Spanish-speakers.

SPANISH 4CP – 291350	Meets UC/CSU "e" requirement
Grade Level:	**10 – 12**
Prerequisite:	**Spanish 3 with a "C" or better for 2nd semester**
School:	**NPHS – TOHS**
Credit:	**10 Annual**

Students will receive additional training in the literature, conversation, and culture of people who speak the target language, with a continued study of language skills.

SPANISH 5CP – 291353 *Limited enrollment may necessitate a 4/5CP combination*	Meets UC/CSU "e" requirement
Grade Level:	**9 – 12**
Prerequisite:	**Spanish 4 with a "C" or better for 2nd semester or successfully pass a performance evaluation**
School:	**TOHS**
Credit:	**10 Annual**

This is an advanced Spanish course which stresses the continued expansion of proficiency in all four language areas (listening, reading, writing, and speaking) and further exposure to literature and culture with opportunity for independent projects.

AP SPANISH LANGUAGE – 291355	Meets UC/CSU "e" requirement
Grade Level:	**10 – 12**
Prerequisite:	**Spanish 3 and/or 4 with a "B" or better for 2nd semester**
School:	**NPHS – TOHS – WHS**
Credit:	**10 Annual**

Students will develop a high degree of proficiency in comprehension and comprehensibility, vocabulary, language control, communication strategies and cultural awareness. The course is structured around the following six themes: Global Challenges, Personal and Public Identifies, Families and Communities, Contemporary Life, Beauty and Aesthetics and Science and Technology. Students will hone proficiency in reading, writing, speaking and listening within a cultural frame of reference that reflects the richness of the Spanish language and Spanish speaking cultures. Students will prepare to take the AP Spanish Language and Culture exam. The AP Spanish Language and Culture Exam assesses students' proficiency in the interpersonal, interpretive, and presentational modes of communication.

IB SPANISH 1 – 291375	Meets UC/CSU "e" requirement
Grade Level:	**11 – 12**
Prerequisite:	**Full IB diploma or language certificate candidate**
School:	**NPHS**
Credit:	**10 Annual**

Students will develop a higher degree of proficiency in listening, speaking, reading, and writing the language. Teaching of an appropriate range of grammatical structures will be integrated with the study of themes and texts and acquisition of skills. The course will prepare IB candidates for the standard level of IB assessment exams. Students could also opt to take AP exams at the conclusion of this course.

IB SPANISH 2 – 291377	Meets UC/CSU "e" requirement
Grade Level:	**11 – 12**
Prerequisite:	**Full IB diploma or language certificate candidate**
School:	**NPHS**
Credit:	**10 Annual**

Students will develop a higher degree of proficiency in listening, speaking, reading and writing the language. Teaching of an appropriate range of grammatical structures will be integrated with the study of themes and texts and acquisition of skills. The course will prepare IB candidates for the higher or standard level of IB assessment exams. Students could also opt to take AP exams at the conclusion of this course.

AP SPANISH LITERATURE – 291370	Meets UC/CSU "e" requirement
Grade Level:	**11 – 12**
Prerequisite:	**AP Spanish Language or Spanish 4 with a "C" or better for 2nd semester**
School:	**TOHS**
Credit:	**10 Annual**

Equivalent to a third-year college "Introduction to Hispanic Literature" course. Students read and analyze selected works from the literature of Spain and Spanish America while improving their writing skills, aural comprehension, grammar usage and depth of vocabulary. Prepares students for the AP literature exam.

NON-DEPARTMENTAL

***IMPORTANT!** The total number of service classes students may take is limited to ten (10) credits – two semesters.

ACADEMIC DECATHLON HONORS – 761535	Meets UC/CSU "g" requirement
Grade Level:	**10 – 12**
Prerequisite:	• **Interview with instructor** • **English 9CP/H** • **Teacher/counselor recommendation** • **One year of math**
School:	**TOHS – WHS**
Credit:	**5 Semester**

The Academic Decathlon course will provide students with a rigorous and diverse learning experience that spans ten academic disciplines. Students will be asked to deeply research and study topics in seven academic areas: language, music, art, economics, science, social studies and math. They will also study and participate in three performance activities: speech, essay writing and interviewing. Students will develop research skills, critical thinking skills and inference abilities to prepare them for the Academic Decathlon competition.

ACADEMIC PEER MENTOR – 761233	
Grade Level:	**10 – 12**
Prerequisite:	**Must have a GPA of 3.2 or high**
School:	**TOHS – WHS**
Credit:	**10 Annual**

The mission of this Academic Peer Mentoring program is to train Peer Mentors to help fellow at-risk students negotiate the academic high school curriculum. By doing so, the program will develop important leadership skills, social skills, and interpersonal skills that will be used to foster positive relations among peers and academic success.

BUSINESS MATHEMATICS – 081130	
Grade Level:	**9 – 12**
Prerequisite:	**Sufficient progress on competency test**
School:	**CAS**
Credit:	**10 Annual**

This course provides instruction for personal & business applications. A review of fundamental arithmetic skills is provided in conjunction with the application of those skills for everyday problems.

CAREER PREPARATION – 081210	
Grade Level:	**9**
Prerequisite:	**None**
School:	**CAS – TOHS – WHS**
Credit:	**2.5 Quarter**

This course is designed to acquaint students with the world of work. The course is designed to give students an understanding of the process, interpersonal skills, necessary format and a vision of future job possibilities. It also helps prepare students for a career in the world of work. Students have the opportunity to assess their abilities, aptitudes, and career interests. They will create workplace documents that will help them secure and keep a job in the world of work. Opportunities for simulated interviews allow students practice in appropriate dress and presentation in preparation for securing a job. Career path and high school course options are explored in the culminating unit.

COLLEGE AND CAREER SEMINAR - 141100	
Grade Level:	**9**
Prerequisite:	**None**
School:	**TOHS**
Credit:	**5 Semester**

Career and College Readiness is a required class for all 9th graders. This one-semester course is designed to help students understand the importance of academics and to build solid foundation of skills such as self-analysis, time management, goal setting, decision making, career research, financial literacy and planning for the future. Every student will leave this class with having completed a 10-year plan that includes their high school plans along with post-secondary options.

During the course, students will learn and practice valuable skills to help them to be career and college ready. As students write their career and education 10-year plan, they learn the skills for goal setting, identity formation, decision-making, budget projection, career research, skills identification, online research, life-long learning skills, managing change, securing entry-level employment, as well as techniques for exploring the personal management and self-mastery strategies that act as a buffer when challenges arise.

COMMUNITY SERVICE/VOLUNTEERISM – 731140	
Grade Level:	**11 – 12**
Prerequisite:	**Approval by program coordinator or administrator**
School:	**CAS – CVHS**
Credit:	**10 Annual**

This class provides students with a combination of community-related service/volunteer experiences and classroom instruction. Students will learn and demonstrate desirable volunteer and community ethics and aptitudes. Through related classroom instruction and supervised volunteer experiences, students will learn how to adapt educational skills to future employability skills. As written in the History-Social Science Framework for California Public Schools, “Service learning is a teaching and learning strategy whereby students learn the content standards through thoughtfully organized service to the community, the service providing the context for learning. Students who experience civic responsibility become responsible citizens (p. 233).

DIRECTED STUDIES – TO660001	
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**TOHS**
Credit:	**10 Annual**

Students will develop study skills that will assist them in their content area classes. The course will use explicit instruction to teach the necessary skills needed to be a successful student. Students will learn about time management, organization, listening and memory skills, test taking strategies, Cornell note taking, how to use their textbooks, writing strategies and SQ3R(survey, question, read, recite, review) Students will use content area classes assignments to practice these skills and strategies.

EXPLORATORY WORK EXPERIENCE – 731080	
Grade Level:	**11 – 12**
Prerequisite:	**Approval by program coordinator**
School:	**CAS – CVHS – TOHS – WHS**
Credit:	**5 Semester**

This course is a combination of related work experience education classroom instruction and a non-paid off-campus learning situation. (Example: fire cadet program, police cadet program, elementary classroom aide program, or other approved career exploration work experience program) Students must participate in the off-campus activity for at least 10 hours weekly for 15 weeks each semester. The Work Experience Coordinator monitors off-campus learning situations.

EXPLORATORY WORK EXPERIENCE – 731090	
Grade Level:	**11 – 12**
Prerequisite:	**Approval by program coordinator**
School:	**CAS – CVHS – TOHS – WHS**
Credit:	**10 Annual**

This course is a combination of related work experience education classroom instruction and a non-paid off-campus learning situation. (Example: fire cadet program, police cadet program, elementary classroom aide program, or other approved career exploration work experience program) Students must participate in the off-campus activity for at least 10 hours weekly for 15 weeks each semester. The Work Experience Coordinator monitors off-campus learning situations.

GENERAL WORK EXPERIENCE – 731100	
Grade Level:	**11 – 12**
Prerequisite:	• **Approval by program coordinator** • **Must be at least 16 years old**
School:	**CAS – CVHS – TOHS – NPHS – WHS**
Credit:	**5 Semester**

This course provides students with a combination of related work experience education, classroom instruction, and paid employment. Students will learn and demonstrate desirable work ethics and aptitudes. Through related classroom instruction and supervised work experiences, students will learn how to adapt educational skills to general occupational and employability skills. Students must be employed 15 weeks per semester and must work 10 hours weekly to earn 5 credits, or 20 hours weekly to earn 10 credits. The Work Experience Coordinator meets with students and monitors employment.

GENERAL WORK EXPERIENCE – 731110	
Grade Level:	**11 – 12**
Prerequisite:	• **Approval by program coordinator** • **Must be at least 16 years old**
School:	**CAS – CVHS – TOHS – NPHS – WHS**
Credit:	**10 Annual**

This course provides students with a combination of related work experience education, classroom instruction, and paid employment. Students will learn and demonstrate desirable work ethics and aptitudes. Through related classroom instruction and supervised work experiences, students will learn how to adapt educational skills to general occupational and employability skills. Students must be employed 15 weeks per semester and must work 10 hours weekly to earn 5 credits, or 20 hours weekly to earn 10 credits. The Work Experience Coordinator meets with students and monitors employment.

LEADERSHIP/STUDENT GOVERNMENT – 761020	
Grade Level:	**9 – 12**
Prerequisite:	• **Election to ASB Office or Class President** • **Advisor approval**
School:	**CAS – NPHS – TOHS – WHS**
Credit:	**5 each Semester**

Open to elected Associated Student Body officers, class presidents, and other students appointed by a selection process and ASB Advisor approval. The class plans, implements, and directs school-wide activities and oversees the utilization of student body funds. Principals of leadership and managerial organization are stressed.

MOCK TRAIL – 761536	
Grade Level:	**9 – 12**
Prerequisite:	**None**
School:	**NPHS – TOHS – WHS**
Credit:	**5 Semester**

This course will instruct in-depth research practices in preparation for Mock Trial Competition. The students will develop knowledge in defense and prosecution tactics for courtroom cases including procedure, trial protocol, constitutional and amendment laws, judicial system procedures, and case law. Communication and analytical skills for use in preparation for actual competition trial topics will be taught by using attorney coach speakers, small group discussion, problem solving, and role-playing techniques. Mastering of state content standards will be assessed through performance-based instruction.

OASIS (Organized Academic Support in School) – 761234	
Grade Level:	**9 – 11**
Prerequisite:	**Students identified as either "at-risk" due to poor performance or "off-target" for graduation due to insufficient credits earned.**
School:	**WHS**
Credit:	**10 Annual**

OASIS is an intense intervention program designed and administered for those students (freshman, sophomores, and juniors) who are most "at-risk" for not graduating as reflected in poor grade point average and being identified as "off target", having earned insufficient credits needed for graduation. These students are placed in a class which deals with academic skills development and consistent support aided by junior and senior academic mentors.

OASIS (Organized Academic Support in School) – 761235	
Grade Level:	**9 – 11**
Prerequisite:	**Students identified as either "at-risk" due to poor performance or "off-target" for graduation due to insufficient credits earned.**
School:	**TOHS**
Credit:	**5 Semester**

OASIS is an intense intervention program designed and administered for those students (freshman, sophomores, and juniors) who are most "at-risk" for not graduating as reflected in poor grade point average and being identified as "off target", having earned insufficient credits needed for graduation. These students are placed in a class which deals with academic skills development and consistent support aided by junior and senior academic mentors.

PE ATHLETIC TRAINER – 581080	
Grade Level:	**9 – 12**
Prerequisite:	**Teacher/Counselor recommendation**
School:	**NPHS – TOHS – WHS**
Credit:	**5 Semester (May be repeated for credit)**

Students in this course learn about injury prevention and treatment, including some basic anatomy, taping skills, use of whirlpool, some first aid treatment, all as it applies to student athletics. Student trainers are also expected to travel with athletic teams outside the regular school day.

BEGINNING PEER MENTORING – 761228	
Grade Level:	**10-12**
Prerequisite:	**None**
School:	**TOHS**
Credit:	**10 Annual**

In this class students will work to build their interpersonal and intrapersonal skills. Daily lessons will focus on strengthening individual and group dynamics in order to provide the campus with positive social and emotional support while developing a positive regard for human potential. Beginning Peer Mentoring students will work to develop verbal and non-verbal communication skills, improve self-confidence and self-awareness, and work to hone observation to identify peers who may be in the need of extra academic and social support.

ADVANCED PEER MENTORING – 761229	
Grade Level:	**11-12**
Prerequisite:	**Beginning Peer Mentoring**
School:	**TOHS**
Credit:	**10 Annual**

In this class students will continue to build their interpersonal and intrapersonal skills that were formed in the Beginning Peer Mentoring Class. Daily lessons will focus on strengthening individual and group dynamics in order to provide the campus with positive social and emotional support while developing a positive regard for human potential. Advanced Peer Mentoring students will provide 1:1 mentoring sessions utilizing their communication, facilitation, and conflict resolution skills, as well as collaborate with the Counseling Staff to assist in small group sessions and class presentations.

PEER RESOURCE – 761231	
Grade Level:	**10 – 12**
Prerequisite:	• **Application process** • **Counselor and parent approval**
School:	**NPHS**
Credit:	**5 Semester Elective**

Students in this course will learn conflict mediation, active listening, and presentation skills. With instructor approval, upon successful completion of the course, students may qualify as peer mediators and/or peer educators. Visiting other classes, preparing and presenting demonstration lessons and other activities of this nature are an expected part of this course.

AP RESEARCH – 171365	Meets UC/CSU "g" requirement
Grade Level:	**11 – 12**
Prerequisite:	**AP Seminar, approval of application and interview**
School:	**TOHS**
Credit:	**10 Annual**

Overview: AP Research allows students to explore an academic topic, problem, issue, or idea of individual interest in science, technology, engineering and math in depth. Students choose a topic of interest and come up with a research question in the beginning of the year. They also design, plan, and implement a yearlong investigation to answer their research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, scientific writing, and accessing, analyzing, and synthesizing information. Further information about the AP Research course can be found here on the College Board website: https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-capstone/ap-research-course-overview.pdf

SAT PREP – 761435	
Grade Level:	**10 – 12**
Prerequisite:	**None**
School:	**NPHS**
Credit:	**2.5 Quarter Elective**

This course is designed to assist students in preparation for the SAT exam. Students will learn how to approach the exam; learn and practice test-taking tips for the SAT and receive specific instruction in math, vocabulary, and reading.

SCHOOL-TO-CAREER INTERNSHIP – 101165	
Grade Level:	**11 – 12**
Prerequisite:	• **Approval of STC coordinator and counselor** • **Concurrent enrollment in Academy or Majors Program showing progress toward satisfactory completion of the program**
School:	**NPHS – TOHS – WHS**
Credit:	**2.5 Quarter Elective**

This course provides students the opportunity to explore a career through interaction and on-site experiences in a specific career pathway. Students receive no pay but earn school credit in some programs, or may receive both pay and school credit in others. The student must attend three hours of class instruction/seminars with the Career Pathway Counselor or the School-to-Career Coordinator, be able to provide a minimum 30 hours of work experience, and complete required reports.

*TEACHER ASSISTANT – 761315	
Grade Level:	**11 – 12**
Prerequisite:	**Teacher recommendation**
School:	**CAS – CVHS – NPHS – TOHS – WHS**
Credit:	**5 Semester Elective**

This course will help students to learn how to work for a supervisor, similar to an employer-employee relationship. Students will receive additional exposure to the skills of the subject area.

THEORY OF KNOWLEDGE IB – 761063 Meets UC/CSU "g" requirement	
Grade Level:	**11 – 12**
Prerequisite:	**Full IB diploma candidate or permission of IB Coordinator**
School:	**NPHS**
Credit:	**5 each year – Annual**

The Theory of Knowledge class is a mandatory 2 year class for all IB Full Diploma Candidates combining philosophy and critical thinking. It encourages students to relate their growing understanding of the complexity of knowledge to issues of practical and global importance in an increasingly interconnected world. Candidates will select a topic and do research for a 4,000 word extended essay.

VIDEO PRODUCTION – 201320	
Grade Level:	**12**
Prerequisite:	**None**
School:	**NPHS – TOHS – WHS**
Credit:	**10 Annual**

Overall Objective- Creative Expression, Artistic Analysis and Advanced Technical Knowledge using cameras, Mac computers and Adobe Premiere. Students will learn to create their own individual and group projects while solving conceptual and technical problems and challenges. They will also learn the art elements and principles of design and use that knowledge to analyze and critique video. Students will be expected to engage in new ideas and expressions in visual aesthetics, while using their creative critical thinking skills. Students will research different contributors and artists to the field of video production, study their styles, analyze their artwork and prepare a report. Students will also research a specific style or themes of art and apply it to their own individual pieces throughout the second semester.

VIDEO PRODUCTION ROP – 765183	
Grade Level:	**11 – 12**
Prerequisite:	**None**
School:	**CAS – CVHS – NPHS - TOHS – WHS**
Credit:	**15 Semester Elective**

This course provides advanced instruction in the use of video equipment and prepares students to work in television and video production. Classroom instruction covers basic studio, news writing, camera operations, field reporting, audio operations, anchoring, studio directing, computer graphics, writing, and producing. Students learn to operate VCR cameras, audio equipment, and lighting and editing equipment. Materials cost for projects that students keep.

YEARBOOK – 171440	
Grade Level:	**10 – 12**
Prerequisite:	**Teacher approval**
School:	**CAS – CVHS – NPHS - TOHS – WHS**
Credit:	**10 Annual**

This class produces the school yearbook. Emphasis is given to yearbook design, layout, copy preparation, and picture cropping. Also featured are the studies of contemporary magazine and newspaper production

CONEJO VALLEY UNIFIED SCHOOL DISTRICT
MIDDLE AND HIGH SCHOOL

SUPPLEMENTAL COUNSELING PROGRAM

The Conejo Valley Unified School District, in keeping with **California Law, AB1802, Section 13, Education Code 52378**, provides additional counseling services to Conejo Valley Unified School District pupils in grades 7 to 12 inclusive at each of the middle schools and high schools.

The Conejo Valley Unified School District's Middle and High School Supplemental Counseling Program is as follows:

1. Middle and High School Counselors will:
    a. individualize review of the pupil's academic and deportment records.
    b. meet with each pupil and if practicable, the parents or guardian of the pupil, in grade 7, 10 or 12 to explain:
        i. the academic and deportment records of the pupil,
        ii. his or her educational options,
        iii. the coursework and academic progress needed for satisfactory completion of middle school and/or high school,
        iv. passage of the high school exit examination and the availability of career technical education, and
        v. educational options available to the pupil, including:
            1. college preparatory program, and
            2. vocational programs, including
                a. regional occupational centers, and
                b. other alternatives available to the pupil.
    c. identify pupils who are at risk of:
        i. not graduating with rest of their class,
        ii. not earning credits at a rate that will enable them to pass the high school exit examination, or
        iii. do not have sufficient training to allow them to fully engage in their chosen career.

2. Middle School Counselors will:
    a. apprise pupils who are at risk as described in number 1c above of the following:
        i. consequences of not passing the high school exit examination,
        ii. programs, courses, and career technical education options available for pupils needed for satisfactory completion of middle school or high school,
        iii. cumulative records and transcripts of the pupil,
        iv. performance on standardized and diagnostic assessments of the pupil,
        v. remediation strategies, high school courses, and alternative education options available to the pupil,
        vi. information on postsecondary education and training, and
        vii. the pupil's score on the English language arts or mathematics portion of the California Standards Test administered in grade 6.
    b. develop a list of coursework and experience necessary to assist each pupil in grade 7 who is deemed to be at the far below basic level in English language arts or mathematics pursuant to the California Standards Tests administered to pupils in grade 6 to successfully:
        i. transition to high school, and
        ii. meet all graduation requirements, including passing the high school examination.
    c. provide a copy of this coursework and experience to the pupil and his or her parent or legal guardian during a conference to occur before January of that school year in which the pupil is enrolled in grade 7.
    d. place a copy of this coursework and experience in the pupil's cumulative file.

3. High School Counselors will:
    a. apprise grade 10 pupils who are at risk as described in number 1c above of the following:
        i. consequences of not passing the high school exit examination,
        ii. programs, courses, and career technical education options available for pupils needed for satisfactory completion of high school,
        iii. cumulative records and transcripts of the pupil,
        iv. performance on standardized and diagnostic assessments of the pupil,
        v. remediation strategies, high school courses, and alternative education options available to the pupil, and
        vi. information on postsecondary education and training.
    b. develop a list of coursework and experience necessary to assist each pupil in grade 10:
        i. who has not passed one or both parts of the high school exit examination, and
        ii. successfully transition to postsecondary education or employment.
    c. provide a copy of this coursework and experience to the pupil and his or her parent or legal guardian during a conference to occur between the spring of that school year in which the pupil is enrolled in grade 10 and the fall of the following school year in which the pupil would be enrolled in grade 11.
    d. place a copy of this coursework and experience in the pupil's cumulative file.
    e. apprise grade 12 pupils who are at risk as described in number 1c above of the following:
        i. consequences of not passing the high school exit examination,
        ii. programs, courses, and career technical education options available for pupils needed for satisfactory completion of high school,
        iii. cumulative records and transcripts of the pupil,
        iv. performance on standardized and diagnostic assessments of the pupil,
        v. remediation strategies, high school courses, and alternative education options available to the pupil, and
        vi. information on postsecondary education and training.
    f. develop a list of coursework and experience necessary to assist each pupil in grade 12:
        i. who has not passed one or both parts of the high school exit examination, and
        ii. successfully transition to postsecondary education or employment.
    g. include in the list of coursework and experience options for the pupil continuing his or her education if he or she fails to meet graduation requirements, including, but not limited to
        i. enrolling in an adult education program,
        ii. enrolling in a community college, and
        iii. continuing enrollment in the District.
    h. provide a copy of this coursework and experience to the pupil and his or her parent or legal guardian during a conference to occur after November of that school year in which the pupil is enrolled in grade 12, but before March of the same year.
    i. place a copy of this coursework and experience in the pupil's cumulative file.

ALTERNATIVES TO A HIGH SCHOOL DIPLOMA

Certificate of Completion

Students who meet all of the District graduation requirements as specified in AR 6146.1 but do not meet one or more of the state graduation requirements, will be granted a Certificate of Completion and will be permitted to participate in senior class activities and graduation exercises. This includes eligible special education students who have met District graduation standards through a differentiated graduation standard approved by an authorized IEP team. Students receiving accommodations through a 504 plan are also eligible to receive a Certificate of Completion.

Proficiency Test (Subject to State Funding)

Purpose of the Test: The California High School Proficiency Examination (CHSPE) provides an opportunity for eligible persons who are proficient in the basic skills to have that proficiency verified. Proficiency is defined by the average performance of second-semester twelfth graders in California's public comprehensive high schools. In terms of their grasp of the basic skills, those who earn a score of "Pass" on the CHSPE would be in the upper half of their class statewide. The State Department of Education develops the CHSPE and is solely responsible for its content.

The State Board of Education awards each person who passes the CHSPE a Certificate of Proficiency, which is equivalent by law to a high school diploma. Passing the test does not exempt an examinee from required school attendance, unless the examinee has also reached his or her sixteenth birthday and has presented verified parental permission to leave school early.

It is not the purpose of the CHSPE to establish individual profiles of strengths and weaknesses, and the actual test instrument was not designed to do so.

Who May Take the Test: Registration for the CHSPE is open to all persons who, on the day of the test for which they wish to register:

a. will be 16 years of age or older (there is no upper age limit), or
b. will have completed one academic year or more of enrollment in the tenth grade, or
c. will have been enrolled in their second half-year of the tenth grade since the beginning of the semester in which that test date occurs ("mid-term" students may take the CHSPE on the summer date at the end of their first half-year of enrollment in the tenth grade).

There is no limit on the number of times a person may take the CHSPE. State law does not require any applicants to have parental permission to take the CHSPE and does not permit local school officials to require such permission.

The GED and HiSET

The General Educational Development Test and the HiSet tests provide the opportunity for students to earn a high school equivalency credential. The tests are given only to persons who have not graduated from high school and who are 18 years old.

These tests measure important knowledge and skills usually learned during four years of regular high school instruction. There are five subject area tests on the GED Test battery: Writing Skills, Social Studies, Science, Reading Skills and Mathematics. The HiSet test subject area tests are: Reading, Language Arts-Writing; Mathematics, Science and Social Studies. These tests contain questions that require the use of concepts, general knowledge, and thinking skills, and are based on the new Common Core State Standards. Few ask about isolated details, definitions, or specific facts.

More information is available in the counseling office

C0-CURRICULAR ACTIVITIES

A very important part of a student's positive attitude toward high school is due to his/her participation in student activities. All students are encouraged to find an activity or club that is of interest to him/her. This will help students become involved in the high school environment and assist the student in making new friends. Toward meeting this goal, each high school sponsors many co-curricular activities for both girls and boys. Questions regarding these activities should be directed to each school's Athletic Director or the student's Counselor. As required by law, a student must earn a "C" average (2.0) during the grading period prior to the activity in order to be eligible for participation in that co-curricular activity.

Co-Curricular Activities (Transportation cost required for participation in)

Band	Dance/Drill Team	Sand Volleyball	Track
Baseball	Football	Soccer	Vocal Music
Basketball	Forensics	Softball	Volleyball
Cheerleading	Field Hockey	Stunt Cheer	Water Polo
Cross Country	Golf	Swimming	Water Polo
	Lacrosse	Tennis	Wrestling

Activities exempted from transportation costs:

Drama	Journalism	Student Newspaper	Yearbook

Students participating in activities requiring transportation are requested to pay transportation cost. No student will be excluded from participation due to lack of funds.

Cost Schedule*:	1st Activity	$124.00	Maximum cost per student	$250.00
	2nd Activity	$ 71.00	Maximum cost per family	$500.00
	3rd Activity	$ 55.00		

High school athletes who plan to participate on Division 1 college athletic teams need to know the specific course and SAT/ACT test standards to meet NCAA INITIAL ELIGIBILITY REQUIREMENTS. These requirements are different from Conejo Valley Unified School District graduation and college/university admission requirements. Contact coaches, the Athletics Office, and/or the Athletic Director at your school for the most current information. These NCAA requirements are subject to frequent changes. The NCAA Eligibility Center website is http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf

COURSE GRADE CHANGES – AR 5125.3

CVUSD
Administrative Regulation AR 5125.3

Students

Challenging Student Course Grade/Challenging Student Records

Course Grade Changes

Requests for a course grade change must be made within 30 calendar days after the grade is issued. The following procedure shall be complied with when a parent/guardian challenges a student's course grade:

When a student's course grade is challenged, the teacher who issued the grade shall be given an opportunity to state orally, in writing, or both, the rationale for which the grade was given. Insofar as practicable, he/she shall be included in all discussions related to any course grade change. The grade determined by the teacher shall be the final grade for the course unless there exists: (1) clerical or mechanical error, (2) fraud, (3) bad faith, or (4) incompetency. (Education Code 49066)

(cf. 5121 – Grades/Evaluation of Student Achievement)

The site principal or his/her designee receiving a parental request to challenge a student's course grade shall direct the parent/guardian to contact the teacher in an attempt to resolve the problem directly between the parent/guardian and the teacher.

In circumstances where the parent/guardian's request is not resolved by the teacher conference, the parent/guardian will complete a Course Grade Change Request form (obtained from school site) stating the reasons for the appeal and the action sought. The Course Grade Change Request form must be submitted to the site principal.

The site principal will conduct a formal review (hearing) of the request and will ensure that both the parent/guardian and the teacher, at a minimum, are present during the review.

The site principal shall determine if sufficient grounds exist to grant the request to change the student's course grade based on the criteria specified in Education Code 49066, which is noted above.

The principal shall inform the Director of Elementary/Secondary Education, the parent/guardian, and the teacher of his/her decision concerning the requested course grade change.

In circumstances where either the parent/guardian or the teacher are not in agreement with the decision of the site principal, the party will complete a District Level Course Grade Change Request form (obtained from school site) stating the rationale for requesting an appeal of the decision of the site principal and the action sought. The District Level Course Grade Change Request form must be submitted to the Director of Elementary/Secondary Education.

Upon written receipt of an appeal, the Director of Elementary/Secondary Education, acting as the Superintendent's designee shall convene a hearing panel consisting of:

a. The principal of a public school other than the public school at which the student's record is on file.
b. A certificated employee appointed by the president of the Unified Association of Conejo Teachers.
c. A parent/guardian (not employed by the school district) appointed by the Director of Elementary/Secondary Education.

The hearing panel members shall, if possible, not be acquainted with the pupil, the parent/guardian, or the certificated employee whose grade is challenged.

The principal appointed to the hearing panel shall serve as its chairperson.

The hearing panel shall, in closed session, hear the appeal within 30 calendar days of when the District Level Course Grade Change form was submitted to the Office of Elementary/Secondary Education.

Both the parent/guardian and the teacher may be present for the hearing and shall have an opportunity to address the panel.

The proceedings of the hearing shall not be disclosed or discussed by panel members except in their official capacities.

Written findings shall be made setting forth the facts and decisions of the panel, and such findings shall be forwarded to the Director of Elementary/Secondary Education. If the panel determines that sufficient grounds exist to grant the request to change the student's course grade, then the Director of Elementary/Secondary Education shall order the correction of the grade. (Education Code 49070)

The decision of the hearing panel shall be final. (Education Code 49071)

Challenging Student Records

The custodial parent/guardian of any student may submit to the Superintendent a written request to correct or remove from his/her child's records any information concerning the child which he/she alleges to be any of the following: (1) inaccurate, (2) an unsubstantiated personal conclusion or inference, (3) a conclusion or inference outside of the observer's area of competence, (4) not based on the personal observation of a named person with the time and place of the observation noted, (5) misleading, or (6) in violation of the privacy or other rights of the student. (Education Code 49070)

(cf. 5125 – Student Records)

Within 30 calendar days of receiving a request to correct or remove information from a record, the Superintendent or the Superintendent's designee shall meet with the parent/guardian and with the employee (if still employed) who recorded the information in question. The Superintendent shall then sustain or deny the allegations. (Education Code 49070) The Superintendent may appoint a hearing panel to assist him/her in making a decision if the parent/guardian has given written consent to release information from the student's records to the members of the panel. (Education Code 49071)

If the parent/guardian's allegations are sustained, the Superintendent shall order the correction or removal and destruction of the information. (Education Code 49070)

If the Superintendent denies the allegations, the parent/guardian may, within 30 calendar days of the refusal, appeal the decision in writing to the Conejo Valley Unified School District's Board of Education ("Board"). Within 30 calendar days of receiving the written appeal, the Board shall meet in closed session with the parent/guardian and the employee (if still employed) who recorded the information in question. The Board shall then decide whether or not to sustain or deny the allegations. The Board may also convene a hearing panel to assist it in making a decision if the parent/guardian has given written consent to release information from the student's records to the members of the panel. (Education Code 49071)

If the parent/guardian's allegations are sustained, the Board shall immediately order the correction or removal and destruction of the information. (Education Code 49070)

If the decision of the Superintendent or Board is unfavorable to the parent/guardian, the parent/guardian shall have the right to submit a written statement of objections. This statement shall become a part of the student's record. (Education Code 49070)

The decision of the Board shall be final. (Education Code 49070)

Hearing Panel Requirements

A hearing panel may be used at the discretion of the Superintendent or the Board provided that the parent/guardian consents to releasing record information to panel members. (Education Code 49070, 49071)

The hearing panel will include the following members:

a. The principal of a public school other than the public school at which the record is on file.
b. A certificated employee appointed by the president of the Unified Association of Conejo Teachers.
c. A parent (not employed by the school district) appointed by the Superintendent or the Board.

The hearing panel members shall, if possible, not be acquainted with the pupil, the parent/guardian, or the certificated employee who recorded the information.

The principal appointed to the hearing panel shall serve as its chairperson.

Where the hearing panel is convened by the Superintendent, the hearing panel shall, in closed session, hear the request to correct or remove information from a record within 30 calendar days of the date the Superintendent received the request.

Where the hearing panel is convened by the Board, the hearing panel shall, in closed session, hear the appeal within 30 calendar days of the date the Board received the appeal.

Both the parent/guardian and the certificated employee who recorded the information (if still employed) shall be present for the review and shall have an opportunity to address the panel.

Written findings shall be made setting forth the facts and decisions of the panel, and such findings shall be forwarded to the Superintendent or the Board, depending on who convened the panel.
The proceedings of the hearing shall not be disclosed or discussed by panel members except in their official capacities.

The decision of the hearing panel shall be final. (Education Code 49071)

The right to challenge a record becomes the sole right of the student when the student becomes 18 or attends a postsecondary institution. (Education Code 49061)

At the beginning of each school year, parents/guardians shall be notified that the above procedures are available to challenge the content of student records. (Education Code 49063)
(cf. 5145.6 – Parental Notifications) Legal Reference:
EDUCATION CODE
49061 Definitions
49063 Notification of parents of their rights
49066 Grades; change of grade; physical education grade
49070 Challenging content of records
49071 Hearing panel
UNITED STATES CODE, TITLE 20
1232g Family Educational and Privacy Rights Act of 1974

CSBA: (12/91 2/96)

CVUSD: (8/08 10/11) 1/14

HOMEWORK POLICY – BP 6154

CVUSD
Board Policy BP 6154

Instruction

Homework/Makeup Work

Definition

Homework is defined as any work planned or approved by the teacher to be completed by the student outside of the regular classroom.

Philosophy

The Board of Education acknowledges the importance of current research* in developing and implementing homework policies and guidelines that will maximize the effectiveness of homework as a strategy for improving student success.

The overall effectiveness of homework in achieving improved student success is dependent on many variables including the purpose, type, and quantity of homework assigned, the grade level of the student, as well as the role played by teachers, students, and parents in the design, completion, evaluation, and grading of homework.

Purpose

Research has clearly shown that homework has different purposes at different grade levels. Homework for younger students should be designed to develop positive attitudes and work habits while homework for older students should develop or expand content knowledge. Student performance is enhanced by five types of homework:

a. Study skills and habits: Homework assignments designed to improve skills such as concentration, discipline, note taking, reading for understanding, and reading for pleasure.
b. Practice/Review: Homework assignments designed to reinforce material presented in class and/or develop mastery of skills.
c. Preparation: Homework assignments designed to introduce material that will be helpful in understanding future instruction.
d. Skill integration: Homework assignments designed to utilize separately learned skills and concepts and apply them in the completion of a single product such as a book report, science project, or writing assignment.
e. Extension: Homework assignments designed to transfer previously learned skills and concepts to other situations such as making real world and cross-curricular connections.

Guidelines for Quantity and Type of Homework

The research is clear that the effectiveness of homework in improving student performance increases with the age of the child. The research also strongly suggests that the quantity and type of homework assigned must be grade level appropriate. Based on this research, homework should be assigned within the following guidelines.

Grade	Cumulative Minutes/School Day	Types
K	0-10	Study Skills/Habits
1-2	10-20	Study Skills/Habits Practice/Review
3-5	30-50	Study Skills/Habits Practice/Review Skill Integration
6-8	60-90	Practice/Review Preparation Skill Integration Extension
9-12	90-120	Practice/Review Preparation Skill Integration Extension

It is widely recognized that activities such as independent and recreational reading, practicing musical instruments and practice for extracurricular activities are also essential for improving student performance. These types of activities are generally expected to be completed in addition to study skill and content homework.

Responsibilities

A. Teacher

There is substantial evidence that the quality of the homework assigned and teacher response to homework enhance its value in improving student success. While it is not practical or necessary to give in-depth feedback on every homework assignment, teachers should use strategies that will maximize the effectiveness of homework assignments. Therefore, teachers must:

1. Design the homework for one of the appropriate purposes noted above;
2. Assign the homework which is independent practice on skills already taught by the teacher and can be accomplished by the student with no direct support from others.
3. Clearly communicate to the students the purpose, directions, and expectations for all homework assignments;
4. Clearly establish and communicate to parents the general purpose and expectations for homework, and encourage feedback regarding quantity and difficulty of homework;
5. Provide timely and appropriate feedback to students and parents using strategies that will:
    a. acknowledge receipt of the homework;
    b. monitor for completion and accuracy;
    c. give timely feedback on key assignments;
    d. give significant feedback on assignments based on extension, or skill integration.

The Board strongly encourages:

1. Teachers to utilize emerging technologies to improve parent/teacher communication.
2. Teachers to avoid assigning homework over long weekends, holidays, and summer break (with the exception of AP/IB coursework).

B. Student

There is strong evidence that students who complete appropriate homework assignments will demonstrate significant improvement in academic achievement. Therefore, students have a responsibility to develop the discipline and study skills necessary to complete homework on a regular basis. Students must:

1. Have a system for recording homework assignments on a daily basis;
2. Have a clear understanding of the homework assignment before leaving school;
3. Have the books and materials necessary to complete the assigned homework;
4. Allocate an appropriate amount of time daily for the completion of homework;
5. Turn in homework assignments when requested.

C. Parent

Research strongly suggests that parents have an important role to play in providing an opportunity for students to complete homework. However, the research is also clear that parents should not assume responsibility for the actual completion of the student's homework. Therefore, to the extent possible, it is recommended that parents are responsible for providing the following:

1. Time for students to complete homework;
2. A place for students to complete homework;
3. The basic materials needed;
4. The expectation for homework to be completed;
5. The supervision necessary to ensure successful completion of homework;
6. Information to the teacher about homework questions or concerns, and feedback regarding the quantity and difficulty of homework.

Use of Homework for Grading

At the Federal, State, and District level there is an expectation that student performance is to be measured and reported on the basis of clear curriculum content and student performance standards. Therefore, academic grades should be directly based on student performance in mastering approved State and District curriculum standards. Whereas homework is an instructional strategy for improving student success, it may only be used to formally evaluate student performance when it is directly related to the student's mastery of academic curriculum standards.

Makeup Work

Students who miss school work because of an excused absence shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time. (Education Code 48205)

(cf. 5113 - Absences and Excuses)

Students who miss school work because of unexcused absences may be given the opportunity to make up missed work for full or reduced credit. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.

The Governing Board recognizes that homework contributes toward building responsibility, self-discipline and life-long learning habits, and that time spent on homework directly influences students' ability to meet the district's academic standards. The Board expects students, parents/guardians and staff to view homework as a routine and important part of students' daily lives.

The Superintendent or designee shall ensure that administrators and teachers develop and implement an effective homework plan at each school site. As needed, teachers may receive training in designing relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives.

Although it is the student's responsibility to do most homework assignments independently, the Board expects teachers at all grade levels to use parents/guardians as a contributing resource. When Students repeatedly fail to do their homework, parents/guardians shall be notified and asked to contact the teacher.

(cf. 5020 – Parent Rights and Responsibilities) (cf. 6020 – Parent Involvement)

Legal Reference: EDUCATION CODE
48205 Absences for personal reasons
48913 Completion of work missed by suspended student
48980 Parental notifications
58700-58702 Tutoring and homework assistance program; summer school apportionment credit

Management Resources:
SBE POLICIES
Parent Involvement in the Education of Their Children, 1994
Policy Statement on Homework, 1995

*Key Research References used to develop this policy:

Cooper, Harris, The Battle Over Homework, Thousand Oaks: Corwin Press, 2001.

Marzano, Robert; Pickering, Debra; Pollock Jane, Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement, Alexandria: Association for Supervision and Curriculum Development, 2001.

Association of California School Administrators. Curriculum, Instruction and assessment Council of 2006-2007. (2007) Got Homework? As ACSA Policy Position Paper on Homework

Bembenutty, H. (2011) The Last Word. An Interview with Harris Cooper – Research, Policies, Tips, and Current Perspectives on Homework. Journal of Advanced Academics, (22)2, 340-349
Cooper, H.; Robinson, J.; Patall, E. (2008) Parent Involvement in Homework: A Research Synthesis. Review of Educational Research, 78(4), 1039-1101

Jackson, B. (2007) Homework Inoculation and the Limits of Research. Phi Delta Kappan, 89(1), 55-59.

Kohn, Alfie (2006) Abusing Research: The Study of Homework and Other Examples. Phi Delta Kappan, 88(1), 8-22

Marzano, Robert J. and Debra J. Pickering. "Errors and allegations:about research on homework." Phi Delta Kappan 88.7 (2007): 507+ Academic Onefile.

Ramdass, D. & Zimmerman, B.J. (2011) Developing Self-Regulation Skills: The Important Role of Homework. Journal of Advanced Academics, 22(2), 194-218

CSBA: (6/89 2/97) 2/99

CVUSD (5/02 6/09) 5/12

SPECIAL INTEREST AREAS

Academic Honesty – The Board of Education (BP 5131.9) prescribes severe consequences for students who violate the Academic Honesty Policy. These consequences can include removal from a course with a failing grade.

Academic Petition - There are certain subject areas, such as math and language, in which students cannot progress to the next level unless they meet the prerequisite for the course(s). If students do not meet the prerequisites, but think that there are special reasons that should allow them to continue on in the subject, they must file an Academic Petition by the end of the second week of the new semester.

Adult Education courses are available as an option to students in the 10th, 11th, and l2th grades if they are behind in credit requirements or need to repeat a class that was failed. These courses are at the basic or standard level. There is no charge for the course. Sophomores, juniors and seniors may enroll and take electives not available during the regular day program. For more information, please talk to your High School Counselor.

Co-Curricular Participation Grade Point Requirement - A "C" grade point average (2.0) is the minimum required for participation in co-curricular activities. The grade point average is based upon the previous high school grading period (not progress reports) and will include grades in all classes completed. A student must pass at least four (4) classes in a semester to be eligible, regardless of GPA.

11th and 12th Grade Off-Campus Lunch Policy - A lunchtime off-campus policy for 11th and 12th grade students adopted by the Board of Education requires that eligible juniors and seniors meet the following individual criteria:

- 2.0 GPA
- A maximum of 3 period truancies

*Any student not meeting the criteria each semester will lose eligibility for the following semester.

Parents must sign the off-campus application in the presence of school personnel when submitting either an original or reinstatement application. The replacement cost for a lost lunch pass will be five dollars ($5.00).

Career Education Center (Formerly ROP) offers vocational and career technical education classes that can be taken as part of the regular high school program. Certification for an entry-level job skill may be received at the completion of the program.

Summer School - The CVUSD offers summer school programs for:

1. Twelfth (12th) graders who have not met graduation requirements by the end of the 12th grade.
2. Students who need to repeat a required class they failed or wish to raise a grade.
3. The course must be at an accredited high school or University of California approved online provider. **In the case of a University of California approved online provider, both the online provider and course taken must be approved by the University of California.** The course taken must also be for credit toward graduation, a course that cannot fit into the student's schedule and must not be available at CVUSD.

The Conejo Schools Foundation offers a "Go-Ahead" summer school program to students wishing to accelerate their high school coursework. Please log onto the Foundation's website to learn about their program www.conejoschools.org.

CONEJO VALLEY UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL SERVICES DIVISION

504 COMPLIANCE NOTICE
Statement of Non-Discrimination

(CFR Title 34 l04.8 (a) (b))

It is the policy of the Conejo Valley Unified School District to provide equal educational and employment opportunities, and to provide services and benefits to all students and employees without regard to race, color, religion, disability, national origin, gender, marital status, change in marital status, pregnancy, parenthood or other prohibitions. This policy is consistent with numerous laws, regulations and executive orders enforced by various federal, state and municipal agencies, including but not limited to Executive Order 11246, Title 41, part 60-1, 60-2, 60-3, 60-20, Title VI and VII of the 1964 Civil Rights Act, Title IX of the Education Amendments Act of 1972, and Section 504.

Questions or complaints regarding the existence and location of services, activities, and facilities should be addressed to:

Ms. Shauna Ashmore
Section 504 Compliance Officer
1400 East Janss Road
Thousand Oaks, CA 91362
(805) 497-9511 ext 233

A copy of the District's non-discrimination complaint procedures may be obtained from the CVUSD website at www.conejousd.org, and/or each school website.

TITLE IX COMPLIANCE NOTICE

Every school district that receives federal funding is required to designate and/or adequately train at least one employee to coordinate the recipient's Title IX responsibilities. Title IX regulations also require the name and contact information of each Title IX Coordinator be made public by the educational institution. The Conejo Valley Unified School District affirms its commitment to equality of opportunity for all individuals. This commitment requires that no discrimination shall occur regarding admission or access to, or treatment or employment in, any program and activity on the basis of age, race, color, national or ethnic origin, ancestry, citizenship, sex, gender, gender identity, sexual orientation, disability, medical condition, religion, or marital status.

Complaints alleging noncompliance with Title IX can be filed by utilizing the Uniform Complaint Procedures (UCP) as identified in *California Code of Regulations*, Title 5, Sections 4600 et. seq. and Conejo Valley Unified School District Board Policy and Administrative Regulation 1312.3 and should be directed to the Title IX Coordinators.

The Title IX Coordinator for the Conejo Valley Unified School District is:

Mr. Lou Lichtl
Assistant Superintendent of Instruction
1400 East Janss Road,
Thousand Oaks, CA 9l362
(805) 497-9511, Ext. 239

A copy of the District's Title IX complaint procedures may be obtained from the CVUSD website at www.conejousd.org, and/or each school website.