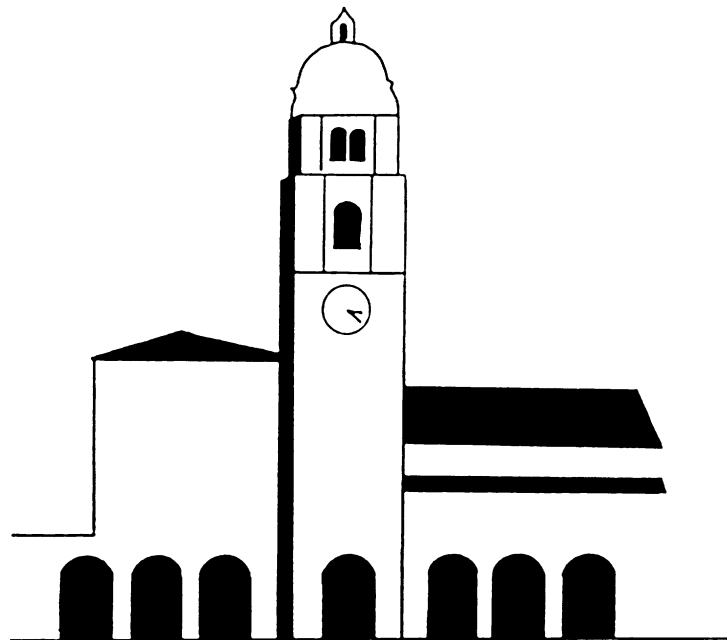


COURSE CATALOG



***Fullerton Joint Union High
School District***

2015 - 2016

FULLERTON JOINT UNION HIGH SCHOOL DISTRICT
Serving Buena Park - Fullerton - La Habra - Lowell Joint

BOARD OF TRUSTEES

Barbara Kilponen, President

Robert N. Hathaway, Clerk

Marilyn Buchi, Member

Andy Montoya, Member

Robert A. Singer, Ph.D., Member

INTERIM SUPERINTENDENT OF SCHOOLS

Ken Stichter, Ed.D.

BUENA PARK HIGH SCHOOL

Jim Coombs, Principal

SONORA HIGH SCHOOL

Adam Bailey, Ph.D., Principal

FULLERTON UNION HIGH SCHOOL

Rani Goyal, Principal

SUNNY HILLS HIGH SCHOOL

Allen Whitten, Principal

LA HABRA HIGH SCHOOL

Karl Zener, Ed.D., Principal

TROY HIGH SCHOOL

Will Mynster, Principal

LA VISTA HIGH SCHOOL
LA SIERRA HIGH SCHOOL

Sandi Layana, Principal

***ASSISTANT SUPERINTENDENT
BUSINESS SERVICES***
Ron Lebs

***ASSISTANT SUPERINTENDENT
EDUCATION AND ASSESSMENT SERVICES***
Sylvia Kaufman, Ed.D.

***ASSISTANT SUPERINTENDENT
HUMAN RESOURCES***
Ed Atkinson, Ed.D.

FULLERTON JOINT UNION HIGH SCHOOL DISTRICT
Serving Buena Park - Fullerton - La Habra - Lowell Joint

BUENA PARK HIGH SCHOOL

8833 Academy Drive (714) 992-8600
Buena Park, CA 90621 Guidance: (714) 992-8642
Website: www.buenaparkhs.org
Principal Jim Coombs
Assistant Principal Hilda Arredondo
Assistant Principal Mary Boules
Assistant Principal Sharon Fera
Counselor Sarah Arciba
Counselor Cindy Chow
Counselor Maggie Gallego
Counselor Tracy Herreros
Dean of Academic Services Regina Taylor
Guidance Technician
ROP Career Guidance Specialist Sarah Arciba
Early College Coordinator Aaron Riekenberg

FULLERTON UNION HIGH SCHOOL

201 East Chapman Avenue (714) 626-3800
Fullerton, CA 92832 Guidance: (714) 626-3855
Website: www.fullertonhigh.org
Principal Rani Goyal
Assistant Principal Marvin Atkins
Assistant Principal Andrea Brumbaugh
Assistant Principal Chris Sweet
Counselor Erin DeFries
Counselor Erin McCarthy
Counselor David McIntosh
Counselor Han Tran
Dean of Academic Services Jady Alexander
Guidance Technician Josefina Polanco
ROP Career Guidance Specialist Han Tran
International Baccalaureate Mark Henderson

LA HABRA HIGH SCHOOL

801 West Highlander Avenue (562) 266-5000
La Habra, CA 90631 Guidance: (562) 266-5032
Website: www.lahabrahighschool.net
Principal Dr. Karl Zener
Assistant Principal Damien Hernandez
Assistant Principal Laura Rubio
Assistant Principal Maureen Stevens
Counselor Vicky Eagleson
Counselor Diana Flores
Counselor Jason Gallego
Counselor Erin Murphy
Dean of Academic Services Melissa Stinson
Guidance Technician Antoneta Vasquez
ROP Career Guidance Specialist Erin Murphy
Heritage of the Americas Diana Giles

LA VISTA HIGH SCHOOL

909 North State College Blvd. (714) 447-5500
Fullerton, CA 92831
Website: www.lvshs.org
Principal Sandi Layana
Assistant Principal Gary Day
Attendance Supervisor Sheryl Holman
Counselor Maria Castro-Villarino
Counselor John Diaz
ROP Career Guidance Specialist Candy Baratelle

SONORA HIGH SCHOOL

401 South Palm Street (562) 266-2000
La Habra, CA 90631 Guidance: (562) 266-2007
Website: www.sonorahs.org
Principal Dr. Adam Bailey
Assistant Principal Carmen Routledge
Assistant Principal Tina Wilde
Assistant Principal Barney Yost
Counselor Brandi Augenstein
Counselor Jennifer Beglin
Counselor Janet Schaad
Counselor John Sullivan
Dean of Academic Services Amalia Ulloa
Guidance Technician Claudia Thrift
ROP Career Guidance Specialist Brandi Augenstein
International Baccalaureate Robin Oliver

SUNNY HILLS HIGH SCHOOL

1801 Warburton Way (714) 626-4200
Fullerton, CA 92833 Guidance: (714) 626-4208
Website: www.sunnyhills.net
Principal Allen Whitten
Assistant Principal Kimberly Corbin
Assistant Principal Chad Freeman
Assistant Principal Shelley Morris
Counselor Kathy Del La Rosa
Counselor Tracey Falletta
Counselor Cindy Moreno
Counselor Beth Thomson
Dean of Academic Services Craig Weinreich
Guidance Secretary Evelyn Casillas
Guidance Technician
ROP Career Guidance Specialist Jennifer Beglin
International Baccalaureate Brian Wall

TROY HIGH SCHOOL

2200 East Dorothy Lane (714) 626-4400
Fullerton, CA 92831 Guidance: (714) 626-4426
Website: www.troyhigh.com
Principal Will Mynster
Assistant Principal Sonje Berg
Assistant Principal Lance Bletscher
Assistant Principal Danielle Kenfield
Counselor Lisa Avila
Counselor Dionne Evans
Counselor Jacquie Morck
Counselor Sarah Seleen
Guidance Technician Carlos Aldaco
IB Coordinator Charlotte Kirkpatrick
Troy Tech Internship Coordinator Laurie Downum
Troy Tech Secretary Ruth Hernandez

LA SIERRA HIGH SCHOOL

951 North State College Blvd. (714) 447-7820
Fullerton, CA 92831
Website: www.lvshs.org
Principal Sandi Layana
Assistant Principal Gary Day
Assistant Principal John Oldenburg
Counselor Brian Cuevas
Counselor Sonia Diaz
Guidance Technician Maria Izurieta
ROP Career Guidance Specialist Sonia Diaz

Preface

Proper planning and well-advised selection of courses best assure high school success. This catalog offers information and assistance to the student and parent to make good planning possible for this year and for succeeding years as well. The subjects required for graduation by both the State of California and the Governing Board of the District provide the basic program. All courses are totally accessible to any handicapped student meeting prerequisites and requesting enrollment in the course.

Discussions with a counselor, guidance technician, parents, teachers, and other students provide useful information on which to base choices among elective courses. Choices need to be made carefully with goals in mind--goals for college entrance, scholarships, immediate job preparation, or vocational training.

Requirements for college and university entrance are listed. The student must consider the various programs which are designed to meet entrance requirements of colleges and universities. These recommended programs provide academic preparation and give the student and family a variety of choices among public and private institutions.

Recommended programs for the student without immediate plans for college provide course work to help entrance into an occupation at graduation. However, the student should plan to keep all options open for later decisions to pursue post-high school education. This is best done by including as many academic and vocational classes as possible in program planning.

Other sections of the course catalog are devoted to descriptions of courses, programs, and experiences, which various departments of the schools offer to address the needs and interests of the students in the communities served by the District. This catalog is designed to provide for planning by each student and is useful many times during the high school years.

TABLE OF CONTENTS

| | PAGE |
|---|------------|
| GENERAL INFORMATION | 1 |
| PLANNING A HIGH SCHOOL PROGRAM | 6 |
| SUMMER SCHOOL 2015 | 7 |
| COMPETENCY REQUIREMENTS..... | 8 |
| GRADUATION REQUIREMENTS | 9 |
| Graduation Standards - General Education and Academic Studies | 11 |
| COLLEGE ENTRANCE REQUIREMENTS..... | 12 |
| COURSE OFFERINGS | |
| Agriculture | 18 |
| Art | 24 |
| Business and Computer Science | 33 |
| English..... | 44 |
| Health Education | 59 |
| Home Economics/Careers and Technology..... | 63 |
| Industrial and Technology Education | 67 |
| Mathematics | 73 |
| Music | 81 |
| Physical Education | 88 |
| Science..... | 92 |
| Social Science..... | 105 |
| Theatre..... | 118 |
| World Language..... | 121 |
| Additional Offerings | 135 |
| Journalism, Publications/Yearbook, Library Experience, Multimedia Tech, Office Assistant, Teacher Assistant, Leadership Techniques | |
| SPECIALIZED PROGRAMS | |
| Agri-Science Academies | 139 |
| AVID | 141 |
| Culinary Academy | 143 |
| Digital Media Academy..... | 144 |
| Early College Collaboration | 145 |
| EPIC Engineering Academy..... | 148 |
| Heritage Humanities Magnet - College Preparatory Program | 151 |
| International Baccalaureate (IB) | 153 |
| iSierra Online Academy..... | 155 |
| Junior Reserve Officers' Training Corps (JROTC)..... | 157 |
| Marketing and Business Academy | 159 |
| Medical Careers Academy | 160 |
| Regional Occupational Program (ROP) | 161 |
| Troy Tech Magnet Program | 165 |
| Visual and Performing Arts Pathways | 168 |
| NONDISCRIMINATION NOTICE..... | 170 |

GENERAL INFORMATION

I. COURSE SELECTION

A Message for the Student:

Selecting appropriate courses that lead toward future goals is important. In planning for college, specific courses must be included to meet entrance requirements. Entering a particular career immediately after high school graduation requires preparation in other courses. After consulting with parents, counselors, guidance technicians, and teachers, a student should take time to make thoughtful final choices.

A. Prerequisites

Many courses have prerequisites. A prerequisite is a requirement that must be met satisfactorily before a student takes a particular course.

B. Repeated Courses

The original grade and the repeat grade will be recorded and included in the grade point average. Units of credit will be granted for repeated courses. If units of credit have been previously earned in the course, then credits for a repeated course shall be deemed elective credits toward graduation and shall not satisfy specific department minimum unit requirements. A student who would like to repeat a course to raise the previously earned grade should check with the guidance office before enrolling. Grades earned in repeated courses are treated differently by various colleges.

C. Honors, Advanced Placement, International Baccalaureate, and Early College Courses

Honors (H): An honors course is a demanding academic course and, therefore, has established prerequisites. Such prerequisites may include required preparatory courses, as well as appropriate performance levels. These requirements are met through an honors testing program for incoming freshmen and performance reviews for currently enrolled students. Honors courses have distinctive features which set them apart from regular high school courses in the same subject. These features include, but are not limited to, extended content and additional workload.

Advanced Placement (AP): AP courses may be offered in subject area(s) approved by the College Board, a national collegiate testing agency, and tested in the AP testing program. The general curriculum for the course is suggested by the College Board and is designed to enable the student to pass the AP examination at the end of each course. Passing such examinations with approved scores may result in college credits being granted.

While AP courses are offered in the same subject areas as the regular curriculum, the AP curriculum may vary from the regular curriculum content since it is developed according to College Board guidelines. In general, AP courses are more specialized and go into greater depth than regular courses in the same subject areas. AP courses are designed for the high school student capable of doing college-level work in particular subject areas while in high school.

International Baccalaureate (IB): For IB information, refer to the specialized program section.

Early College Courses: Qualified students are able to enroll in college courses as part of their traditional day and earn UC/CSU transferrable college credit while meeting their high school graduation requirements.

D. Units of Credit

It is important that final grades and completed units be checked each semester to ensure that satisfactory progress has been made. Five units of credit are earned by passing the semester's work in each class and attending class regularly. A MAXIMUM OF 40 UNITS PER SEMESTER MAY BE APPLIED TOWARD GRADUATION REQUIREMENTS.

A student concurrently enrolled in the Fullerton Joint Union High School District and an outside educational agency may be granted credit toward graduation for the outside experiences, provided the student is enrolled in a minimum day within the District each semester and receives prior approval for each outside experience. Such courses are typically not offered at the local school.

No more than 40 units of credit for outside educational experiences may be applied toward graduation requirements during the student's high school career. Grades earned outside of a regular high school program are exempt from the grade point average.

Regional Occupational Program (ROP) courses are excluded from the 40-unit limitation. Grades for any course offered by the Fullerton Joint Union High School District and ROP grades are included in the grade point average or considered as credit/no credit if so designated.

A student, including non-graduating seniors, may apply a maximum of 15 units of credit per summer toward graduation.

E. Grade Point Average (GPA)

The District GPA is calculated by dividing units of credit by grade points. Five (5) units of credit are normally awarded per semester per class period. Standard grade points are as follows:

A = 4 points, B = 3 points, C = 2 points, D = 1 point, F = 0 points.

Weighted grades are awarded in all honors, AP, and IB courses. Weighted grade points are as follows:

A = 5 points, B = 4 points, C = 3 points, D = 1 point, F = 0 points.

F. Credit/No Credit

The student may, with parent, teacher, and counselor approval, elect credit/no credit grading for a course in accordance with criteria established by the principal of each campus. Once credit/no credit for a course has been agreed upon, the student may not opt for a letter grade. **The deadline to take courses for credit/no credit is the last day of the first and the third quarter.**

NOTE: The University of California and the California State University do not accept credit/no credit grades for courses used to fulfill entrance requirements.

Grade point average (GPA) is computed only for courses which have been assigned letter grades.

G. Schedule Corrections

Student requests for schedule corrections are honored for the following reasons only and must be completed within the first three weeks of the semester:

1. Graduation requirements omitted from schedule.
2. College requirements omitted from schedule.
3. Failing grade in a prerequisite course.
4. Special programs (sports, orchestra, band, ROP, etc.).
5. Courses completed during summer school.
6. Scheduling error.

H. Deadline to Drop a Class

The deadline to drop a class without receiving a grade of "F" is the end of the third week of each semester. Changing levels within a course does not constitute dropping a class.

II. STUDENT ACADEMIC GRADE LEVEL CLASSIFICATION

The academic grade classification of a student indicates the student's progress toward meeting unit requirements for graduation, and students at risk of retention.

- | | | |
|----------------|---|---|
| Ninth Grade | - | satisfactory completion of course work amounting to fewer than 55 cumulative units. |
| Tenth Grade | - | satisfactory completion of at least 55 cumulative units of course work. |
| Eleventh Grade | - | satisfactory completion of at least 110 cumulative units of course work. |
| Twelfth Grade | - | satisfactory completion of at least 160 cumulative units of course work. |
- A. The annual academic grade classifications of each student will normally be determined before the opening of school or at the time of initial enrollment.
 - B. Written notification will be provided to the parents of guardians of each student whose academic grade classification does not change as of the opening of school.
 - C. Notwithstanding the terms of this regulation, student participation in interscholastic athletics shall be governed by the Constitution and Bylaws of the California Interscholastic Federation.

III. ATTENDANCE

- A. All persons under 18 years of age who have not graduated from high school are required by State law to attend school.
- B. The student is expected to attend each scheduled class promptly and regularly. Regular attendance in all classes is one of the greatest contributing factors to success in school. Absences should be avoided.
- C. Absences must be cleared within three (3) school days.

- D. Truancy may result in the student's failure to earn full units, failure to earn a passing grade, or removal from class. **For each three (3) days of unexcused absences within a semester, a student will fail to earn one (1) unit of class credit.**

IV. HOMEWORK

The Fullerton Joint Union High School District believes that homework is an essential part of the high school educational experience. The teacher is responsible for determining and assigning appropriate homework. The student is responsible for meeting the homework standards established by the teacher and will be held accountable for the quality and completion of assigned homework. Parents are urged to encourage and support the student's efforts, but the actual work must be done by the student.

V. GUIDANCE PROGRAM AND SERVICES

The guidance department is an integral part of the overall school system. The department not only works with students but with teachers, parents, and community resources.

The services listed below are provided.

- A. Counseling and guiding students in the development of a four-year educational program through the following:
1. Student and parent conferences;
 2. College and academic planning meetings;
 3. Group meetings emphasizing college and career goals; and
 4. Appropriate enrollment in courses required for graduation.
- B. District special education support systems, including speech and language therapists, psychologists, and other personnel as required by a student's Individualized Education Program (IEP).

VI. CAREER-TECHNICAL EDUCATION OPPORTUNITIES

Career-technical classes offer all students the opportunity to explore career interests, match personal preferences to suitable career choices, and reinforce academic skills through their real world applications. The classes also allow students to acquire skills that can lead to well paying jobs that can help finance college tuition or other post-secondary training. Career-technical education opportunities are available to all students without regard to race, color, religious preference, national origin or ancestry, marital status, gender, sexual orientation, mental or physical disability, or economic status. Career-technical education opportunities include, but are not limited to, all courses offered within the District's agriculture, business education, home economics, and vocational/technical education departments and courses offered by the North Orange County Regional Occupational Program (NOCROP).

VII. MINIMUM DAY FOR ALL STUDENTS

All ninth, tenth, and eleventh grade students are to be enrolled in six (6) classes each semester. A student in special education may be exempt if the Individual Education Program (IEP) calls for a minimum school day. Twelfth grade students who are on track for graduation day may be allowed to take a minimum of five (5) classes each semester. Enrollment in one ROP course or a community college course may be included in the minimum of five courses.

VIII. COMMUNITY COLLEGE SPECIAL ADMIT CLASSES

With the principal/designee's approval (on a Special Admit), a student may concurrently enroll in community college courses that are not offered on the high school campus. Credits earned at the community college are not posted on the high school transcripts.

PLANNING A HIGH SCHOOL PROGRAM

In working out a program, the student should plan ahead for the four years in high school. Long-range goals, such as getting a job, attending a community college, or going to a four-year college, should be established. Programs should be based on these goals. In addition to the District graduation requirements, the student should check for any additional requirements necessary to meet post-high school goals.

- A. If the goal is a four-year college program, the recommended requirements for the California State University/University of California systems should be pursued. (See page 13.) These requirements are minimum entrance requirements. In many cases, the student will need to exceed these requirements in order to be admitted.
- B. If the student's intention is to go to work or enter vocational training at a community college or private school after graduation from high school, the student should select courses appropriate to career/technical goals.
- C. If the student is planning to attend a community college for vocational or technical training, the student would benefit from including as many of the courses recommended in the category for the four-year college program as the student's schedule permits.
- D. Summer school should be part of the student's planning throughout the high school years. When considering a program for the next year, the student should look at the possibility of taking a summer school course. The student will find that taking a summer school course allows greater flexibility in the regular school schedule and increases the opportunity to take additional courses.

SUMMER SCHOOL 2015

In planning a course of study for the 2015/16 school year, the student should consider the course opportunities in the Fullerton Joint Union High School District Summer School Program. Participation at any campus is open to any District student who may select courses from the required and elective offerings listed below. The student will not be granted more than a total of 15 units of credit per summer in any combination of District, Regional Occupational Program (ROP), or outside educational program. **Students who have lost one or two units of credit in a required (not elective) course due to non-attendance are encouraged to make up the units and will be referred to a district unit recovery program during the school year.**

The 2015 Summer School Program consists of two sessions of four weeks each. Each session is equivalent to one semester. The first session is scheduled from **June 1 – June 25, 2015**. The second session is scheduled from **June 29 – July 23, 2015**.

The following courses will be offered at each high school campus or as noted. It is important to obtain information about possible exceptions to these offerings from your local school. **A course will be taught only if it has sufficient enrollment.** If a course is not taught on a student's home campus, the student should check its availability on other campuses. Priority will be given to students at the home school.

ART

Drawing & Painting (SO, SH)

COMPUTER SCIENCE

Computer Application and Technology 1
Lab class offered to meet computer competency requirement

ENGLISH

English 1 - Repeat only
English 2 - Repeat only
English 3 - Repeat only

WORLD LANGUAGE

Spanish 1 (SH)
Spanish 2 (SH)

HEALTH EDUCATION

Health Education

MATHEMATICS

Algebra 1
Geometry
Algebra 2
Pre-Calculus (BP, LH, SH)

SCIENCE

Biology (BP, FU, LH, SH, TR)

SOCIAL SCIENCE

American Government (BP, LH, SH, TR)
Economics (BP, LH, SH, TR)
Economics-H (FU)
U.S. History
World History

ENGLISH LANGUAGE DEVELOPMENT (ELD)

Language Enrichment

MANDATED PROGRAMS

Special Education
Competency Remediation
Non-graduating seniors

The North Orange County Regional Occupational Program also offers a number of summer courses, both on- and off-campus. Many students choose the summer to meet the computer competency requirement, enroll in classes that make it possible to earn credit while working, or take subjects of interest for which they have no time during the school year. See your Career Guidance Specialist for more information.

The Special Education session is scheduled from **June 1, 2015 – July 9, 2015** at Buena Park, Fullerton, La Habra, Sonora, and Troy High Schools.

(BP) = Buena Park
(FU) = Fullerton

(LH) = La Habra
(SO) = Sonora

(SH) = Sunny Hills
(TR) = Troy

COMPETENCY REQUIREMENTS

A. CAHSEE

Students must pass both sections of the CAHSEE in order to receive a diploma from a public high school in the state of California.

B. Computer

The student must fulfill the District Computer Competency requirement by successfully completing one of the options listed below. The District Computer Competency requirement has four practical demonstration portions. The student must pass all four parts of the examination in order to meet the computer competency requirement. The practical demonstration portions of the test require the student to input data and generate reports using word processing, Internet/e-mail; Powerpoint and Excel.

1. The computer competency examination is administered at each school. Students choosing to challenge the computer competency exam, in lieu of taking the computer applications class, must challenge the computer competency exam no later than the spring semester of their junior year. All seniors, who have not passed the computer competency exam by the beginning of their senior year, will be placed in a computer applications class.
2. Selected ROP classes may fulfill the requirement.
3. Component junior high/middle/intermediate school districts may administer the Fullerton Joint Union High School District Computer Competency Examination at the conclusion of a computer course. Passing the examination in the junior high/middle/intermediate school fulfills the high school computer competency graduation requirement.

GRADUATION REQUIREMENTS

I. OBJECTIVES

The Fullerton Joint Union High School District graduation requirements are designed to:

- A. Ensure proficiency in basic skills.
- B. Provide a common base of general education.
- C. Encourage academic excellence and participation in enrichment studies.
- D. Comply with the codes of the State of California.

II. GENERAL REQUIREMENTS FOR GRADUATION

- A. The student shall attend eight semesters, grades nine through twelve.
- B. The student shall enroll in and satisfactorily attend a minimum of five classes in each of the final two semesters.
- C. The student shall satisfactorily complete a minimum of 40 units in the final two semesters.
- D. Students must pass both sections of the CAHSEE in order to receive a diploma from a public high school in the state of California.
- E. The student shall complete a minimum of 217.5 units.

III. SPECIFIC REQUIREMENTS

- A. The student shall satisfactorily complete a minimum of 217.5 units.

- B. English

The student shall satisfactorily complete a minimum of 40 units of English. The sequence of courses shall be English 1, 2, 3, and 4 or two additional semesters of English electives. A maximum of 20 units of ELD 2 or above course work may be applied toward meeting the FJUHSD English graduation requirement.

- C. Social Science

The student shall satisfactorily complete a minimum of 30 units of social science. The sequence of courses is 10 units of World History; 10 units of United States History, eleventh grade; and 5 units of American Government and 5 units of Economics, twelfth grade.

- D. Science

The student shall satisfactorily complete a minimum of 20 units of science including 10 units of a life science and 10 units of a physical science.

- E. Mathematics

The student shall satisfactorily complete a minimum of 30 units of mathematics. The sequence of courses shall generally be Algebra 1, Geometry, and Algebra 2 (or their equivalent). Algebra 1 satisfactorily completed in junior high may exempt a student from

Algebra 1; however, the 30-unit requirement shall remain unchanged. Courses shall be taken continuously until the student has successfully completed 30 units of mathematics.

All students must pass the mathematics section of the California High School Exit Exam (CAHSEE) and satisfy the Algebra 1 requirement.

F. Visual/Performing Arts/World language

The student shall satisfactorily complete a minimum of 10 units in either visual/performing arts (art, dance [after 20 credits of physical education are completed], theatre, music, and floriculture) or world language.

G. Health Education

The student shall satisfactorily complete 2.5 units of health education.

H. Physical Education

The student shall satisfactorily complete a minimum of 20 units of physical education. The sequence of enrollment is grades nine and ten.

IV. VARIANCES

The student who wishes to deviate in any way from the established general graduation requirements shall submit for prior approval a petition stating an alternate plan. The petition must be reviewed by the parent(s) and the counselor. Recommendations shall be submitted to the principal for final approval. Satisfactory scores on the computer competency examinations are not subject to variance except as provided in an Individualized Education Program (IEP) developed for an individual with exceptional needs.

GRADUATION STANDARDS

| COURSE AREAS | GRADUATION REQUIREMENT | TOTAL UNITS |
|------------------------|--|-------------|
| English | 4 years (the sequence of courses is English 1, 2, and 3, and 10 additional units of English electives) | 40 |
| Social Science | 3 years (the sequence of courses is 10 units of World History, 9 th or 10 th grade; 10 units of United States History, 11 th grade; 5 units of United States Government and 5 units of Economics, 12 th grade) | 30 |
| Mathematics | 3 years (1 year must be earned in Algebra 1 or higher course) | 30 |
| Science | 2 years (including 10 units of a life science and 10 units of a physical science, both laboratory courses) | 20 |
| World language | | 10 |
| Visual/Performing Arts | 1 year world language or visual/performing arts | |
| Health Education | 1/4 year | 2.5 |
| Physical Education | 2 years | 20 |
| Elective Courses | 6 ½ years | 65 |
| TOTAL UNITS REQUIRED | | 217.5 |

COLLEGE ENTRANCE REQUIREMENTS

These requirements are minimum entrance requirements. In many cases, the student needs to exceed these requirements in order to be admitted.

I. ADMISSION TO THE UNIVERSITY OF CALIFORNIA AS A FRESHMAN

A. Subject Requirements

To satisfy the Subject Requirements, a student must have completed the high school courses listed below during grades nine through twelve. This sequence of courses is also known as the "a-g" subjects or requirements. (A one-year course is equal to one unit; a one-semester course is equal to one-half unit.) **These classes must be completed with a minimum grade of "C" both semesters.**

Fifteen of these required units must have been earned in academic or college preparatory classes as specified and defined below. Also, at least seven of the fifteen units must have been earned in courses taken during the last two years of high school.

- a. History/Social Science 2 years required

Two years required, including one year of U.S. history or one-half year of U.S. history and one-half year of civics or American Government; and one year of world history, cultures, and geography.

- b. English 4 years required

Four years of college preparatory English that include frequent and regular writing and reading of classic and modern literature.

- c. Mathematics 3 years required, 4 recommended

Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.

- d. Laboratory Science 2 years required, 3 recommended

Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology (which includes anatomy, physiology, marine biology, aquatic biology, etc.), chemistry, and physics.

- e. Languages Other than English 2 years required, 3 recommended

Two years of a language other than English.

- f. Visual and Performing Arts 1 year required

One year, including dance, theatre, music, and/or visual art.

- g. College Preparatory Electives 1 year required

One year of college preparatory coursework.

Courses Satisfying the "g" Requirement

History and English: Elective courses that fit the general description in item "g" (College Preparatory Electives) are acceptable. Advanced Speech, Debate, Journalism, or Advanced Journalism may meet the "g" requirement. The student should consult with a counselor for specific courses that meet the "a-g" requirements.

Advanced Mathematics: Trigonometry, linear algebra, pre-calculus (mathematical analysis), calculus, statistics, computer science, and similar courses are acceptable. Courses containing significant amounts of material from arithmetic or consumer or business mathematics are not acceptable.

Laboratory Science: Courses in the biological and physical sciences are acceptable. A general science (UC approved) course taken in the ninth grade, as preparation for a laboratory science course, is an acceptable elective. However, the course cannot be used to satisfy the item "d" (Laboratory Science) requirement (for example, earth science and veterinary science).

World language: Elective courses may be in either the same language used to satisfy the "e" requirement or in a second world language. If a second language is chosen, however, at least two years of work in that language must be completed.

Social Science: Elective courses that fit the general description in item "g" (College Preparatory Electives) are acceptable. In addition, these courses should serve as preparation for lower division work in social science at the university. Courses of an applied, service, or vocational nature are not acceptable. The student should consult with a counselor for specific courses that meet the "a-g" requirements.

Visual/Performing Arts: Elective courses in visual/performing arts should enable the student to understand and appreciate artistic expression and to talk and write with discrimination about the artistic material studied. Courses devoted to developing creative artistic ability and courses devoted to artistic performance are acceptable. Courses that are primarily recreational are not acceptable. Only yearlong courses or sequences will be acceptable.

B. Scholarship Requirements

On the student's application for admission, the self-reported grade point average will include all classes taken to satisfy the "a-g" course requirements. In calculating an applicant's grade point average for admission, the University will use only the grades earned in the "a-g" courses (described above) taken in grades ten and eleven. These grades are counted as follows:

A = 4 points, B = 3 points, and C = 2 points.

The University encourages the student to take demanding, advanced academic courses in high school. Accordingly, the grade earned in up to four units of work in courses that are (1) certified by the university as offered at an honors level and (2) taken during the last three years of high school are given extra weight in computing the grade point average for admission. Extra weight may be granted in a maximum of eight semesters of course work.

(A unit is equivalent to a one-year high school course.) Grades in honors courses are counted as follows:

A = 5 points, B = 4 points, and C = 3 points.

A minimum grade point average of 3.0 in the "a-g" course requirements is required for admission to the University of California.

To be counted, these grades must have been earned in honors courses in art, computer science, history, English, advanced mathematics, laboratory science, or world language. Courses in these subjects, which are designed to prepare the student for the Advanced Placement Examinations of the College Board and International Baccalaureate courses, are examples of honors courses.

NOTE: In the context of this requirement, "certification" of honors courses means the process followed in the usual articulation agreements between high schools and the University of California. This requirement pertains only to the grade point averages used by the University for the admission of freshman applicants.

1. Subject Deficiencies

Any "a-g" subject deficiencies due to D or F grades or to omission may be cleared in either a high school or community college summer session including the summer session immediately prior to enrollment at the University. Deficiencies may also be cleared by submitting appropriate scores from College Board SAT II Subject Tests or Advanced Placement Tests.

2. Repeated Courses

Any "a-g" subjects in which a student received a grade of D or F may be repeated once. The repeated grade(s) will be used in the calculation of the grade point average to determine admission eligibility. Students repeating courses with a "C" or better, will not count towards eligibility.

3. D or F Grades

Grades of D or F in "a-g" subjects may be validated in one of two ways. First, the course may be repeated and passed with a satisfactory grade, as explained above under Repeated Courses. Second, in the sequential areas of world language, and specific mathematics courses, an advanced-level course successfully completed with a grade of C or higher validates the previous course. In this case, the original D or F grade is averaged with the subsequent C, B, or A in computing the grade point average for admission.

C. Examination Requirements

Students must submit scores on an approved core test of mathematics, reading, and writing. Taking either of the tests listed below can satisfy this examination requirement:

- The SAT: Reasoning Test (critical reading, mathematics, and writing); or
- The ACT exam plus the new ACT writing test.

Scores will be considered if students submit Subject Test scores. SAT Subject Tests are not required but highly recommended. Please check with the college for entrance requirements.

Students are strongly advised to complete all testing requirements by October of their senior year.

II. ADMISSION TO THE CALIFORNIA STATE UNIVERSITY AS A FRESHMAN

These requirements are minimum entrance requirements. In many cases, the student needs to exceed these requirements in order to be admitted.

A. Subject Requirements

The California State University Board of Trustees has adopted a comprehensive pattern of collegiate preparatory subjects as an element of the admission requirements.

The subject requirements ("a-g") are:

- a. 2 years of U.S. History or U.S. History and Government and Social Science
- b. 4 years of English (including no more than 1 year of Advanced ESL/ELD)
- c. 3 years of Mathematics (including Algebra 1, Geometry, and Algebra 2), 4 years recommended
- d. 2 years of Laboratory Science (including one Life Science & one Physical Science), 3 years recommended
- e. 2 years of World language, 3 years recommended
- f. 1 year in the Visual/Performing Arts
- g. 1 year of approved electives

Students must complete the above "a-g" courses with a minimum grade of "C" or better.

Other requirements include:

-Graduation from high school
-An eligibility index that places applicants among the top one-third of California's public high school graduates.

B. Scholarship Requirements

1. An overall grade point average of 3.0 or better in all "a-g" classes taken in tenth, eleventh, and twelfth grade qualifies the student. However, some CSU campuses are impacted and some majors are impacted at selected campuses therefore, the student may be required to have a grade point average well above the 3.0 minimums.
2. A grade point average in "a-g" classes below 2.0 eliminates the student.
3. The student with an "a-g" grade point average between 2.0 and 2.99 must score high enough on the SAT: Reasoning Test or the ACT to be eligible to apply. The lower the grade point average, the higher the required test result. The CSU system uses an Eligibility Index to determine admission. California residents must have a minimum index of 2900 using the SAT: Reasoning Test scores of 694 using the ACT composite score.
Please note, you may be required to have a higher Eligibility Index score for impacted majors and impacted CSU campuses.

Using SAT scores: Eligibility Index = (GPA x 800) + SAT Total

Using ACT scores: Eligibility Index = (GPA x 200) + (10 x ACT composite score)

GPA used is in all approved "a-g" courses taken in tenth, eleventh, and twelfth grades, not counting JROTC and physical education classes.

4. Honors courses - Grades in up to eight semester courses, taken in the last two years of high school, that are designated honors courses in approved subjects receive additional points in grade point average calculations. Each unit of A in an approved course receives a total of 5 points, B = 4 points, C = 3 points, D = 1 point, and F = 0 points.

C. Examination Requirements

An applicant is required to take either the SAT: Reasoning Test or the ACT test. Taking either of the tests listed below can satisfy this examination requirement:

- The SAT: Reasoning Test (critical reading, mathematics, and writing); or
- The ACT exam.

The CSU system will not be using the writing sub score as part of the admission process.

Students are strongly advised to complete all of examination requirements by October of their senior year.

III. **ADMISSION TO THE COMMUNITY COLLEGE AS A FRESHMAN**

A. Subject Requirements

There are no specific subject requirements. Any student may be admitted who is either a high school graduate or 18 years of age, or who shows sufficient ability to profit by further education.

B. Grade Requirements

No specific grade point average is required for admission.

C. Examination Requirements

The student must complete a community college placement test before registering for more than six units. Test results are used in placing the student only, and admission to the college does not depend upon them. Neither the SAT nor the ACT is required for admission to community colleges.

IV. **ADMISSION TO PRIVATE AND OUT-OF-STATE UNIVERSITIES**

There are many opportunities offered for higher education in California and other states. Students should study the catalogs that are available at their school site. Students should also attend the on-campus meetings with representatives from many of these colleges who visit the school each fall and visit the school's websites. Sign-up sheets to attend these meetings are located in Guidance Office or the Career Center.

ENTRANCE REQUIREMENTS

A. Subject Requirements

The subject requirements of the private colleges vary, but a student who has taken the college courses required for the University of California is eligible for admission to most other colleges. However, highly selective private colleges will expect a minimum of four academic subjects each year, high test scores, and participation in extracurricular activities.

B. Test Requirements

Most private colleges require the SAT: Reasoning Test or the ACT. Many colleges will only accept the SAT: Reasoning Test or the ACT **plus** the ACT writing test. Some private colleges also require the SAT: Subject Tests. The student should consult the college catalog, talk with a counselor for specific information, or visit college websites.

C. Grade Requirements

There is some variation in the scholastic averages required for admission to the private colleges. Most colleges require a B average or better, but some will admit a student with a somewhat lower grade point average.

V. COLLEGE ATHLETIC ADMISSION

Division I and II Initial-Eligibility Requirements

Core Courses

- NCAA Division I and II require 16 core courses
- NCAA Division I will require 10 core courses to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become “locked in” at the seventh semester and cannot be retaken for grade improvement.
- *Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to complete.*

Test Scores

- Division I uses a sliding scale to match test scores and core grade-point averages (GPA).
- Division II requires a minimum SAT score of 820 or an ACT sum score of 68.
- 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 list of NCAA courses will be used in the calculation of the core GPA. Use the list as a guide.
- Division I students enrolling full time before August 1, 2016, should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year.
- Division I GPA required to receive athletics aid and practice on or after August 1, 2016, is 2.000 (corresponding test-score requirements are listed on Sliding Scale B).
- The Division II core GPA requirement is a minimum of 2.000.
- Remember, the NCAA GPA is calculated using NCAA core courses only.

| DIVISION I 16 Core Courses | DIVISION II 16 Core Courses |
|---|--|
| 4 years of English 3 years of mathematics (Algebra I or higher) 2 years of natural/physical science (1 year of lab if offered by high school) 1 year 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) | 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) |

COURSE OFFERINGS

AGRICULTURE

Introduction

Agriculture provides the student with opportunities to develop an understanding of California's largest industry. California is the foremost agricultural state in the United States and offers many employment opportunities. Student learning is developed through classroom and outdoor activities where the student experiences agriculture with a "hands-on" approach.

Possible Career Objectives for the Student with Agriculture Training

Advertising/Marketing Manager
Agricultural Appraiser
Agricultural Computer Programmer
Agricultural Consultant
Agricultural Instructor
Animal Geneticist/Reproductive Specialist
Animal Nutritionist

Fair Manager
Fish and Wildlife Management
Floral Designer
Food Processing
Food Product Developer
Golf Course Superintendent
Greenhouse/Nursery Manager
Landscape Architecture

Meat Buyer
Pest Control Advisor
Produce Buyer
Soil Scientist
Veterinarian
Veterinary Technician
Wildlife Manager

COURSE OFFERINGS

| | Course Title | Crs No | Length | Grade | Prerequisite/ Recommended | Location | | | | | | |
|----------|--|--------|-------------------|-------|--|----------|----|----|----|----|----|--|
| | | | | | | BP | FU | LH | SO | SH | TR | |
| * | AGRICULTURE SCIENCE 2 | 122 | Year | 10-12 | None | | x | | x | | | |
| *4 | AGRICULTURAL ECONOMICS | 124 | Year | 11-12 | One year of an agriculture course | x | x | x | x | x | | |
| | SMALL ENGINES | 125 | Year | 9-12 | None | | | | x | | | |
| | AGRICULTURE CONSTRUCTION TECHNOLOGY 1 | 136 | Year | 9-12 | None | | | | x | | | |
| | AGRICULTURE CONSTRUCTION TECHNOLOGY 2 | 418 | Year | 9-12 | Agriculture Construction Technology 1 | | | | x | | | |
| x | AGRICULTURE CONSTRUCTION TECHNOLOGY 3 | 419 | Year | 10-12 | Agriculture Construction Technology 2 | | | | x | | | |
| *** | ADVANCED AGRICULTURE CONSTRUCTION TECHNOLOGY 4 | 423 | Year | 10-12 | | | | | x | | | |
| *** 3 | ART AND HISTORY OF FLORAL DESIGN | 137 | Semester/ Year | 9-12 | None | x | x | x | x | x | | |
| 2** | AGRICULTURAL BIOLOGY | 135 | Year | 9-12 | Algebra 1 or equivalent or Department Recommendation | x | x | x | x | x | | |
| *2 | VETERINARY SCIENCE | 131 | Year | 11-12 | Biology or Agriculture Science 2 or Agricultural Biology or Teacher Recommendation | x | x | x | x | x | | |
| | ROP FLORAL DESIGN | 058 | Open Entry | 9-12 | | | x | | | | | |
| 1* | AGRICULTURE EARTH SCIENCE | 126 | Year | 9-10 | Algebra 1 or concurrent enrollment and Teacher Recommendation | x | x | x | x | x | | |
| | METAL TECHNOLOGY FOR AGRICULTURE 1 | 411 | Year | 9-12 | None | | | x | x | | | |
| x | ADVANCED METAL TECHNOLOGY FOR AGRICULTURE 2 | 421 | Year | 10-12 | Metal Technology for Agriculture 1 | | | x | x | | | |
| x | INTRODUCTION TO ORNAMENTAL HORTICULTURE | 128 | Semester/ Year | 9-12 | None | x | | | | x | | |

* Approved for UC "g" requirement.

** Approved for UC "d" requirement.

*** Approved for UC "f" requirement.

1 This course satisfies the FJUHS physical science graduation requirement.

2 This course satisfies the FJUHS life science graduation requirement.

3 This course satisfies the FJUHS visual/performing arts graduation requirement.

4 This course satisfies the FJUHS general education economics graduation requirement and UC "g" and CSU "a"

x This course may be repeated for credit.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|---------------------|---------------|--------------|---------------------|-----------------|
|-----------------|---------------------|---------------|--------------|---------------------|-----------------|

| | | | | | |
|------------|-------------------------------|-------------|--------------|-------------|-----------------------------|
| 122 | AGRICULTURE SCIENCE 2* | Year | 10-12 | None | Fullerton Sonora |
|------------|-------------------------------|-------------|--------------|-------------|-----------------------------|

Agriculture Science 2 is a laboratory course dealing with the basic life functions of plants and animals. The course focuses on the principles of the scientific method, plant and animal reproduction, heredity, life support systems, and humans' relationship to the agricultural environment. The student will be involved in an agriculture project as a "hands-on" activity. Participation in FFA activities is an integral part of this course. This course satisfies the Biology graduation requirement. This course satisfies the UC "g" requirement. See listing under Science.

| | | | | | |
|------------|--------------------------------|-------------|--------------|--|---|
| 124 | AGRICULTURAL ECONOMICS* | Year | 11-12 | One year of an agriculture course | Buena Park Fullerton La Habra Sonora Sunny Hills |
|------------|--------------------------------|-------------|--------------|--|---|

Agricultural Economics focuses on the vast business structure that comprises California's largest industry. It will include for the student a thorough understanding of the economics, marketing, management, government services, and international implications of this state's agriculture industry. Participation in the FFA organization and hands-on projects are integral parts of the class. This course satisfies the general education economics graduation requirement. See listing under Social Science.

| | | | | | |
|------------|----------------------|-------------|-------------|-------------|---------------|
| 125 | SMALL ENGINES | Year | 9-12 | None | Sonora |
|------------|----------------------|-------------|-------------|-------------|---------------|

Small Engines is a hands-on course dealing with the operating principles of the gasoline four-stroke engine and compact diesel engines. The course will focus on selecting engine repairs parts, service and maintenance, use and function of repair tools, fuels and lubricants, storage, and engine performance. Participation in the FFA organization and hands-on projects are integral parts of the class.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|---|---|---------------|--------------|--|-----------------|
| 136 | AGRICULTURE CONSTRUCTION TECHNOLOGY 1 | Year | 9-12 | None | Sonora |
| <p>This course is designed to introduce to the student basic hands-on shop skills in the following areas: welding (both oxyacetylene and electric), electricity and electronics, metal fabrication, plumbing, concrete and masonry, small gas engines, hydraulics, wood working, tool repair, painting, project planning and tool identification. The basic skills acquired by the student taking this class will benefit him/her throughout their life regardless of career choice. Participation in the FFA organization and hands-on projects are integral parts of this class.</p> | | | | | |
| 418 | AGRICULTURE CONSTRUCTION TECHNOLOGY 2 | Year | 9-12 | Agriculture Construction Technology 1 | Sonora |
| <p>Agriculture Construction Technology 2 introduces the student to the study of tools, materials, and processes used in the wood technology industry. Major emphasis for the student enrolled in this class is the safe operation of woodworking hand tools, power tools, machines, and the laboratory facility. Exploration of career opportunities and the development of a career plan will be taught as it relates to the career interest of the student and his/her "learn-by-doing" activities associated with the FFA, which is an integral part of the class.</p> | | | | | |
| 419 | AGRICULTURE CONSTRUCTION TECHNOLOGY 3 | Year | 10-12 | Agriculture Construction Technology 2 | Sonora |
| <p>Agriculture Construction Technology 3 is an advanced course in wood technology that emphasizes the further development of tool and machine skills. Topics include, but are not limited to, cabinet making, wood-finishing, wood turning, construction basics and furniture making. The student will actively participate in the safe operation, maintenance, and management of the laboratory. Attention is given to enhancing skill, accuracy, judgement, and over-all craftsmanship. Continued work on the student's career plan based on the interest of the student and their involvement in the "learn-by-doing" activities of the FFA, which will continue to be an integral part of the class.</p> | | | | | |
| 423 | ADVANCED AGRICULTURE CONSTRUCTION TECHNOLOGY 4 | Year | 10-12 | Agriculture Construction Technology 3 | Sonora |
| <p>The Advanced Agriculture Construction Technology 4 student learns about the tools, materials and tasks found on a typical work site while participating as a member of a class construction crew. The course will include the "how to" of building walks, foundations and footings of concrete; the skills of rough plumbing and rough electrical wiring; the methods for estimation, layout and fabrication of rough and finish carpentry; and the installation of exterior finish work. The student will also be responsible for learning and using safety rules and equipment and interpreting building code requirements from the Universal Building Code. This course may be repeated for credit.</p> | | | | | |

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|---|---------------------------|--------------|---------------------|---|
| 137 | ART AND HISTORY OF FLORAL DESIGN *** | Semester/ Year | 9-12 | None | Buena Park Fullerton La Habra Sonora Sunny Hills |

Art and History of Floral Design gives the student a practical look at the floriculture industry in California. The major emphasis will be on floral design principles and floral construction. Culture, care, and processing of floral crops will be included. Participation in the FFA organization and hands-on projects are integral parts of this course. The course is designed to lay the foundation for entry-level positions in the floriculture industry or as a prerequisite for the advanced class. This course satisfies the fine arts graduation requirement. See listing under Art.

| | | | | | |
|------------|--------------------------------|-------------|-------------|---|---|
| 135 | AGRICULTURAL BIOLOGY ** | Year | 9-12 | Algebra 1 or equivalent or Department Recommendation | Buena Park Fullerton La Habra Sonora Sunny Hills |
|------------|--------------------------------|-------------|-------------|---|---|

Agricultural Biology is a laboratory science course, designed for the college-bound student that deals with the life functions and interrelationships of plants and animals. The course focuses on growth and reproduction, genetics, animal behavior, animal and plant taxonomy, nutrition, health and diseases, and the ecological relationship among plants, animals, and humans. The student will be involved in an agriculture project as a "hands-on" activity. Participation in FFA activities is an integral part of this course. Agricultural Biology satisfies the FJUHS life science graduation requirement, UC "d" and/or "g" requirements. See listing under Science.

| | | | | | |
|------------|----------------------------|-------------|--------------|--|---|
| 131 | VETERINARY SCIENCE* | Year | 11-12 | Biology, Agriculture Science or Agriculture Biology or Teacher recommendation | Buena Park Fullerton La Habra Sonora Sunny Hills |
|------------|----------------------------|-------------|--------------|--|---|

Veterinary Science provides a study of anatomy and physiology of small and large animals; proper health maintenance; sanitation; and the symptoms, treatment, and prevention of common diseases. Course work will include animal nutrition, safe handling and restraint, and the control of parasites and diseases. The student will gain practical experience in veterinary medicine by conducting hands-on activities with livestock and will have the opportunity to investigate the field of veterinary medicine. FFA participation is an integral part of the class. This course satisfies the UC "g" Biology graduation requirement and satisfies the CSU "d" requirement. See listing under Science.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|---------------------|---------------|--------------|---------------------|-----------------|
|-----------------|---------------------|---------------|--------------|---------------------|-----------------|

| | | | | | |
|------------|--------------------------|-------------------|-------------|--|------------------|
| 058 | ROP FLORAL DESIGN | Open Entry | 9-12 | | Fullerton |
|------------|--------------------------|-------------------|-------------|--|------------------|

ROP Floral Design provides instruction in designing floral arrangements, specialty displays, and corsages, and tailoring these to the occasion. Focus is on preparing students for entry-level employment in the field, including an introduction to operating a small business.

| | | | | | |
|------------|--|-------------|-------------|---|---|
| 126 | AGRICULTURE EARTH SCIENCE * | Year | 9-10 | Algebra 1 or concurrent enrollment or teacher recommendation | Buena Park Fullerton La Habra Sonora Sunny Hills |
|------------|--|-------------|-------------|---|---|

Agriculture Earth Science introduces the student to the study of the Earth and includes such topics as astronomy, geology, oceanography, meteorology and climatology. Through a variety of activities and laboratory experiments, the student gains further insight into the basic principles and concepts that govern the earth. The student will develop an understanding of the complexities of the California Agriculture industries and the application of physical science concepts in Agriculture and their significance to quality of life. FFA participation and hands-on projects are integral parts of this class. This course satisfies the physical science graduation requirement and UC "g" and CSU "g" requirements.

| | | | | | |
|------------|---|-------------|-------------|-------------|----------------------------|
| 411 | METAL TECHNOLOGY FOR AGRICULTURE 1 | Year | 9-12 | None | La Habra Sonora |
|------------|---|-------------|-------------|-------------|----------------------------|

In Metal Technology for Agriculture 1, the student will do work in the areas of sheet and bench metal, gas, and electric welding, foundry, and machines including the lathe and milling machine. Hand tool, machine, and welding skills are developed through certain processes and operations used to complete laboratory exercises and projects. Attention is given to the development of skill, accuracy, judgment, and safety. FFA participation and hands-on projects are integral parts of this class.

| | | | | | |
|------------|--|-------------|--------------|---|----------------------------|
| 421 | ADVANCED METAL TECHNOLOGY FOR AGRICULTURE 2 | Year | 10-12 | Metal Tech- nology for Agriculture 1 | La Habra Sonora |
|------------|--|-------------|--------------|---|----------------------------|

In Advanced Metals Technology for Agriculture 2, the student will use his/her basic knowledge of metal fabrication, tool, selection, manufacturing techniques and shop safety to successfully complete a project. The student will plan, draw, and use tested techniques to construct the project using the best industry-based standards in the safest possible way. The student will continue exploration of career opportunities through an emphasis on his/her projects. This course may be repeated for credit.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|--|---------------------------|--------------|---------------------|-----------------------------------|
| 128 | INTRODUCTION TO ORNAMENTAL HORTICULTURE | Semester/ Year | 9-12 | None | Buena Park Sunny Hills |

Ornamental Horticulture gives the student a practical and vocational outlook on the nursery and landscaping business. Instruction and experience will be in the area of nursery practices, propagation, soils, diseases, pests, weeds, turf management, plant identification, and home landscaping. The course is designed for the student who would like to know something about the nursery business, maintaining a properly landscaped, attractive home, or who is considering the field of horticulture as a vocation for the present or future.

ART

Introduction

The art curriculum is designed to provide the student with basic and advanced skills in the areas of visual arts, applied arts, and crafts. The courses are planned with an emphasis on individualized instruction, which allows development of skills in areas of the student's own choosing. The student may take an art class as part of career training or for enjoyment.

Possible Career Objectives for the Student with Art Training

Advertising Layout Artist
Animator
Art Curator
Art Historian
Artist
Book Designer
Ceramist
Craftsman

Digital Media
Display Designer
Film Maker
Florist
Graphic Designer
Interior Designer
Jeweler
Media Illustrator

Photographer
Potter
Set Designer
Sign Painter
Stained Glass Artist
Teacher
Textile Designer
Theater Technician

COURSE OFFERINGS

| | Course Title | Crs. No. | Length | Grade | Prerequisite/ Recommended | Location BP FU LH SO SH TR | | | | | |
|-----|--|----------|----------------|-------|--|-------------------------------|---|---|---|---|---|
| *x | THREE-DIMENSIONAL DESIGN | 157 | Year | 9-12 | None | x | x | x | x | x | x |
| *x | SPECIAL STUDIES IN THREE-DIMENSIONAL DESIGN | 165 | Year | 10-12 | Three-Dimensional Design | x | x | x | x | x | x |
| *x | DRAWING AND PAINTING | 154 | Year | 9-12 | None | x | x | x | x | x | x |
| *x | SPECIAL STUDIES IN DRAWING/PAINTING | 155 | Year | 10-12 | Drawing and Painting and Teacher Recommendation | x | x | x | x | x | x |
| *+ | AP-ART: DRAWING & PAINTING | 170 | Year | 11-12 | Drawing and Painting and Teacher Recommendation | x | x | x | x | x | x |
| * | COMMUNICATION DESIGN | 145 | Year | 9-12 | Drawing and Painting or Teacher Recommendation | | x | | | x | |
| x | FILM PRODUCTION | 162 | Semester | 9-12 | Animation/Teacher Recommendation | x | | x | x | | |
| * | HISTORY OF THE MOTION PICTURE | 163 | Year | 10-12 | None | | | | x | | |
| * | DIRECTED STUDIES- MOTION PICTURES | 168 | Semester | 10-12 | History of the Motion Picture/ Teacher Recommendation | | | | x | | |
| | FILM IB SL | 164 | Year | 11-12 | | | | | x | | x |
| | FILM IB HL | 140 | Year | 11-12 | Film IB SL | | | | | | x |
| x | FOUNDATIONS OF PHOTOGRAPHY | 176 | Year | 9-12 | Teacher Recommendation | | x | x | | | |
| * | ADVANCED PHOTOGRAPHY | 173 | Semester/ Year | 10-12 | Foundations of Photography/ Teacher Recommendation | | x | x | | | |
| * | SPECIAL STUDIES PHOTOGRAPHY | 177 | Semester/ Year | 10-12 | Advanced Photography/Teacher Recommendation | | x | x | | | |
| *+ | AP-STUDIO ART: 2D DESIGN | 169 | Year | 11-12 | Drawing and Painting and Teacher Recommendation | x | x | x | x | x | x |
| *+ | AP-STUDIO ART: 3D DESIGN | 144 | Year | 10-12 | Special Studies in Three-Dimensional Design and Teacher Recommendation | x | x | x | x | x | |
| *+x | VISUAL ARTS IB HL 2 | 171 B | Year | 11-12 | Drawing and Painting and Teacher Recommendation | x | x | | x | x | x |
| *+ | AP-ART HISTORY | 152 | Year | 10-12 | English 1 or Teacher Recommendation | | | | | x | x |
| | DANCE IB SL | 702 | Year | 11-12 | Teacher Recommendation | | | | x | | x |
| | ROP MULTIMEDIA DESIGN & PRODUCTION | 064 | Year | 10-12 | 10 th grade career pathway | x | x | | | | |
| * | ROP ART IN ANIMATION | 022A | Semester Year | 9-12 | None | x | | | x | | x |
| | ROP COMPUTER GRAPHICS & DESIGN | 095 | Semester/ Year | 9-12 | None | x | x | x | x | | x |
| * | ROP VISUAL COMMUNICATIONS | 095B | Semester/ Year | 9-12 | None | x | x | x | x | | |
| * | ROP TRADITIONAL PHOTOGRAPHY – INTRO TO DIGITAL | 084 | Year | 9-12 | None | | | | | x | |
| **+ | THEORY OF KNOWLEDGE-IB | 812 | Semester | 12 | Admission to IB Diploma Program | | x | | x | x | x |

* Approved for UC "f" requirement.

+ Weighted grades (GPA)

x May be repeated for credit.

AP- Advanced Placement

-IB International Baccalaureate

1 This course satisfies the FJUHS visual/performing arts graduation requirement.

@ Pilot course

! Approved for UC "a-g" elective credit

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|---|---|---------------|--------------|--|---------------------|
| 157 | THREE-DIMENSIONAL DESIGN* | Year | 9-12 | None | All Campuses |
| <p>Three-Dimensional Design concentrates on design and the creation of sculpture. The student will understand three-dimensional art forms as a part of culture, analyze their work and the art of others and explore the nature and value of three-dimensional art, and develop skills to express ideas and images in the third dimension. The student will develop skills of critical thinking, problem-solving, interpretation, and judgment and will learn to communicate their ideas more effectively through knowledge of design elements and principles and vocabulary.</p> | | | | | |
| 165 | SPECIAL STUDIES IN THREE-DIMENSIONAL DESIGN* | Year | 10-12 | Three Dimensional Design | All Campuses |
| <p>Special Studies in Three-Dimensional Design is intended for the advanced three dimensional design student and provides independent study under the supervision of the instructor. The student is assigned individual problems with the help of the instructor along with due dates and criteria for evaluation. This course may be repeated for credit.</p> | | | | | |
| 154 | DRAWING AND PAINTING* | Year | 9-12 | None | All Campuses |
| <p>Drawing and Painting is designed for the student interested in developing drawing and painting skills in the areas of accurate representation and interpretation of the subject in any two-dimensional format. The course examines the fundamental visual skills and drawing skills incorporating a variety of materials, techniques, and subject matter.</p> | | | | | |
| 155 | SPECIAL STUDIES IN DRAWING/PAINTING* | Year | 10-12 | Drawing and Painting and Teacher Recommendation | All Campuses |

Special Studies in Drawing/Painting is intended for the advanced art student and provides independent study under the supervision of the instructor. The student selects a project and assists the instructor in setting the work due dates and criteria for evaluation. This course is intended for the student not working in a three-dimensional area. The student's final portfolio will reflect a specific theme. This course may be repeated for credit.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|--|---------------|--------------|--|---------------------|
| 170 | AP-ART: DRAWING & PAINTING * Year | | 11-12 | Drawing and Painting and Teacher Recommendation | All Campuses |

AP-Art: Drawing & Painting is designed to address a very broad interpretation of drawing issues and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth are drawing issues that can be addressed through a variety of means. Many works of painting, printmaking, and mixed media, as well as abstract, observational, and inventive works, may qualify. The range of marks used to make drawings, the arrangement of those marks, and the materials used to make the marks are endless. Students produce a portfolio of 24 pieces which can include traditional drawing and painting media which is submitted for evaluation to the College Board.

| | | | | | |
|------------|------------------------------|-------------|-------------|---|----------------------------------|
| 145 | COMMUNICATION DESIGN* | Year | 9-12 | Drawing and Painting or Teacher Recommendation | Fullerton Sunny Hills |
|------------|------------------------------|-------------|-------------|---|----------------------------------|

In Communication Design, the student will develop aesthetic perception and creative expression skills, and will create and organize ideas visually. The student will understand the integral role of design in modern communication and will analyze his/her own work and the work of others based on its ability to communicate effectively. The student will also examine the significant historical and cultural developments in design. The student will utilize the computer as a design tool and media platform. Software utilized may include Photoshop Illustrator, InDesign, and Dreamweaver.

| | | | | | |
|------------|------------------------|-----------------|-------------|---|---|
| 162 | FILM PRODUCTION | Semester | 9-12 | Animation/Teacher Recommendation | Buena Park La Habra Sonora |
|------------|------------------------|-----------------|-------------|---|---|

Film Production is designed for the student who wants to create quality media projects using movies, videotapes, 35mm slides, etc. Course work requires extensive independent study under the supervision of the instructor. This course may be repeated for credit.

| | | | | | |
|------------|---------------------------------------|-------------|--------------|-------------|---------------|
| 163 | HISTORY OF THE MOTION PICTURE* | Year | 10-12 | None | Sonora |
|------------|---------------------------------------|-------------|--------------|-------------|---------------|

History of the Motion Picture surveys feature films of historical and/or artistic importance and traces developing styles and themes in the medium of theatrical film. The topics range from the early developments in silent film through German Expressionism, to developments both historical and philosophical in American films of the 40's through the 70's. Included are films of Chaplin, D. W. Griffith, Orson Welles, Humphrey Bogart, James Dean, Marlon Brando, and many others.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|---|---|-----------------|--------------|---|-------------------------------|
| 168 | DIRECTED STUDIES- MOTION PICTURES* | Semester | 10-12 | History of the Motion Picture Teacher Rec- ommendation | Sonora |
| <p>Directed Studies – Motion Pictures provides the student an opportunity for a more focused and in-depth analysis of specific aspects of motion picture history. The student may choose to focus on the work of individuals such as Alfred Hitchcock, Charlie Chaplin, Orson Welles, Woody Allen or others of their choosing while others may trace cinematic influences such as Film Noir, German Expressionism, or explore numerous other areas of film under the direction of the instructor.</p> | | | | | |
| 164 | FILM IB SL | Year | 11-12 | IB Coordin- ator Approval | Sonora Troy |
| <p>Film IB SL provides rigorous, in-depth study for students wishing to develop skills necessary to achieve creative and critical independence in their knowledge, experience, and enjoyment of film. The initial aim of the course at Higher and Standard Level will enable the student an understanding and appreciation of the art of film-making, the ability to plan their own conceptions to a finished product, and critical awareness of international film-makers. The course surveys three areas of study which include: (1) Textual Analysis Presentation; (2) Film Theory and Historical Study; and (3) Portfolio Production. Upon completion of each component, the student will be afforded the opportunity to prepare for both the External and Internal Assessment prescribed by the International Baccalaureate evaluator.</p> | | | | | |
| 140 | FILM IB HL | Year | 11-12 | Film IB SL | Troy |
| <p>Film IB HL provides extended, in-depth study for students wishing to continue to develop skills necessary to achieve creative and critical independence in their knowledge, experience, and enjoyment of film beyond the Standard Level (SL) course. Although the SL and HL syllabus outlines share elements, there is a clear distinction between the explicit and implicit demands at these levels – the differentials between SL and HL are both quantitative and qualitative. The nature of the course enables HL students to develop creative skills, theoretical understanding and textual analysis more fully. An HL student should display a continuous resolve of personal challenge and a sustained engagement with the ideas, practices and concepts encountered within the course over the extended learning time available. An HL student has extra time for these encounters, extra time to reflect and to record evidence of growth. It is understood that ensuing developments may be only partially evident within the framework of the assessment process.</p> | | | | | |
| 176 | FOUNDATIONS OF PHOTOGRAPHY* | Year | 9-12 | Teacher Rec- ommendation | Fullerton La Habra |
| <p>Foundations of Photography is a survey course in black and white photography. This course will provide the student with opportunities to extend their knowledge and skills in the field of photography. This course will familiarize the student with the history, photographic equipment, materials, methods, and processes of photography. The student will also be introduced to computer technology and digital photography. Does not meet UC/CSU requirements. (Sunny Hills High School students must have a 35 mm camera).</p> | | | | | |

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|-----------------------------|-----------------------|--------------|---|---------------------------|
| 173 | ADVANCED PHOTOGRAPHY | Semester/ Year | 10-12 | Foundations of Photography/ Teacher Recommendation | Fullerton La Habra |

Advanced Photography will provide the student with the opportunity to extend and advance their knowledge and skills in the field of photography. This course will familiarize the student with advanced photographic equipment, materials, methods and processes. Advanced Photography will also expose the student to the various means of modern technology and its purpose in photography.

| | | | | | |
|------------|--------------------------------------|-------------|--------------|--|---------------------------|
| 177 | SPECIAL STUDIES PHOTOGRAPHY*+ | Year | 10-12 | Advanced Photography/Teacher Recommendation | Fullerton La Habra |
|------------|--------------------------------------|-------------|--------------|--|---------------------------|

Special Studies Photography will provide the student with opportunities to extend and advance their knowledge in the field of photography beyond that of Advanced Photography. The student will be required to work in and beyond the confines of the classroom under the tutelage of the instructor. At this level the student will be developing a personal sense of style that will make their portfolio distinct from any others. This course maybe repeated for credit.

| | | | | | |
|------------|------------------------------------|-------------|--------------|--|---------------------|
| 169 | AP-STUDIO ART: 2D DESIGN *+ | Year | 10-12 | Drawing and Painting and Teacher Recommendation | All Campuses |
|------------|------------------------------------|-------------|--------------|--|---------------------|

AP-Studio Art: 2D Design is intended to address a very broad interpretation of two-dimensional design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. Students produce a portfolio of 24 pieces which can include digital art, traditional media, and photography which is submitted for evaluation to the College Board.

| | | | | | |
|------------|------------------------------------|-------------|--------------|---|---|
| 144 | AP-STUDIO ART: 3D DESIGN *+ | Year | 11-12 | Special Studies in Three-Dimensional Design and Teacher Recommendation | Buena Park Fullerton La Habra Sonora Sunny Hills |
|------------|------------------------------------|-------------|--------------|---|---|

AP-Studio Art: 3D Design is intended to address a very broad interpretation of sculptural issues in depth and space. These may include the elements and principles of art: mass, volume, form, plane, light, and texture. Such elements and concepts may be articulated through additive, subtractive, and/or fabrication processes.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|-------------------------------|---------------|--------------|--|--|
| 171B | VISUAL ARTS IB HL 2 *+ | Year | 11-12 | Drawing and Painting and Teacher Recommendation | Fullerton Sonora Sunny Hills Troy |

Visual Arts IB HL 2 is intended for the student who wishes to meet the International Baccalaureate requirements in Art/Design on either the standard or the higher level. Course work includes either studio work or an investigative workbook on the appreciation and history of art/design on the subsidiary level, and includes both on the higher level. This course must be taken for an advanced second year to fulfill the International Baccalaureate HL requirement. See instructor for detailed information.

| | | | | | |
|------------|------------------------|-------------|--------------|--|--------------------|
| 152 | AP-ART HISTORY* | Year | 10-12 | English 1 or Teacher Recommendation | Sunny Hills |
|------------|------------------------|-------------|--------------|--|--------------------|

AP-Art History is an introductory two-semester college-level course in Art History. It encompasses the canon of Western Art History including painting, sculpture, architecture, and photography within the appropriate historical and cultural contexts. The student will learn to identify major artists and stylistic periods based on content, iconography, formal elements and in-depth visual analysis. Non-western artistic traditions are also surveyed. AP-Art History will familiarize the student with the ideas, works, and techniques of various artists throughout history. This course explores the elements and principles of the visual arts while following the evolution of artistic thought through the ages. AP-Art History will provide criteria needed to make and support personal decisions about works of art.

| | | | | | |
|------------|--------------------|-------------|--------------|-------------------------------|------------------------|
| 702 | DANCE IB SL | Year | 11-12 | Teacher Recommendation | Sonora Troy |
|------------|--------------------|-------------|--------------|-------------------------------|------------------------|

Dance IB SL is a course designed to prepare the 11th grade or 12th grade dancer for IB exams their senior year. Students participate in their level appropriate dance technique and with IB dance further explore the elements of composition, performance technique, and world dance study. Original compositions, performances and research paper are submitted for evaluation. Attendance for the IB component is one mandatory 90 minute afternoon session per week.

| | | | | | |
|------------|---|-------------|--------------|--------------------------------------|---------------------------------|
| 064 | ROP MULTIMEDIA DESIGN & PRODUCTION | Year | 10-12 | 10th Grade Pathway | Buena Park Fullerton |
|------------|---|-------------|--------------|--------------------------------------|---------------------------------|

ROP Multimedia Design & Production develops skills in multimedia layout, design, and production, as used in the development of interactive CD-ROMs, multimedia productions, and web pages. Instruction is also provided in the areas of computer illustration, animation, and web design. See listing under Business and Computer Science.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|---|---|---------------------------|--------------|---------------------|---|
| 022A | ROP ART IN ANIMATION | Semester/ Year | 9-12 | None | Sonora Troy |
| <p>ROP Art in Animation covers introductory and intermediate concepts in 3D computer animation, 2D graphics, and traditional media, as well as design in industrial presentation and product design, architectural animation and design (walk-throughs), and character development and design. The student will learn design elements and animation software, including Softimage/3D and Softimage/XSI. See listing under Business and Computer Science and Vocational/Technical Education. Approved for UC "a-g" fine arts credit.</p> | | | | | |
| 095 | ROP COMPUTER GRAPHICS & DESIGN | Semester/ Year | 9-12 | None | Buena Park Fullerton La Habra Sunny Hills Troy |
| <p>This course provides instruction in computer layout, design, image, editing, and illustration as used in the preparation of electronic and print-ready graphics, including websites. Students explore two-dimensional and three-dimensional real-world applications of graphic design and explore the elements and principles of visual design, such as line, shape, form, value, texture, space and balance, through a series of projects. Color theory and typography are also covered. Articulates with Cerritos, Fullerton, Golden West, Orange Coast and Westwood Colleges.</p> | | | | | |
| 095B | ROP VISUAL COMMUNICATIONS | Semester/ Year | 9-12 | None | Buena Park Fullerton La Habra Sonora |
| <p>This course introduces students to fundamental concepts of art and graphic design. Students examine that the elements and principles of design, color theory, and typography through a series of two- and three- dimensional design projects that emphasize research, analysis, the research process, critical examination of work, and applications of work, and application of historic and contemporary styles. Students apply design concepts to create and manipulate digital images.</p> | | | | | |
| 084 | ROP TRADITIONAL PHOTOGRAPHY – INTRO TO DIGITAL | Year | 9-12 | None | Sunny Hills |
| <p>This course is a focus on traditional photography, with an introduction to digital technology and photography. This class also provides students opportunities through laboratory experiences to learn portraiture, wedding, and other commercial photography, as well as current techniques in photojournalism. The major emphasis is placed on the fine arts aspect of photography through discussion and critiques of the photographs of great master photographers, as well as technical comparison. Articulates with Cypress and Orange Coast Colleges.</p> | | | | | |

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|----------------------------------|-----------------|--------------|--|--|
| 812 | THEORY OF KNOWLEDGE-IB**+ | Semester | 11-12 | Admission to IB Diploma Program | Fullerton Sonora Sunny Hills Troy |

Theory of Knowledge-IB is required for any International Baccalaureate student and is intended not to teach the student new facts, but to put into perspective what is already known. The objective of the course is the study of basic concepts rather than methodology and for the student to think and apply interrelated concepts. The course covers five areas of study: (1) the roles of language and thought in knowledge; (2) the requirement of logical rigor for knowledge; (3) systems of knowledge; (4) value judgments and knowledge; and (5) knowledge and truth.

- * Submitted for UC "f" requirement.
+ Weighted grades (GPA)

BUSINESS AND COMPUTER SCIENCE

Introduction

In keeping with the belief that business and computers are a part of everyone's daily life, the District schools offer courses designed to meet a variety of life's needs. These needs include: preparation for entry-level jobs; preparation for the student who plans to major in business or computer science at the college level; preparation for the handling of personal finances, budgeting, and consumerism; and the operation of computers using a variety of software applications including word processing, database, spreadsheets, graphs, telecommunications, electronic publishing and presentation software.

The entry-level computer course is Computer Applications and Technology 1 (CAT 1).

After completion of CAT1 the student may choose from one of several specialized areas: computer applications, which provides computer instruction and computer use in other curricular areas such as business and vocational/technical education; computer programming, which provides instruction in Visual Basic, C++, Java and other high level programming languages as well as data and math structures; networking fundamentals which provides instruction in hardware and software configurations of LAN and WAN environments and leads to certification; or multimedia specialization which provides opportunities in webpage design, video editing, and sound production. These courses provide the skills necessary for entry-level employment, honors and college credit in some advanced placement programming classes, and additional training and education in business and computer science.

Possible Career Objectives for the Student with Business and Computer Science Training

ENTRY-LEVEL CAREERS (HIGH SCHOOL DIPLOMA):

Accounting Clerk
Administrative Assistant
Assistant Analyst
Bank Clerk
Bank Teller
Bookkeeper
Credit Checker
Claims Adjuster
Data Entry Operator
Desktop Publisher
Disk Librarian
File Clerk
Hospital Admitting Clerk
Mail Clerk
Medical Records Technician
Personnel Clerk
Production Technician
Stenographer
Technical Support Analyst
Transcriber

TECHNICAL-LEVEL CAREERS (COMMUNITY COLLEGE CERTIFICATE OR DEGREE):

Accounts Clerk
Administrative Assistant
Applications Specialist
Audit Clerk
Claims Adjuster
Claims Examiner
Computer Graphic Artist
Computer Programmer
Court Reporter
Database Administrator
Executive Secretary
Legal Secretary
Local Area Network
Representative
Medical Secretary
Office Automation Specialist
Office Manager
Paralegal
Personnel Manager
Records Management
Analyst
Systems Programmer
Technical Writer
Telecommunications
Specialist
Word Processor

PROFESSIONAL-LEVEL CAREERS (BACHELOR'S DEGREE OR HIGHER):

Advertising Account
Executive
Advertising Manager
Administrative Assistant
Applications Programmer
Associate Systems Engineer
Corporate Executive
Corporate Trainer
Director of Administrative
Services
Distribution Manager
Estate Planner
General Manager
Government Services
Import/Export Worker
Information Systems
Administrator
Management Consultant
Office Manager
Paralegal
Public Health Administrator
Software Programmer
Transcriber

COURSE OFFERINGS

| | Course Title | Crs. No. | Length | Grade | Prerequisite/ Recommended | Location | | | | | | | |
|----|--|----------|----------------|-------|--|----------|----|----|----|----|----|---|--|
| | | | | | | BP | FU | LH | SO | SH | TR | | |
| | ACCOUNTING FOR BUSINESS | 200 | Semester | 10-12 | Grade of B or better in Algebra 1 | | | | | | x | | |
| | | | | | Combination grade of B/B in Fundamentals of Programming and Computer Logic and Algorithms classes | | | | | | | x | |
| | ACCOUNTING FOR MERCHANDISING | 199 | Semester | 10-12 | Grade of B or better in Accounting for Business | | | | | | x | x | |
| | | | | | Grade of B or better in Geometry | | | | | | x | | |
| *+ | AP-COMPUTER SCIENCE A | 237 A | Year | 10-12 | Combination grade of A/B in Fundamentals of Programming and Computer Logic and Algorithms; Teacher consultation if grade combination is B/B | | | | | | | x | |
| *+ | COMPUTER SCIENCE AB | 255 B | Year | 11-12 | Grade of C or better in Computer Science A - AP | | | | | | x | | |
| *+ | COMPUTER SCIENCE IB SL | 270 | Year | 10-12 | Grade of C or better in Computer Science A - AP | | | | | | | x | |
| *+ | COMPUTER SCIENCE IB HL 2 | 272 | Year | 12 | Grade of C or better in Computer Science IB SL | | | | | | | x | |
| 1 | BUSINESS LAW | 214 | Semester | 9-12 | None | | | | | | x | | |
| | BUSINESS SYSTEMS | 217 | Semester | 9-12 | 3.0 GPA minimum and counselor recommendation | | | | | | | x | |
| | COMPUTER APPLICATIONS AND TECHNOLOGY 1 (CAT 1) | 243 | Semester | 9-12 | None | | | | | x | x | | |
| * | FUNDAMENTALS OF PROGRAMMING | 264 | Semester | 9-12 | Enrolled in or completion of Algebra 1 or equivalent | | | | | | x | | |
| | | | | | Enrolled in or completion of Geometry or equivalent | | | | | | | x | |
| * | CLA/DIGITAL TECHNOLOGY | 251 | Semester | 9-12 | Enrolled in or completion of Geometry or equivalent | | | | | | | x | |
| 1 | INTRODUCTION TO BUSINESS | 211 | Semester | 9-12 | None | | | | | | x | | |
| | MEDIA PRODUCTION 1 | 208 | Semester | 10-12 | None | | | | | | x | | |
| | MEDIA PRODUCTION 2 | 209 | Semester | 10-12 | Grade of B or better in Media Productions 1 | | | | | | x | | |
| | MEDIA CONCEPTS | 203 | Year | 10-12 | None | | | | | | | x | |
| | ROBOTICS | 275 | Semester | 10-12 | A/B grade combination or better in Fundamentals of Programming and Computer Logic and Algorithms (CLA)/Digital Technology | | | | | | | x | |
| | SENIOR INTERNSHIP | 259 | Year | 12 | None | | | | | | x | | |
| | | | | | Current enrollment in Troy Tech | | | | | | | x | |
| * | VISUAL BASIC | 273 | Semester | 10-12 | Enrolled or completion of Algebra 1 or equivalent | | | | | | | x | |
| | | | | | Concurrent enrollment in Algebra 1 or higher | | | | | | x | | |
| | MARKETING AND BUSINESS ACADEMY CAREERS 10 | 194 | Year | 10 | Membership in Marketing & Business Academy | | | x | | | | | |
| | MARKETING AND BUSINESS ACADEMY CAREERS 11 | 196 | Year | 11 | Marketing and Business Academy Careers 10 | | | x | | | | | |
| * | MARKETING AND BUSINESS ACADEMY CAREERS 12 | 198 | Year | 12 | Marketing and Business Academy Careers 11 | | | x | | | | | |
| * | BUSINESS MANAGEMENT - IB | 213 | Year | 11-12 | Completed English Troy Tech and one other IB/AP or honors academic course as a sophomore with a B or higher in both | | | | | | | x | |
| | INTRODUCTION TO DESIGN TECHNOLOGY | 207 | Year | 10-12 | Grade combination of B/B or higher in Fundamentals of Programming and Computer Logic & Algorithms (CLA) and concurrent enrollment in Troy Tech English or higher | | | | | | | x | |
| | DESIGN TECHNOLOGY – IB SL | 215 | Year | 11-12 | B or higher in Introduction to Design Technology or C or higher in Computer Science A AP | | | | | | | x | |
| | ROP BUSINESS TECHNOLOGY | 006 | Semester | 9-12 | None | x | x | x | | | | | |
| | ROP COMPUTER GRAPHICS & DESIGN | 095 | Semester/ Year | 9-12 | None | x | x | x | x | x | x | x | |
| 1 | ROP VISUAL COMMUNICATION | 095 B | Semester/ Year | 9-12 | None | x | | x | x | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |

| | Course Title | Crs. No. | Length | Grade | Prerequisite | Location | | | | | | |
|--|--|----------|-------------------|-------|---------------------------------------|----------|----|----|----|----|----|--|
| | | | | | | BP | FU | LH | SO | SH | TR | |
| | ROP MULTIMEDIA DESIGN & PRODUCTION | 064 | Year | 9-12 | 10 th grade career pathway | x | x | | | | | |
| | ROP RETAIL CAREERS/ GENERAL MERCHANDISING | 045 | Semester/ Year | 9-12 | None | x | | | | | | |

- 1 This course satisfies the FJUHS visual/performing arts-applied arts graduation requirement for academic studies.
 * Approved for UC "g" requirement.
 + Weighted grades (GPA)
 x May be repeated for credit.
 AP- Advanced Placement
 -IB International Baccalaureate
 @ Pilot course

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|----------|-------------------------|----------|-------|--|-------------|
| 200 | ACCOUNTING FOR BUSINESS | Semester | 10-12 | Grade of B or higher in Geometry | Sunny Hills |
| | | Semester | 10-12 | Combination grade of B/B in Fundamentals of Programming & Computer Logic and Algorithms (CLA) Digital Technology | Troy |

In Accounting for Business, the student will learn the processes of transactional analysis, journals, ledgers and posting, analysis of adjustments and the worksheet, financial statements and analysis, recording of adjusting, closing and reversing entries and the accounting control system of payroll, vouchers, and inventory. These applications of accounting will first be introduced on hand ledgers followed by an electronic computer spreadsheet program as well as an accounting software program.

| | | | | | |
|-----|------------------------------|----------|-------|---|---------------------|
| 199 | ACCOUNTING FOR MERCHANDISING | Semester | 10-12 | Grade of B or better in Accounting for Business | Sunny Hills Troy |
|-----|------------------------------|----------|-------|---|---------------------|

In Accounting for Merchandising, the student will review the accounting cycle, learn to journalize sales on account, account for cash receipts, account for purchases on account, account for cash payments, and record general journal transactions for a merchandising business. The student will also learn to prepare a ten-column worksheet, prepare financial statements for a corporation, records the adjusting entries, and record the closing of the temporary accounts. In addition, students will learn payroll accounting and payroll tax records. These applications of accounting will first be introduced on hand ledgers followed by an electronic computer spreadsheet program as well as an accounting software program.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|---------------------------------|---------------|--------------|--|---------------------------------------|
| 237A | AP-COMPUTER SCIENCE A *+ | Year | 10-12 | Grade of B or better in Geometry Combination Grade of A/B in Fundamentals of Programming & Computer Logic and Algorithms (CLA); Teacher consultation if B/B combination grade | Sunny Hills Troy |

The AP- Computer Science A course is a college-level introductory course in computer science. A large part of this course is built around the development of computer programs or parts of programs that correctly solve a given problem and that are understandable, adaptable, and where appropriate reusable. Other important aspects of computer science including the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms and typical applications are covered. In addition, an understanding of the basic hardware and software components of computer systems and the responsible use of these systems are integral parts of the course. Students are prepared for the Advanced Placement Computer Science A Examination as well as the Standard Level International Baccalaureate Examination.

| | | | | | |
|-------------|-------------------------------|-------------|--------------|--|--------------------|
| 255B | COMPUTER SCIENCE AB *+ | Year | 11-12 | Grade of C or better in Computer Science A - AP | Sunny Hills |
|-------------|-------------------------------|-------------|--------------|--|--------------------|

Computer Science AB is a specialized college-level course for the qualified student whose future includes involvement with computers. The major emphasis in this course is on writing a number of major projects which utilize programming efficiency, code optimization, comparison of algorithms, and advanced work in data structures. Computer Science AB is designed to prepare the student to score well on the second-level Advanced Placement Computer Science Examination and/or pass the higher-level International Baccalaureate Examination and/or California State University, Fullerton requirements.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|----------------------------------|---------------|--------------|--|-----------------|
| 270 | COMPUTER SCIENCE IB SL *+ | Year | 10-12 | Grade of C or better in Computer Science A-AP | Troy |

Computer Science IB SL is a specialized college-level course for the qualified student whose future includes involvement with computers. The major emphasis in this course is on writing a major project which utilizes programming efficiency, code optimization, and comparison of algorithms. Computer Science IB SL is designed to prepare the student to pass the Standard Level International Baccalaureate examination.

| | | | | | |
|------------|------------------------------------|-------------|-----------|---|-------------|
| 272 | COMPUTER SCIENCE IB HL 2 *+ | Year | 12 | Grade of C or better in Computer Science IB SL | Troy |
|------------|------------------------------------|-------------|-----------|---|-------------|

Computer Science IB HL 2 is a specialized college-level course for the qualified student whose future includes involvement with computers. The major emphasis in this course is on writing a number of major projects which utilize programming efficiency, code optimization, comparison of algorithms, and advanced work in data structures. Computer Science IB HL 2 is designed to prepare the student to score well on the higher-level International Baccalaureate Examination.

| | | | | | |
|------------|---------------------|-----------------|-------------|-------------|--------------------|
| 214 | BUSINESS LAW | Semester | 9-12 | None | Sunny Hills |
|------------|---------------------|-----------------|-------------|-------------|--------------------|

Business Law introduces the student to business and personal law as it pertains to the topics of sales, agency and employment, bailments, credit, negotiable instruments, business associations, criminal, civil, juveniles' justice, consumer law, family law, and individual rights and liberty. The student will develop the ability to: use precise legal language, employ legal research, analyze and summarize complex legal situations, apply principles to legal situations, formulate an argument based on facts and principles, and express facts, principles, and arguments in writing. This course satisfies the visual/performing arts-applied arts graduation requirement for academic studies.

| | | | | | |
|------------|-------------------------|-----------------|-------------|---|-------------|
| 217 | BUSINESS SYSTEMS | Semester | 9-12 | 3.0 GPA Minimum and Counselor recommendation | Troy |
|------------|-------------------------|-----------------|-------------|---|-------------|

In Business Systems, the student will be introduced to the business world by participating in a simulated business organization. The student will experience responsibilities in the areas of administration, sales, distribution, finance, and information processing while simultaneously using a networked computer lab to apply these business concepts. Topics will also include career preparation, business communication, accounting, marketing, business ethics, human resources, and use of current technology.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|--|---|-----------------|--------------|---|-------------------------------|
| 243 | COMPUTER APPLICATIONS AND TECHNOLOGY 1 (CAT 1) | Semester | 9-12 | None | Sonora Sunny Hills |
| Computer Applications and Technology 1 introduces the student to entry-level computer concepts. The course includes keyboarding and an introduction to word processing, e-mail, electronic publications and presentations, Internet research and retrieval, spreadsheets, and databases. The District Computer Competencies are administered throughout this course. | | | | | |
| 264 | FUNDAMENTALS OF PROGRAMMING * | Semester | 9-12 | Enrolled in or completion of Algebra 1 or equivalent | Sunny Hills |
| | | | | Enrolled in or completion of Geometry or equivalent | Troy |
| In Fundamentals of Programming, the student will be introduced to computer programming using a structured programming language. The student will learn to operate a computer with confidence and properly care for a computer, peripherals, and software. The programming content will include developing input and output procedures, external files, if statements, loops, procedures functions, and arrays. | | | | | |
| 251 | COMPUTER LOGIC AND ALGORITHMS (CLA)/DIGITAL TECHNOLOGY * | Semester | 9-12 | Enrolled in or completion of Geometry or equivalent | Troy |
| CLA/Digital Technology is a course for the student having completed the first year of integrated algebra. In this core Troy Tech course the student is introduced to the basic concepts of microcomputer operations. The skills needed to bridge the gap between hardware and software are mastered as well as basic concepts in digital electronics as well as computer-based number systems and combinational, sequential, and arithmetic circuits. During this one-semester course, the student works in both a lab and lecture setting. | | | | | |
| 211 | INTRODUCTION TO BUSINESS | Semester | 9-12 | None | Sunny Hills |
| Introduction to Business introduces the student to basic economics, business dynamics, private enterprise, entrepreneurship, marketing, management, finance, human resources, production, and career exploration. The student develops the ability to: understand business concepts, methods, and criteria. The student will understand the culture of business, think critically, work cooperatively, compute related applications, and develop career skills. This course satisfies the visual/performing arts-applied arts graduation requirement for academic studies. | | | | | |

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|---------------------|---------------|--------------|---------------------|-----------------|
|-----------------|---------------------|---------------|--------------|---------------------|-----------------|

| | | | | | |
|------------|---------------------------|-----------------|--------------|-------------|--------------------|
| 208 | MEDIA PRODUCTION 1 | Semester | 10-12 | None | Sunny Hills |
|------------|---------------------------|-----------------|--------------|-------------|--------------------|

In Media Production 1, the student will practice using the various tools and palates in Adobe Photoshop. The student will also learn to edit pictures for a magazine ad as well as a yearbook cover. The student will learn the Adobe Premier software for video editing and practice filming, capturing, and editing data for a commercial. Students will create web pages using various web design software programs.

| | | | | | |
|------------|---------------------------|-----------------|--------------|--|--------------------|
| 209 | MEDIA PRODUCTION 2 | Semester | 10-12 | Grade of B or Better in Media Productions 1 | Sunny Hills |
|------------|---------------------------|-----------------|--------------|--|--------------------|

In Media Production 2, the student will explore and experiment with multimedia: a combination of three or more media. The student will complete small projects dealing with singular components that make-up multimedia: audio, video, text, graphics, and animation. This course in conjunction with Media Production 1 is a year-long sequence.

| | | | | | |
|------------|-----------------------|-------------|--------------|-------------|-------------|
| 203 | MEDIA CONCEPTS | Year | 10-12 | None | Troy |
|------------|-----------------------|-------------|--------------|-------------|-------------|

Media Concepts is the first class students should take in the Multimedia Pathway in the Troy Tech Program. The students will explore the fundamentals of digital media and will teach students the fundamental technique elements of media including: computers, photography, sound, video, lighting, editing, the postproduction process and workflow. It is a year long courses in the Multimedia Pathway. The students will apply the technical elements learned in this class in a number of creative projects.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|---------------------|-----------------|--------------|--|-----------------|
| 275 | ROBOTICS | Semester | 10-12 | A/B grade combination or better in Fundamentals of Programming and Computer Logic and Algorithms (CLA)/Digital Technology | Troy |

In Robotics, the student will learn how to integrate software and hardware as they explore engineering. In particular the student will learn to program a microcontroller in order to interact with the physical world. The student will learn and use Pbasic (an Assembly language) as they explore the field of robotics. The student will build mini robots as they explore algorithms and principles within the field of robotics. In addition, the student will explore an advanced topic in computer science (Fuzzy Logic) and its significance in embedded systems control.

| | | | | | |
|------------|--------------------------|-------------|-----------|---|--------------------|
| 259 | SENIOR INTERNSHIP | Year | 12 | None | Sunny Hills |
| | | Year | 12 | Concurrent enrollment in Troy Tech | Troy |

Senior Internship requires that the student exhibits a high degree of personal responsibility, work independently, and demonstrates self-initiative. Senior Internship is a model School-to-Career program allowing senior students a hands-on experience and opportunity to work with a professional in the occupational field of the student's choice. Senior Internship requires that the student locate an internship within the area of their career interests and complete a total of 150 hours. Reflection upon their experiences is conducted through a final presentation to the school/community summarizing their time spent in business/industry.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|----------------------|-----------------|--------------|---|--------------------|
| 273 | VISUAL BASIC* | Semester | 10-12 | C or better in Fundamentals of Programming | Sunny Hills |
| | | | | C or better in Fundamentals of Programming | Troy |

In Visual Basic, the student will be introduced to a graphical-based programming language utilizing lecture and laboratory settings. Using Microsoft Visual Basic, the student will learn the conventions of windows, aesthetically minded programming, and practical use of databases with the opportunity to apply the concepts to real life examples. Topics will include: using values and variables, designing a user interface, graphic objects, events, methods, properties, project windows, form windows, strings, control structures, custom menus, custom procedures, sequential files, random access files, color, drawing, and error trapping. The class will also emphasize fluency within the networked MS Windows environment and future generations of the windows platform which will be extremely important in the competitive computer world of today.

| | | | | | |
|------------|--|-------------|-----------|---|-----------------|
| 194 | MARKETING AND BUSINESS ACADEMY CAREERS 10 | Year | 10 | Membership in Marketing and Business Academy | La Habra |
|------------|--|-------------|-----------|---|-----------------|

Marketing and Business Academy Careers 10 is a required one-year course designed to enable the student to make a successful transition from high school to higher education, advanced training, or the workplace. The student will learn skills necessary for academic success. The student will have the opportunity to explore, evaluate, and plan educational and career options. The student will use a variety of self-assessment instruments to identify career-related interests, aptitudes or skills and work attitudes. The student will build and maintain a close working relationship within the Academy community, and use project-based learning to reinforce goal setting, team building, and group dynamics.

| | | | | | |
|------------|--|-------------|-----------|--|-----------------|
| 196 | MARKETING AND BUSINESS ACADEMY CAREERS 11 | Year | 11 | Marketing and Business Academy Careers 10 | La Habra |
|------------|--|-------------|-----------|--|-----------------|

Marketing and Business Academy Careers 11 is a required one-year course designed to enable the student to make a successful transition from high school to higher education, advanced training, or the workplace. The student will have the opportunity to explore, evaluate, and plan educational and career options. The student will use a variety of self-assessment instruments to identify career-related interests, aptitudes or skills and work attitudes. The student will build and maintain a close working relationship within the Academy community, and use project based learning to reinforce goal setting, team building, and group dynamics.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|--|-----------------|--------------|--|-----------------|
| 198 | MARKETING AND BUSINESS ACADEMY CAREERS 12 | Semester | 12 | Marketing and Business Aca- demy Careers 11 | La Habra |

Marketing and Business Academy Careers 12 is a required one-year course designed to enable the student to make a successful transition from high school to higher education, advanced training, or the workplace. The student will learn skills necessary for academic success. The student will have the opportunity to explore, evaluate, and plan educational and career options. The student will use a variety of self-assessment instruments to identify career-related interests, aptitudes or skills and work attitudes. The student will build and maintain a close working relationship within the Academy community, and use project based learning to reinforce goal setting, team building, and group dynamics.

| | | | | | |
|------------|-------------------------------------|-------------|-----------|---|-------------|
| 213 | BUSINESS MANAGEMENT IB * | Year | 11 | Completed English 2-H or English 2 Troy Tech and one other IB/AP or honors aca- demic course as a sophomore with a B or higher in both | Troy |
|------------|-------------------------------------|-------------|-----------|---|-------------|

Business Management IB is the rigorous and critical study of the ways in which individuals and groups interact in a dynamic business environment. Students will examine how business decisions are made and how these decisions impact internal and external environments. They will understand the ideas of international cooperation and responsible citizenship. Emphasis is also placed on understanding technical innovation and day-to-day business functions and marketing, human resources management and finance. Students will be able to analyze complex business activities and appreciate the ethical concerns and issues of social responsibility in the business environment. Students will be able to make sense of the forces and circumstances that drive change in an interdependent and multicultural world. Students will become critical and effective participants in local and world affairs.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|--|---------------|--------------|--|-----------------|
| 207 | INTRODUCTION TO DESIGN TECHNOLOGY | Year | 10-12 | Grade combination of B/B or higher in Fundamentals of Programming and CLA/ Digital Electronics and concurrent enrollment in Troy Tech English or higher | Troy |

Design Technology – IB SL is based on a model of learning which incorporates knowledge, skills, and design principles in problem solving contexts, while at the same time maximizing the use of local and readily available resources. It assumes no previous experience in either design technology or designing. The intent is not solely in acquisition of knowledge about design and technology, which may change or become outdated, but it is about learning how to adapt to new experiences and approach problems with the appropriate skills and the relevant techniques to identify the important elements and, crucially, to develop the optimum solutions. The design cycle is at the core of the course and it is expected that students will use this process in practical investigative work, as well as in the theory. Each element in the cycle represents an aspect in design technology, which, when viewed together, constitutes a holistic approach. Any given element is therefore only to be seen in the context of the whole process.

| | | | | | |
|------------|----------------------------------|-------------|--------------|---|-------------|
| 215 | DESIGN TECHNOLOGY – IB SL | Year | 11-12 | B or higher in Introduction to Design Technology or C or higher in Computer Science A AP | Troy |
|------------|----------------------------------|-------------|--------------|---|-------------|

Design Technology – IB SL is based on a model of learning which incorporates knowledge, skills, and design principles in problem solving contexts, while at the same time maximizing the use of local and readily available resources. It assumes no previous experience in either design technology or designing. The intent is not solely in acquisition of knowledge about design and technology, which may change or become outdated, but it is about learning how to adapt to new experiences and approach problems with the appropriate skills and the relevant techniques to identify the important elements and, crucially, to develop the optimum solutions. The design cycle is at the core of the course and it is expected that students will use this process in practical investigative work, as well as in the theory. Each element in the cycle represents an aspect in design technology, which, when viewed together, constitutes a holistic approach. Any given element is therefore only to be seen in the context of the whole process.

| | | | | | |
|------------|---|-----------------------|-------------|-------------|-----------------------------|
| 095 | ROP COMPUTER GRAPHICS AND DESIGN | Semester/ Year | 9-12 | None | La Habra Sonora Troy |
|------------|---|-----------------------|-------------|-------------|-----------------------------|

This course provides instruction in computer layout, design, image editing, and illustration as used in the preparation of electronic and print-ready graphics, including websites. Students explore two-dimensional and three-dimensional real-world applications of graphic design and explore the elements and principles of visual design, such as line, shape, form, value, texture, space and balance, through a series of projects. Color theory and typography are also covered. Earn advanced credit at Fullerton Community College.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|----------------------------------|---------------------------|--------------|---------------------|---|
| 095B | ROP VISUAL COMMUNICATIONS | Semester/ Year | 9-12 | None | Buena Park Fullerton La Habra Sonora |

This course introduces students to fundamental concepts of art and graphic design. Students examine the elements and principles of design, color theory, and typography through a series of two and three dimensional design projects that emphasize research, analysis, the creative process, critical examination of work, and the application of historic and contemporary styles. Students apply design concepts to create and manipulate digital images.

| | | | | | |
|------------|--------------------------------------|-----------------|-------------|-------------|--|
| 006 | ROP BUSINESS TECH- NOLOGY | Semester | 9-12 | None | Buena Park Fullerton La Habra |
|------------|--------------------------------------|-----------------|-------------|-------------|--|

ROP Business Technology prepares the student in a variety of software applications, including word processing, spreadsheet, database, and presentation applications. Windows, MS Office, and other applications are included. Skills in communication, problem-solving, interpersonal skills, and career portfolio development are included. ROP Business Technology classes include mastery of skills that meet FJUHS computer proficiency standards.

| | | | | | |
|------------|---|-------------|-------------|-------------|------------------|
| 064 | ROP MULTIMEDIA DESIGN & PRODUCTION | Year | 9-12 | None | Fullerton |
|------------|---|-------------|-------------|-------------|------------------|

ROP Multimedia Design & Production develops skills in multimedia layout, design, and production, as used in the development of interactive CD-roms, multimedia productions, and web pages. Instruction is also provided in the areas of computer illustration, animation, and web design.

| | | | | | |
|------------|--|---------------------------|-------------|-------------|-------------------|
| 045 | ROP RETAIL CAREERS/ GENERAL MERCHANDISING | Semester/ Year | 9-12 | None | Buena Park |
|------------|--|---------------------------|-------------|-------------|-------------------|

ROP Retail Careers/General Merchandising combines weekly instruction and unpaid or paid on-the-job training in retail establishments. Includes career preparation standards, principles of merchandising, sales, guest services, security, inventory control, visual display, and other job-specific skills. Students working in retail establishments may participate in cooperative vocational education.

ENGLISH

Introduction

The first two years of English instruction give extensive instruction in reading and understanding literature, the writing process, critical thinking, and speaking and listening skills. The second two years of instruction include English courses which sharpen language and writing skills and broaden literary experience. The program is designed to help both the student planning to enter the world of work as well as the student planning to attend college.

Possible Career Objectives for the Student with English Training

Proficiencies in oral and written skills are basic requirements in any field the student may choose for a career. Career possibilities for the student with talent in English include:

| | |
|--------------------------|------------------|
| Administrative Assistant | New Media |
| Advertising Copywriter | Newscaster |
| Business Administrator | Public Relations |
| Clergy, Minister | Public Service |
| Court Reporter | Salesperson |
| Journalist | Teacher |
| Lawyer | Technical Writer |
| Marketing | Writer |

COURSE OFFERINGS

| | Course Title | Crs. No. | Length | Grade | Prerequisite/ Recommended | Location | | | | | | |
|----|---|----------|----------|-------|--|----------|----|----|----|----|----|---|
| | | | | | | BP | FU | LH | SO | SH | TR | |
| * | ENGLISH 1 | 301 | Year | 9 | None | x | x | x | x | x | x | |
| *+ | ENGLISH 1-H | 304 | Year | 9 | Departmental Recommendation/ Test | x | x | x | x | x | x | |
| * | ENGLISH 2 | 310 | Year | 10 | English 1 | x | x | x | x | x | x | |
| *+ | ENGLISH 2-H | 313 | Year | 10 | Departmental Recommendation/Test | x | x | x | x | x | x | |
| * | ENGLISH 3 | 320 | Year | 11 | English 2 | x | x | x | x | x | x | |
| | ENGLISH 3-H | 323 | Year | 11 | Departmental Recommendation/ Test | | | | | | | x |
| * | ENGLISH 3: LITERATURE OF THE AMERICAN THEATER | 326 | Year | 11 | English 2 and/or Teacher Recommendation | | x | | | | | |
| *+ | AP-ENGLISH LANGUAGE AND COMPOSITION | 322 | Year | 10-12 | Departmental Recommendation/ Test | x | x | x | x | x | x | |
| *+ | ENGLISH IB HL 1 | 328 B | Year | 11-12 | Departmental Recommendation/ Test | | x | | x | x | x | |
| | ENGLISH IB SL | 317 | Year | 11 | Departmental Recommendation | | | | | | | x |
| * | ENGLISH 4 | 330 | Year | 12 | English 3 | x | x | x | x | | | x |
| *+ | AP-ENGLISH LITERATURE AND COMPOSITION | 334 | Year | 12 | Departmental Recommendation/ Test | x | x | x | x | x | x | |
| *+ | ENGLISH IB HL-2 | 338 B | Year | 12 | Departmental Recommendation | | x | | x | x | x | |
| * | ENGLISH 4: FROM PAGE TO STAGE | 329 | Year | 12 | English 3 and/or Teacher Recommendation | | x | | | | | |
| | CAHSEE ENGLISH REVIEW | 359 | Semester | 11-12 | Students who have not passed the CAHSEE | x | x | x | x | x | x | |
| * | BRITISH LITERATURE | 348 | Semester | 12 | English 3 and/or Departmental Recommendation | | | | | | | x |
| * | WORLD LITERATURE | 349 | Semester | 12 | English 3 or Advanced Composition and Novel | | | | | | | x |

| | Course Title | Crs. No. | Length | Grade | Prerequisite/ Recommended | Location BP FU LH SO SH TR | | | | | | |
|----|----------------------------------|----------|-------------------|----------|--|-------------------------------|---|---|---|---|---|---|
| * | NOVEL | 350 | Semester | 11 12 | Departmental Recommendation | | | | | | x | x |
| * | BIBLE AS LITERATURE | 352 | Semester | 12 | English 3 and/or Departmental Recommendation | | | | | | x | x |
| * | ADVANCED COMPOSITION | 343 | Year | 11-12 | English 3/Departmental Recommendation | | x | | | | | x |
| | ADVANCED READING 1 | 382 | Year | 9-12 | Departmental Recommendation | | x | x | x | | | x |
| | ADVANCED READING 2 | 389 | Semester | 10-12 | Departmental Recommendation | | x | x | x | | | |
| * | SPEECH | 461 | Semester/ Year | 9-12 | None | | x | | | | | |
| *x | ADVANCED SPEECH | 462 | Semester | 9-12 | Speech | | x | | | | | |
| *x | DEBATE | 463 | Semester/ Year | 9-12 | None | | x | | | | | |
| * | ENGLISH 1: HUMANITIES | 478 | Year | 9 | Teacher Recommendation and read-ing at grade level; concurrent enroll-ment in Spanish 1: Heritage-H and California History: Heritage | | | x | | | | |
| | ENGLISH 1-H: HUMANITIES | 459 | Year | 9 | Teacher Recommendation; concurrent enrollment in Spanish 1: Heritage-H and California History: Heritage | | | x | | | | |
| * | ENGLISH 2: HUMANITIES | 479 | Year | 10 | English 1: Humanities, Spanish 1: Heritage-H, California History: Heritage; concurrent enrollment in Spanish 2: Heritage-H, World History: Heritage 2 | | | x | | | | |
| *+ | ENGLISH 2-H: HUMANITIES | 468 | Year | 10 | Departmental Recommendation/ English 1: Humanities, Spanish 1: Heritage-H, California History: Heritage; concurrent enrollment in Spanish 2: Heritage-H, World History: Humanities | | | x | | | | |
| * | ENGLISH 3-AMERICAN HUMANITIES | 327 | Year | 11 | None | | | | x | | | |
| * | ENGLISH 3: HUMANITIES | 480 | Year | 11 | English 2: Humanities, Spanish 2: Heritage-H, World History: Heritage; concurrent enrollment in Spanish 3: Heritage-H, U.S. History: Heritage | | | x | | | | |
| * | ENGLISH 4: HUMANITIES | 481 | Year | 12 | English 3: Humanities, Spanish 3: Heritage-H, and U.S. History: Heritage | | | x | | | | |
| * | ENGLISH 1-T/T | 375 | Year | 9 | By Qualification | | | | | | | x |
| # | ELD 1(BEGINNING) | 927 | Variable | 9-12 | District Criteria | x | x | x | | | x | |
| ! | ELD 2 (INTERMEDIATE) | 928 | Variable | 9-12 | ELD 1 and/or District Criteria | x | x | x | | | x | |
| *! | ELD 3 (ADVANCED) | 929 | Variable | 9-12 | ELD 2 and/or District Criteria | x | x | x | | | x | |
| | ELD 4 | 931 | Year | 10-12 | ELD 3 and English 1 or Teach Recommendation | x | x | | | | | |
| | LANGUAGE ENRICHMENT | 932 | Summer | 9-12 | ELD Course | x | | x | | | | |
| | FILM WRITING AND LITERATURE | 340 | Semester | 12 | None | | | | | | | x |
| | ADJUNCT 11 | 950 | Year | 11 | English 2 or Teacher Recommendation | | x | | | | | |
| | ADJUNCT 12 | 948 | Year | 12 | English 3 or Teacher Recommendation | | x | | | | | |
| | CALIFORNIA LITERATURE | 309 | Semester | 12 | English 3 | | | | | | x | |
| ** | THEORY OF KNOWLEDGE-IB | 812 | Semester | 12 | Admission to IB Diploma Program | | x | | | x | x | x |
| + | PHILOSOPHY IB SL | 825 | Year | 11 | Department/Counselor Recomm- endation – IB students only | | | | | | | x |
| ** | PHILOSOPHY IB HL 2 | 825 B | Year | 11-12 | Department/Counselor Recomm- endation – IB students only | | | | | | | x |
| | CSU EXPOSITORY READING & WRITING | 316 | Year | 11-12 | English 3 | x | x | x | x | x | x | x |

* Approved for UC "b" or "g" requirement.

** Approved for UC "g" requirement.

Not approved to meet FJUHSD 40 unit English graduation requirement.

! A maximum of 20 units of ELD 2 or above may apply to FJUHSD English graduation requirement. A maximum of 10 units of ELD 3 are acceptable for UC "b" or "g" requirement.

x May be repeated for credit.

-H Honors course

AP- Advanced Placement

-IB International Baccalaureate

@ Pilot course

+ Weighted grades (GPA)

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|---------------------|---------------|--------------|---------------------|-------------------------|
| 301 | ENGLISH 1* | Year | 9 | None | All Campuses |

English 1, a college-preparatory course, concentrates on the basic skills of composition, language, and literature. Composition study includes the organization of the multi-paragraph essay. Grammar, vocabulary, spelling, speaking, listening, and reading and understanding literature are included. Competence in each skill is the basic objective.

| | | | | | |
|------------|----------------------|-------------|----------|---|-------------------------|
| 304 | ENGLISH 1-H*+ | Year | 9 | Departmental Recommend- ation/Test | All Campuses |
|------------|----------------------|-------------|----------|---|-------------------------|

English 1-H is an accelerated, college-preparatory course which provides the student with an introduction to world literature including the study of non-fiction, poetry, short story, drama, and novel. Emphasis in the course is placed on the study of literature and the development of writing skills. Secondary attention will be paid to language and vocabulary skill development.

| | | | | | |
|------------|-------------------|-------------|-----------|------------------|-------------------------|
| 310 | ENGLISH 2* | Year | 10 | English 1 | All Campuses |
|------------|-------------------|-------------|-----------|------------------|-------------------------|

English 2, a college-preparatory course, continues the development of basic skills introduced in English 1. Composition study involves intensive review of how to organize and write the multi-paragraph essay. Literature emphasizes the study of increasingly challenging works in various genres. The course includes the study of vocabulary, spelling, usage, and mechanics.

| | | | | | |
|------------|----------------------|-------------|-----------|---|-------------------------|
| 313 | ENGLISH 2-H*+ | Year | 10 | Departmental Recommend- ation/Test | All Campuses |
|------------|----------------------|-------------|-----------|---|-------------------------|

English 2-H is an accelerated, college-preparatory course which continues the development of basic skills introduced in the freshman year. This course focuses on literature and the development of composition skills. A focus of this course is preparation for Advanced Placement and/or International Baccalaureate English courses in the 11th and 12th grade years.

| | | | | | |
|------------|-------------------|-------------|-----------|------------------|-------------------------|
| 320 | ENGLISH 3* | Year | 11 | English 2 | All Campuses |
|------------|-------------------|-------------|-----------|------------------|-------------------------|

English 3, a college-preparatory course, focuses on United States literature and further develops the study of language and composition. A variety of writing experiences in narrative, descriptive, and expository modes are included.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|---------------------|---------------|--------------|---|-----------------|
| 323 | ENGLISH 3-H | Year | 11 | Departmental Recommendation/Test | Troy |

English 3-H is an accelerated, college-preparatory course which focuses on literature and the development of composition skills.

| | | | | | |
|------------|--|-------------|-----------|--|------------------|
| 326 | ENGLISH 3: LITERATURE OF THE AMERICAN THEATER * | Year | 11 | English 2 and/or Teacher Recommendation | Fullerton |
|------------|--|-------------|-----------|--|------------------|

English 3: Literature of the American Theater provides the student with the opportunity to do work in composition, dramatic and literary analysis with an emphasis on United States authors. The student will explore theatrical roles and practices as they affect an audience. Vocabulary, grammar, and other language skills necessary for college-level work are reviewed and practiced. This course will count towards the Academy of the Arts graduation cord.

| | | | | | |
|------------|---|-------------|-----------|-------------|---------------|
| 327 | ENGLISH 3: AMERICAN HUMANITIES * | Year | 11 | None | Sonora |
|------------|---|-------------|-----------|-------------|---------------|

English 3: American Humanities is an 11th grade English course designed for juniors to acquaint them further with the development of America through the humanities. By reading, writing, discussing, and creating projects about this ethnocentric medium, the student will gain better perspective about what it means to be an American. This course will focus on the development of American history, literature, art, and music from the colonial years to the present.

| | | | | | |
|------------|--|-------------|--------------|---|---------------------|
| 322 | AP- ENGLISH LANGUAGE AND COMPOSITION *+ | Year | 10-12 | Departmental Recommendation/Test | All Campuses |
|------------|--|-------------|--------------|---|---------------------|

AP- English Language and Composition is a college-level composition course dedicated to the study of rhetorical modes and strategies. Students in this course become informed and skillful readers who are able to compose sophisticated essays for a variety of purposes. Through their exploration of diverse rhetorical forms—including narrative, expository, interpretive, and argumentative writing—students become attuned to the stylistic and persuasive choices writers make to achieve their purposes. This course prepares students for the AP English Language and Composition Examinations.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|--------------------------|---------------|--------------|---|--|
| 328B | ENGLISH IB HL 1 * | Year | 11-12 | Departmental Recommendation/Test | Fullerton Sonora Sunny Hills Troy |

English IB HL 1 is a college-level composition course dedicated to the study of rhetorical modes and strategies. Students in this course become informed and skillful readers who are able to compose sophisticated essays for a variety of purposes. Through their exploration of diverse rhetorical forms – including narrative, expository, interpretive, and argumentative writing – students become attuned to the stylistic and persuasive choices writers make to achieve their purposes. This course prepares students for the English IB HL1 examination and the AP English Language and Composition Examinations.

| | | | | | |
|------------|----------------------|-------------|-----------|------------------------------------|-------------|
| 317 | ENGLISH IB SL | Year | 11 | Departmental Recommendation | Troy |
|------------|----------------------|-------------|-----------|------------------------------------|-------------|

English IB SL is an accelerated, college-preparatory course which focuses on literature and the development of composition skills. The Language A1 program is primarily a pre-university course in literature. It is aimed at students who intend to pursue literature, or related studies, at university, as well as students whose formal study of literature will not continue beyond this level. The language A1 program encourages students to see literary works as products of art and their authors as craftsmen whose methods of production can be analyzed in a variety of ways and on a number of levels. This is achieved through the emphasis placed on exploring the means used by different authors from different cultures to convey their subjects in the works studied. It is further reinforced by the comparative framework emphasized for the study of these works in all parts of the program. With teacher approval, students may take a second year of IB English (HL2) in preparation for the IBHL exam at the end of senior year.

| | | | | | |
|------------|-------------------|-------------|-----------|------------------|--|
| 330 | ENGLISH 4* | Year | 12 | English 3 | Buena Park Fullerton La Habra Sonora Troy |
|------------|-------------------|-------------|-----------|------------------|--|

English 4 provides the student with the opportunity to do advanced work in composition and literary analysis. Vocabulary, grammar, and other language skills necessary for college-level work are reviewed and practiced.

| | | | | | |
|------------|---|-------------|-----------|---|---------------------|
| 334 | AP-ENGLISH LITERATURE AND COMPOSITION *+ | Year | 12 | Departmental Recommendation/Test | All Campuses |
|------------|---|-------------|-----------|---|---------------------|

AP- English Literature and Composition teaches the student to do close analysis of major short stories, essays, novels, plays, and poems and to express analysis in clear expository writing. Copies of previous Advanced Placement tests are examined and discussed. Thus, the class prepares the student for the Advanced Placement test given each May.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|--|--|-----------------|--------------|---|--|
| 338B | ENGLISH IB HL 2 *+ | Year | 12 | Departmental Recommendation | Fullerton Sonora Sunny Hills Troy |
| <p>English IB HL 2 prepares the student to take both the International Baccalaureate and Advanced Placement literature tests given each May. The student completes advanced work in composition and detailed analysis of literature through structured analytical essays, discussions, and oral presentations.</p> | | | | | |
| 329 | ENGLISH 4: FROM PAGE TO STAGE * | Year | 12 | English 3 and/or Teacher Recommendation | Fullerton |
| <p>English 4: From Page to Stage provides the student with the opportunity to do advanced work in composition, as well as dramatic and literary analysis with an emphasis on Shakespeare and his contemporaries. The student will explore varied theatrical roles and practices as they affect an audience. Vocabulary, grammar, and other language skills necessary for college-level work are reviewed and practiced. This course will count towards the requirements for the Academy of the Arts graduation cord.</p> | | | | | |
| 359 | CAHSEE ENGLISH REVIEW | Semester | 11-12 | Not passed the CAHSEE | All Campuses |
| <p>The CAHSEE English Review class is designed for the student who has not passed the California High School Exit Exam (CAHSEE). The course will improve the student's competence in reading and writing skills and will increase the students' self-confidence in English Language Arts. Course content will focus on word analysis, reading comprehension, literary response and analysis, writing strategies and applications, and written and oral English language conventions.</p> | | | | | |
| 348 | BRITISH LITERATURE* | Semester | 12 | English 3 and/or Departmental Recommendation | Troy |

British Literature assists the student to become familiar with the major writers and the major works of English literature. There are also discussions, outside readings, and papers written on specific works of literature. This course helps the student understand how English literature has affected and contributed to American culture.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|---|------------------------------|-----------------|------------------|--|---|
| 349 | WORLD LITERATURE* | Semester | 12 | English 3 and/ or Departmental Recommend- ation | Troy |
| World Literature features the study of several works by representative authors of the world. Critical essays interpreting structure, language, content, or theme of the readings are required. These works include novels, dramas, poetry and short stories. | | | | | |
| 350 | NOVEL* | Semester | 11 12 | Departmental Recommend- ation | Troy Sunny Hills |
| Novel is designed to give the student an understanding of the novel as a major literary genre focusing on the reading and interpretation of selected authors of the 19 th and 20 th centuries. Recurring themes, philosophies, and attitudes will be reviewed. | | | | | |
| 352 | BIBLE AS LITERATURE* | Semester | 12 | English 3 and/ or Departmental Recommend- ation | Sunny Hills Troy |
| Bible as Literature is a literary-analysis course providing an in-depth study of selected writings from the Old and New Testaments. The writings include classic short stories, drama, poetry, history, and philosophy. The course gives the student an awareness of the literary richness of the Bible and its varied literary forms. | | | | | |
| 343 | ADVANCED COMPOSITION* | Year | 11-12 | English 3/ Departmental Recommend- ation | Fullerton Troy |
| Advanced Composition, a college-preparatory course, emphasizes organization and development of the short essay. A variety of writing experiences will include narrative, descriptive, expository, and persuasive approaches to interpretation. The student will analyze non-fiction essays, professional articles, novels, plays, and poetry. This course may be repeated for credit. | | | | | |
| 382 | ADVANCED READING 1 | Year | 9-12 | Departmental Recommend- ation | Fullerton La Habra Sonora Troy |
| Reading 1 is designed to identify the student's reading needs and improve reading skills. Emphasis will be given to improving reading comprehension and reading vocabulary and to developing critical thinking skills. The student will learn general strategies that will improve reading skills in other areas and classes. This course is for elective credit. | | | | | |

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|---------------------|---------------|--------------|---------------------|-----------------|
|-----------------|---------------------|---------------|--------------|---------------------|-----------------|

| | | | | | |
|------------|---------------------------|-----------------|--------------|------------------------------------|--|
| 389 | ADVANCED READING 2 | Semester | 10-12 | Departmental Recommendation | Fullerton La Habra Sonora |
|------------|---------------------------|-----------------|--------------|------------------------------------|--|

Reading 2 is designed to identify reading needs and enhance reading skills. Emphasis is placed on improving fluency, comprehension, vocabulary, and active reading skills. The student will learn general strategies that will improve reading skills in other areas and classes. This course is for elective credit.

| | | | | | |
|------------|----------------|---------------------------|-------------|-------------|------------------|
| 461 | SPEECH* | Semester/ Year | 9-12 | None | Fullerton |
|------------|----------------|---------------------------|-------------|-------------|------------------|

Speech provides the student with tools necessary to become a more effective communicator as a speaker/listener and a reader/writer. The student presents a variety of speeches designed to test the ability to analyze an audience and organize a specific message geared to obtain a specific response. The student also researches controversial problems and presents research in oral and written essays designed to persuade the audience to accept a particular position on a particular issue. This course may be repeated for credit.

| | | | | | |
|------------|-------------------------|-----------------|-------------|---------------|------------------|
| 462 | ADVANCED SPEECH* | Semester | 9-12 | Speech | Fullerton |
|------------|-------------------------|-----------------|-------------|---------------|------------------|

Advanced Speech emphasizes formal speaking situations, including persuasive speaking, dramatic interpretations of literature, choral reading, original oratory, and introduction to debate. This course may be repeated for credit.

| | | | | | |
|------------|----------------|---------------------------|-------------|-------------|------------------|
| 463 | DEBATE* | Semester/ Year | 9-12 | None | Fullerton |
|------------|----------------|---------------------------|-------------|-------------|------------------|

Debate emphasizes the analysis of significant, controversial issues and the effective oral and written communication of arguments defending these issues in an academic debate format. This course may be repeated for credit.

| | | | | | |
|------------|-------------------------------|-------------|----------|---|-----------------|
| 478 | ENGLISH 1: HUMANITIES* | Year | 9 | Teacher Recommendation and reading at grade level; concurrent enrollment in Spanish 1: Heritage-H and California History: Heritage | La Habra |
|------------|-------------------------------|-------------|----------|---|-----------------|

English 1: Humanities 1 is the beginning course in the Heritage of the Americas program. English 1: Humanities combines with California History: Heritage for a block of interdisciplinary study in the humanities. Culturally oriented, English 1: Humanities 1 covers all English 1 skills and concepts and focuses on the literature of California. It substitutes for English 1 for the Heritage program student and is linked to the Spanish 1: Heritage-H course. Competence in each skill is the basic objective.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|---------------------|---------------|--------------|---------------------|-----------------|
|-----------------|---------------------|---------------|--------------|---------------------|-----------------|

| | | | | | |
|------------|--------------------------------|-------------|----------|---|-----------------|
| 459 | ENGLISH 1-H: HUMANITIES | Year | 9 | Teacher Recommendation and reading at grade level; concurrent enrollment in Spanish 1: Heritage-H and California History: Heritage | La Habra |
|------------|--------------------------------|-------------|----------|---|-----------------|

English 1-H: Humanities is an accelerated, college preparatory course which focuses on literature and the development of composition skills. This course requires a higher level of sophistication and comprehension in reading, writing, speaking, listening and critical thinking skills. An accelerated pace and an increased expectation reflects the higher standards requisite for the weighted grade assigned to the course. The student is expected to be a more self-directed, independent learner, and will be exposed to a wider scope of perspectives based on intense exploration of significant literature. The student will have the opportunity to prepare for Advanced Placement. In addition to the course content and objectives defined in the English 1: Humanities course outline, the student in English 1-H: Humanities will demonstrate proficiency in reading, writing, speaking, listening and critical thinking skills.

| | | | | | |
|------------|-------------------------------|-------------|-----------|--|-----------------|
| 479 | ENGLISH 2: HUMANITIES* | Year | 10 | English 1: Humanities, Spanish 1: Heritage-H, California History: Heritage; concurrent enrollment in Spanish 2: Heritage-H, World History: Heritage | La Habra |
|------------|-------------------------------|-------------|-----------|--|-----------------|

The second (sophomore year) course in the Heritage of the Americas program, English 2: Humanities, combines with World History: Heritage 2 and Spanish 2: Heritage-H for a block of interdisciplinary study in the humanities. English 2: Humanities covers all English 2 skills and concepts and has a global literature emphasis. It replaces English 2 for the Heritage program student and is linked to the Heritage Spanish 2-H course. The student interested in earning honors credit should contact the instructor.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|----------------------------------|---------------|--------------|--|-----------------|
| 468 | ENGLISH 2-H: HUMANITIES*+ | Year | 10 | Departmental recommendation/English 1: Humanities, Spanish 1: Heritage-H, California History: Heritage 1; concurrent enrollment in Spanish 2: Heritage-H, World History: Humanities 2 | La Habra |

English 2-H: Humanities is an accelerated, college-preparatory course, which focuses on literature and the development of composition skills. It is the second (sophomore year) course in the Heritage of the Americas program, English 2-H: Humanities combines with World History: Heritage 2 and Spanish 2: Heritage-H for a block of interdisciplinary study in the humanities. English 2-H: Humanities covers all English 2 skills and concepts and has a global literature emphasis. It replaces English 2 for the Heritage of the Americas program student and is linked to the Heritage Spanish 2-H course.

| | | | | | |
|------------|-------------------------------|-------------|-----------|--|-----------------|
| 480 | ENGLISH 3: HUMANITIES* | Year | 11 | English 2: Humanities, Spanish 2: Heritage-H, World History: Heritage 2; concurrent enrollment in Spanish 3: Heritage-H, U.S. History: Heritage | La Habra |
|------------|-------------------------------|-------------|-----------|--|-----------------|

The third (junior year) course in the Heritage of the Americas program, English 3: Humanities, combines with U.S. History: Heritage 3 for a block of interdisciplinary study in the humanities. English 3: Humanities takes the place of English 3 for the student in the program. English 3: Humanities focuses on reinforcement of composition and language skills as well as the reading and interpretation of American literature selections, both classic and ethnic.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|-------------------------------|---------------|--------------|---|-----------------|
| 481 | ENGLISH 4: HUMANITIES* | Year | 12 | English 3: Humanities, Spanish 3: Heritage-H, and U.S. History: Heritage 3 | La Habra |

English 4: Humanities provides the student with the opportunity to do advanced work in composition and literary analysis. Vocabulary, grammar, and other language skills necessary for college-level work are reviewed and practiced.

| | | | | | |
|------------|-----------------------|-------------|----------|-------------------------|-------------|
| 375 | ENGLISH 1-T/T* | Year | 9 | By Qualification | Troy |
|------------|-----------------------|-------------|----------|-------------------------|-------------|

English 1-T/T is a specialized program-compatible course that is college preparatory in nature and rigor. State-mandated instruction in reading, thinking, speaking, and listening centers on fictional and non-fictional literature that includes but is not limited to works that examine the ethical use of science and technology, and writing instruction addresses the practical use of grammar, the various forms of technical writing, and the organization and development of the multi-paragraph essay. The logic that underpins studies in math, science and computer science informs and shapes instruction and learning in this and all Troy Tech language arts classes.

| | | | | | |
|------------|-------------------------------|-----------------|-------------|--------------------------|--|
| 927 | ELD 1# (BEGINNING) | Variable | 9-12 | District Criteria | Buena Park Fullerton La Habra Sunny Hills |
|------------|-------------------------------|-----------------|-------------|--------------------------|--|

English Language Development (ELD) 1 is for the student with little or no expressive or receptive English. The course stresses the acquisition of listening and speaking language skills that meet the immediate communication needs of the student in a social and academic setting. ELD 1 builds the foundation of basic English skills: listening, speaking, reading, and writing. An introduction to literature, a focus on study skills, and cultural awareness are also included in the course. This course is for elective credit only; it does not take the place of English 1, 2, 3, or 4.

| | | | | | |
|------------|----------------------------------|-----------------|-------------|---------------------------------------|--|
| 928 | ELD 2! (INTERMEDIATE) | Variable | 9-12 | ELD 1 and/or District Criteria | Buena Park Fullerton La Habra Sunny Hills |
|------------|----------------------------------|-----------------|-------------|---------------------------------------|--|

English Language Development (ELD) 2 is for the student whose English is not fluent yet understands most of what is said in general conversation. This intermediate course continues to stress the acquisition of listening and speaking language skills of the student in a social and academic setting. ELD 2 utilizes meaning-centered activities and selected literature to build on integrated English skills introduced in ELD 1 including listening, speaking, reading, and writing English. Vocabulary, grammar, writing, reading, and pronunciation skills are refined to meet the demands of content area study. Life skills and cultural awareness are also included in the course. Five units of credit per semester hour may be applied toward English credit for graduation, not to exceed a total of twenty English units.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|-------------------------------|-----------------|--------------|---|--|
| 929 | ELD 3*! (ADVANCED) | Variable | 9-12 | ELD 2 and/or District Criteria | Buena Park Fullerton La Habra Sunny Hills |

English Language Development (ELD) 3 is for the student who needs to refine and expand language skills introduced at previous levels. ELD 3 is a literature-based curriculum that emphasizes listening, speaking, reading and writing skills necessary to succeed in academic content area classes. Five units of credit per semester hour may be applied toward English credit for graduation, not to exceed a total of ten English units.

| | | | | | |
|------------|--------------|-------------|--|------------------|---------------------------------|
| 931 | ELD 4 | Year | 10-12 English 1 or Teacher Recommendation | ELD 3 and | Buena Park Fullerton |
|------------|--------------|-------------|--|------------------|---------------------------------|

English Language Development (ELD) 4 is for the student who needs to refine and expand language skills introduced at the previous levels of ELD. ELD 4 is also designed to enhance reading, writing skills and literacy skills, with an emphasis on academic vocabulary for the core content areas. Emphasis is placed on improving listening, speaking, fluency, vocabulary, comprehension, reading, writing, and literacy skills. The student will be supported by learning strategies that will improve reading and writing skills through support strategies that are essential for academic success.

| | | | | | |
|------------|----------------------------|---------------|-------------|-------------------|--|
| 932 | LANGUAGE ENRICHMENT | Summer | 9-12 | ELD Course | Buena Park Fullerton La Habra |
|------------|----------------------------|---------------|-------------|-------------------|--|

Language Enrichment provides an intensive focus on reading, writing and speaking practice in English for the student whose first language is not English with an emphasis on academic skills of critical thinking, reading, writing, interdisciplinary academic language, and oral presentation. This is a summer school course for elective credit.

| | | | | | |
|------------|-------------------------|-----------------|-----------|---|-------------|
| 349 | WORLD LITERATURE | Semester | 12 | English 3 or Advanced Comp & Novel | Troy |
|------------|-------------------------|-----------------|-----------|---|-------------|

World Literature is a literary-analysis course providing an in-depth study of significant writings, both ancient and contemporary, from around the world. The writings include classic short stories, novels, drama, poetry, and essays. Composition, vocabulary, grammar, and other language skills necessary for college-level work are reviewed and practiced. Oral and written discussion are integrated into the learning experience. This course satisfies five credits of the English 4 graduation requirement.

| | | | | | |
|------------|------------------------------|-----------------|-----------|------------------|--------------------|
| 309 | CALIFORNIA LITERATURE | Semester | 12 | English 3 | Sunny Hills |
|------------|------------------------------|-----------------|-----------|------------------|--------------------|

California Literature is designed to cover the 12th grade English language arts standards through the study of literature written by authors living and/or writing about California from the period of Spanish settlement to the present. Genres studied will include non-fiction, novel, poetry, short fiction, and drama.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|------------------------------------|-----------------|--------------|---------------------|-----------------|
| 340 | FILM WRITING AND LITERATURE | Semester | 12 | None | Troy |

The Film Writing and Literature class is designed to give the student an understanding of the art and business of writing for and about film.

| | | | | | |
|------------|-------------------|-------------|-----------|--|------------------|
| 950 | ADJUNCT 11 | Year | 11 | English 2 or Teacher Recommendation | Fullerton |
|------------|-------------------|-------------|-----------|--|------------------|

The Adjunct 11 course will help prepare students for success at the college preparatory level in English by providing a supportive academic environment. The yearlong course is designed to align with the college preparatory English 3 courses, placing special emphasis on reading, writing, and critical thinking. Core literature will be previewed in the Adjunct course to facilitate student comprehension of units studied in the English 3 course. The discussion of literature will focus on basic understanding (i.e. vocabulary, character, and plot). The focus on basics will provide students with the tools necessary to then discuss the literary works at the more advanced level required in the college preparatory English classes. Additionally, writing assignments from the English 3 classes will be drafted ahead of time in the Adjunct class allowing for critique and rewrite before final drafts are submitted to the English teachers. Finally, students will practice interpretive essay strategies to prepare them for the District writing exam. The aim of the Adjunct course is to provide the skills necessary to allow students to become more successful in all curricular areas involving reading and writing. Placement will be mandatory, providing elective credit only.

| | | | | | |
|------------|-------------------|-------------|-----------|--|------------------|
| 948 | ADJUNCT 12 | Year | 12 | English 3 or Teacher Recommendation | Fullerton |
|------------|-------------------|-------------|-----------|--|------------------|

The Adjunct 12 course will help prepare students for success at the college preparatory level in English, with specific emphasis on providing targeted support for the Expository Reading and Writing Course (ERWC). The yearlong course is designed to align with the ERWC principles and curriculum, placing special emphasis on the integration of interactive reading and writing processes. Core readings (modules) will be previewed and reviewed in the Adjunct course to facilitate better student comprehension of both expository (non-fiction) and literary texts. The implementation of ERWC modules will focus on a rhetorical approach that fosters critical thinking and proficiency in expository, analytical, and argumentative reading and writing. The Adjunct class will provide students with more targeted practice to better analyze, interpret, and apply these rhetorical strategies to the variety of texts read over the course of a year. Additionally, key writing assignments from the ERWC classes will be drafted and edited in the Adjunct class allowing for students to increase their ability to better create and support written arguments based on the ERWC readings, research, and their own personal experience. Finally, students will increase their repertoire of cognitive and metacognitive strategies for approaching various academic reading and writing tasks. The aim of the Adjunct course is for the student to be able to successfully apply independent literacy practices to reading and writing in a manner that is both recursive and reflective. The ultimate goal of Adjunct 12 is to provide the additional academic support needed for students to be well prepared and ready for the literacy demands of higher education. Placement will be mandatory, providing elective credit only.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|----------------------------------|-----------------|--------------|--|--|
| 812 | THEORY OF KNOWLEDGE-IB**+ | Semester | 11-12 | Admission to IB Diploma Program | Fullerton Sonora Sunny Hills Troy |

Theory of Knowledge-IB is required for any International Baccalaureate student and is intended not to teach the student new facts, but to put into perspective what is already known. The objective of the course is the study of basic concepts rather than methodology and for the student to think and apply interrelated concepts. The course covers five areas of study: (1) the roles of language and thought in knowledge; (2) the requirement of logical rigor for knowledge; (3) systems of knowledge; (4) value judgments and knowledge; and (5) knowledge and truth.

| | | | | | |
|------------|-----------------------------|-------------|-----------|--|-------------|
| 825 | PHILOSOPHY IB SL **+ | Year | 11 | Department/ Counselor Recommendation IB Students Only | Troy |
|------------|-----------------------------|-------------|-----------|--|-------------|

Philosophy IB SL is the first year of rigorous study of major philosophical questions and systems. The student is required to read representative selections written by major philosophers, participate in class discussions, prepare required IB projects, and write extensively on philosophical problems in preparation for the second year philosophical study in the senior year.

| | | | | | |
|-------------|------------------------------|-------------|--------------|--|-------------|
| 825B | PHILOSOPHY IB HL 2**+ | Year | 11-12 | Department/ Counselor Recommendation IB Students Only | Troy |
|-------------|------------------------------|-------------|--------------|--|-------------|

Philosophy IB HL 2 provides a rigorous study of major philosophical questions and systems. The student is required to read representative selections written by major philosophers, participate in class discussions, prepare required IB projects, and write extensively on philosophical problems in preparation for the International Baccalaureate HL examination.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|---|---------------|--------------|---------------------|---------------------|
| 316 | CSU EXPOSITORY READING & WRITING | Year | 11-12 | English 3 | All Campuses |

The goal of the Expository Reading and Writing course is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course, the assignment template, presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. They will read closely to examine the relationship between an author's argument or theme and his/her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other nonfiction texts. The course materials also include modules on two full-length works (one novel and one work of nonfiction). Written assessments and holistic scoring guides conclude each unit.

| | | | | | |
|------------|----------------|-------------|-----------|-------------------------------|------------------|
| 355 | GRAD 10 | Year | 10 | Teacher Recommendation | Fullerton |
|------------|----------------|-------------|-----------|-------------------------------|------------------|

GRAD 10 provides an intensive yet supportive learning environment for those students who have been less than successful in more traditional approaches to curriculum. The GRAD 10 Reading & Writing course will help prepare a target group of students to meet the rigor of college preparatory level classes by focusing on the skills necessary for success and providing a supportive setting where students can practice critical thinking and reading skills, participate in oral presentations and Socratic discussions and develop a strong sense of voice in writing.

* Approved for UC "b" or "g" requirement

** Approved for UC "g" requirement

Not approved to meet FJUHS 40 unit English graduation requirement

+ Weighted grades (GPA).

! A maximum of 20 units of ELD 2 or above may apply to FJUHS English graduation requirement. A maximum of 10 units of ELD 3 is acceptable for UC "b" or "g" requirement.

@ Pilot course

HEALTH EDUCATION

Introduction

Health education provides the student with information necessary to care for personal, mental, physical, and social well-being. It also provides the student with the knowledge, skills, and attitudes to assist in making intelligent choices for health products and services.

Possible Career Objectives for the Student with Health Education Training

| | |
|----------------------------------|--------------------------------|
| Audiologist | Occupational Therapy Assistant |
| Chiropractor | Optometric Assistant |
| Dental Assistant | Optometrist |
| Dental Hygienist | Osteopathic Physician |
| Dental Laboratory Technician | Pharmacist |
| Dentist | Physical Therapist |
| Dietician | Physical Therapy Assistant |
| Electrocardiograph Technician | Physician |
| Electroencephalograph Technician | Podiatrist |
| Emergency Medical Technician | Radiological Technician |
| Hospital Administrator | Registered Nurse |
| Inhalation Therapist | Sanitarian |
| Medical Assistant | Speech Pathologist |
| Medical Laboratory Worker | Surgical Technician |
| Medical Record Librarian | Veterinarian |
| Occupational Therapist | |

COURSE OFFERINGS

| | Course Title | Crs. No. | Length | Grade | Prerequisite/ Recommended | Location | | | | | | |
|---|---|----------|----------|-------|--|----------|----|----|----|----|----|---|
| | | | | | | BP | FU | LH | SO | SH | TR | |
| 1 | HEALTH EDUCATION | 911 | Quarter | 9-12 | None | x | x | x | x | x | x | |
| 1 | EXPLORING MEDICAL CAREERS | 735 | Year | 9 | None | | | | x | | | |
| 1 | MEDICAL CAREERS 1 | 736 | Year | 10-12 | None | | | | x | | | |
| | ROP MEDICAL CAREERS I | 075 B | Year | | None | | | | | x | | x |
| * | ROP MEDICAL CAREERS II – BODY SYSTEMS AND DISORDERS | 086 | Year | | None | | | | | x | | |
| | ROP MEDICAL ASSISTANT: CLINICAL (BACK OFFICE) | 075 | Year | | None | | | | | x | | |
| | ROP EMERGENCY MEDICAL RESPONDER | 051A | Semester | 11-12 | None | | | x | | | | x |
| | ROP FUNDAMENTALS OF NURSING | 075C | Year | 12 | Successful completion of Medical Core and Medical Assistant or Nursing Assistant or Medical Careers II; or Anatomy and Physiology with grades of A or B. | | | | | x | | |

1 This course satisfies the FJUHS Health graduation requirement.

* Approved for UC "g" requirement

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|-------------------------|----------------|--------------|---------------------|--|
| 911 | HEALTH EDUCATION | Quarter | 9-12 | None | Buena Park Fullerton La Habra Sonora Sunny Hills Troy |

Health Education will involve students in meaningful learning experiences by developing health literacy, modeling healthy choices, and promoting the health of others in home, work, school, and community. It will integrate health into every aspect of their daily living. It will include knowledge, attitudes, and behaviors in the following content areas: Communicable and Chronic Diseases, Consumer and Community Health, Environmental Health, Family Living, Individual Growth and Development, Life Stages, Injury Prevention and Safety, Alcohol, Tobacco, and Other Drugs, Nutrition, and Personal Health. This course follows the California State Health Education Framework and satisfies the FJUHSD Health graduation requirement.

| | | | | | |
|------------|----------------------------------|-------------|----------|-------------|---------------|
| 735 | EXPLORING MEDICAL CAREERS | Year | 9 | None | Sonora |
|------------|----------------------------------|-------------|----------|-------------|---------------|

Exploring Medical Careers covers the entire District Health Education and State Health Framework. As the health curriculum does, Exploring Medical Careers will integrate health into everyday living and will also give the student exposure to various health and medical careers. Various health career specialists will be used as guest speakers. Selected class trips may be taken to local health care facilities. This course satisfies the Fullerton Joint Union High School District Health Education graduation requirement.

| | | | | | |
|------------|--------------------------|-------------|--------------|-------------|---------------|
| 736 | MEDICAL CAREERS 1 | Year | 10-12 | None | Sonora |
|------------|--------------------------|-------------|--------------|-------------|---------------|

Medical Careers 1 introduces the student to diverse occupations in the medical/health field and to the standards required of health workers. Topics include ethical/legal responsibilities, patient and employee safety, professional skills, growth and development, body systems and diseases, and medical terminology. Eligible students receive workplace clinical experience at a community medical facility. Integrated throughout the course are health education content issues which promote health literacy, healthy decisions and the promotion of health in the community.

| | | | | | |
|-------------|------------------------------|-------------|--|-------------|------------------------|
| 075B | ROP MEDICAL CAREERS I | Year | | None | Sonora Troy |
|-------------|------------------------------|-------------|--|-------------|------------------------|

ROP Medical Careers I will assist the student in learning how to take patients' vital signs, including blood pressure, temperature, and pulses per minute. Students will learn about diverse medical and health occupations found in hospitals, community health centers, and clinics. Students will learn about the roles and responsibilities of various health care providers.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|---|--|-----------------|--------------|---|--------------------------|
| 086 | ROP MEDICAL CAREERS II - BODY SYSTEMS AND DISORDERS * | Year | | None | Sonora |
| <p>ROP Medical Careers II - Body Systems and Disorders is designed to teach human anatomy and physiology and the consequences of disruption of body processes. Focus is on providing the student with the foundation on which future professional skills and judgments will be built. The course includes an expansion of medical terminology as specific terms are applied to disease, disorders, and medical interventions. Integrated throughout the course are career preparation standards, which include communication, interpersonal skills, problem-solving, safety, technology, and other employment skills. This course meets the UC "g" requirement.</p> | | | | | |
| 075 | ROP MEDICAL ASSISTANT: CLINICAL (BACK OFFICE) | Year | | None | Sonora |
| <p>ROP Medical Assistant: Clinical (Back Office) provides the student with knowledge and skills necessary to obtain entry-level positions in a medical facility. The course includes clinical skills such as vital signs, medication administration and assisting the physician. Medical terminology and career standards are included in the program. Eligible students may participate in work-based learning at community sites.</p> | | | | | |
| 051A | ROP EMERGENCY MEDICAL RESPONDER | Semester | 11-12 | None | La Habra Troy |
| <p>ROP Emergency Medical Responder prepares students in entry-level skills as first responders, emergency personnel who provide immediate care to ill or injured persons and assist emergency medical services (EMS) providers. Included are an overview of EMS, CPR, first aid, patient assessment, legal and ethical issues, and triage and emergency responsibilities. Completion of the class satisfies the prerequisites for the EMT class and also provides a strong background for those interested in lifeguard positions, fire service, and a variety of health-related fields.</p> | | | | | |
| 075C | ROP FUNDAMENTALS OF NURSING | Year | | Grade 12 with successful completion of Medical Core & Medical Assistant or Nursing Assistant or Medical Careers II; or Anatomy & Physiology with grades of A or B. | Sonora |

This two-semester course prepares students to enter the Vocational Nursing program. Classroom instruction in the first semester focuses on the care of patients with simple health problems, a summary of nursing history, skills related to activity and movement, initiating nursing care, vital signs, medical terminology, ethics and legal issues related to the nursing profession. Semester two includes documentation, asepsis, safety, anatomy and physiology overview, pre and post-op care, fluids and electrolytes, communication, the grieving process, and nursing theory. During the summer, students participate in clinical experience in an acute/long-term care facility.

HOME ECONOMICS/ CAREERS AND TECHNOLOGY

Introduction

The Career and Technology Education courses focus on the development of skills, knowledge, attitudes, and essential competencies which directly affect individual and career pathway choices. The program emphasizes the teaching and reinforcing of skills relevant to the individual pathways; the application of life skills to jobs and careers; and the impact of new technology on the career pathways. The program encompasses three content areas and emphasizes the interrelationships among them. Instruction is provided in the following areas:

Child Development and Guidance
Consumer Education
Food and Nutrition

Possible Career Objectives for the Student with Home Economics Training

| | |
|--------------------------|--------------------------------|
| Caterer | Hospitality/Tourism Worker |
| Chef | Marriage and Family Counselor |
| Child Welfare Worker | Pre-School Aide |
| Consumer Affairs Advisor | Pre-School Teacher or Director |
| Dietitian | Nutritionist |
| Food Journalist | Psychologist |
| Food Services | Food Technologist |
| Food Stylist | Recreation Worker |
| Home Economics Teacher | Restaurant Occupations |
| | Social Worker |

COURSE OFFERINGS

| | Course Title | Crs. No. | Length | Grade | Prerequisite/ Recommended | Location | | | | | | |
|---|---|----------|----------------|-------|--|----------|----|----|----|----|----|---|
| | | | | | | BP | FU | LH | SO | SH | TR | |
| | CULINARY ESSENTIALS 1 | 289 | Year | 9-12 | None | x | x | x | | | | |
| | CULINARY ESSENTIALS 2 | 290 | Year | 10-12 | Culinary Arts 1 or Teacher Recommendation | x | x | x | | | | |
| | RESTAURANT 1 | 296 | Year | 10-12 | Culinary Arts 1, Culinary Arts 2 and/or Teacher Recommendation | | x | | | | | |
| | RESTAURANT 2 | 298 | Year | 12 | Culinary Arts 1, Culinary Arts 2 and/or Teacher Recommendation | | x | | | | | |
| | CHILD DEVELOPMENT & EDUCATION | 281 | Year | 10-12 | None | x | | | | | | |
| | ROP INTRODUCTION TO CULINARY ARTS | 059 | Semester | 9-12 | None | | | x | x | | | |
| | ROP ADVANCED CULINARY ARTS | 112 | Semester/ Year | 9-12 | ROP Introduction to Culinary Arts | | | x | x | | | |
| * | ROP CAREERS WITH CHILDREN: PRESCHOOL ASSISTANT & SCHOOL AGE CHILDCARE ASSISTANT | 025 | Semester/ Year | 10-12 | None | | | x | | | | |
| | ROP CHILD DEVELOPMENT | 025 A | Semester | 9-12 | None | | | | | | | x |
| | ROP CATERING AND EVENT PLANNING | 8102 C | Semester/ Year | 10-12 | Age 16 and ROP Introduction to Culinary Arts | | | | x | | | |

* Approved for UC "f" requirements

+ Approved for UC "g" requirements

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|------------------------------|---------------|--------------|---------------------|--|
| 289 | CULINARY ESSENTIALS 1 | Year | 9-12 | None | Buena Park Fullerton La Habra |

Culinary Essentials 1 introduces the student to the basic concepts of nutrition and food preparation. Units of study may include weekly lab experiences from the Food Guide plate and classwork in the areas of meal planning, table setting, recipe interpretation, equipment selection and use, measuring techniques, safety, cooking terms, and sanitation. The student will also learn how food habits and choices affect personal health.

| | | | | | |
|------------|------------------------------|---------------------------|--------------|--|--|
| 290 | CULINARY ESSENTIALS 2 | Semester/ Year | 10-12 | Culinary Arts 1 or Teacher Recommendation | Buena Park Fullerton La Habra |
|------------|------------------------------|---------------------------|--------------|--|--|

Culinary Essentials 2 introduces the student to the advanced concepts of nutrition and food preparation. Units of study may include weekly lab experiences from a wide variety of multicultural foods. The student will perfect his/her skills in the areas of meal planning, table setting, recipe interpretation, equipment selection and use, measuring techniques, safety, cooking terms, and sanitation. The student will continue to learn how food habits and choices affect personal health.

| | | | | | |
|------------|---------------------|-------------|--------------|---|------------------|
| 296 | RESTAURANT 1 | Year | 10-12 | Culinary Arts 1, Culinary Arts 2 and/or Teacher Recommendation | Fullerton |
|------------|---------------------|-------------|--------------|---|------------------|

Restaurant 1 is designed to provide the student with entry-level skills for future employment in the dynamic food service and hospitality industry. The class is organized as an actual business and the student has the opportunity for practical experience in planning, preparing, and serving food to the staff, students, and community. Instruction extends beyond the classroom to include partnerships with local businesses and colleges. A graduation cord will be presented after the successful completion of four years of study in the Culinary Academy.

| | | | | | |
|------------|---------------------|-------------|-----------|---|------------------|
| 298 | RESTAURANT 2 | Year | 12 | Culinary Arts 1, Culinary Arts 2 and/or Teacher Recommendation | Fullerton |
|------------|---------------------|-------------|-----------|---|------------------|

Restaurant 2 is designed for the student pursuing a career in the food service and hospitality industry, including safety procedures; sanitation and food handling; tools, utensils, appliances, and equipment; facilities management, customer service and guest relations, nutrition; food and beverage production and preparation; food and beverage service; marketing and guest perception/interactions, prime cost analysis; profitability and analysis; and entrepreneurship. The student will also learn employment and management skills.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|--|--|-----------------------|--------------|-----------------------------------|------------------------|
| 281 | CHILD DEVELOPMENT & EDUCATION | Year | 10-12 | None | Buena Park |
| <p>Child Development and Education prepares the individual to understand the physical, mental, emotional, and social growth and development of children. This practical course is designed to teach responsible parenting, effective interaction with children, prepare students for careers in child development and education. Some campuses offer a preschool experience.</p> | | | | | |
| 059 | ROP INTRODUCTION TO CULINARY ARTS | Semester | 9-12 | None | La Habra Sonora |
| <p>This competency based course prepares students for entry-level positions in the restaurant/food service industry. Included are core content standards, such as sanitation, food services operations, nutrition, food preparation and presentation, and an introduction to international dishes and garde manager.</p> | | | | | |
| 112 | ROP ADVANCED CULINARY ARTS | Semester/ Year | 9-12 | ROP Intro to Culinary Arts | La Habra Sonora |
| <p>Taking cooking to an art form and learn skills for entry-level and mid-level positions in the restaurant, baking and food services industry. Students will learn more about sanitation, food service operations, nutrition, and food preparation and presentation. Students will learn the social skills important for working with the public, and how to set up a dining room for their guests. The student will also learn more about food and beverage products, and some management concepts.</p> | | | | | |
| 025 | ROP CAREERS WITH CHILDREN: PRESCHOOL ASSISTANT & SCHOOL AGE CHILDCARE ASSISTANT | Semester/ Year | 10-12 | None | La Habra |
| <p>Careers with Children: Preschool Assistant prepares the individual to understand the physical, mental, emotional, and social growth and development of children. This practical course is designed to teach responsible parenting, effective interaction with children, prepare students for careers in child development and education. Articulates with Orange Coast College.</p> | | | | | |
| 025A | ROP CHILD DEVELOPMENT * | Year | 9-12 | None | Troy |
| <p>This class is a comprehensive study of developmental stages of children, from conception through early adolescence, including the major theories of development and their application. Focus is on emotional/psychological, cognitive and physical development, and on the influence of heredity and environmental factors. Included are theories of multiple intelligences and current brain research. Students who successfully complete Child Development (one-year course) are eligible for one year of University of California-approved a-g elective credit. Students who enroll for only the second semester will not be eligible for UC 'g' elective credit. Articulates with Rancho Santiago and Rio Hondo Colleges.</p> | | | | | |

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|-------------------------|---------------------------|--------------|--|-----------------|
| 8102C | ROP CATERING AND | Semester/ Year | 10-12 | Age 16 and ROP Intro to Culinary Arts | Sonora |

In this class students will enhance their social skills as they learn to plan and perform catering for various kinds of events. Students learn the planning necessary for barbecues and informal gatherings, and the complex organizing required for themed parties, wedding receptions, and other special occasions. Students will learn how to cost out materials and foodstuffs, and work within a given budget. Students will also learn good sources for quality, well-priced items, and how to deal with a variety of resources on location. Students learn how to prepare and present food attractively for specific number of guests.

INDUSTRIAL AND TECHNOLOGY EDUCATION

Introduction

Every student in a comprehensive high school, including the honors and International Baccalaureate student, may benefit from industrial and technology education courses. The student enrolled in these courses has the opportunity to develop skills in the proficient and safe use of industrial and technical equipment. The student will develop an understanding of industry and its place in society. All industrial and technology education courses allow for development of industrial problem solving related to technology, materials, processes, and finished products.

Possible Career Objectives for the Student with Industrial and Technology Education Training

| | |
|---------------------------------------|-------------------------|
| Architect | Junior Engineer |
| Automotive Technician | Machine Operator |
| Carpenter | Mechanic |
| Computer-Assisted Drafting Technician | Painter |
| Construction Worker | Photographer |
| Contractor | Radio and TV Technician |
| Draftsman | Teacher |
| Electronic Technician | Telephone Technician |
| Graphics Technician | Welder |

COURSE OFFERINGS

| | Course Title | Crs. No. | Length | Grade | Prerequisite/ Recommended | Location BP FU LH SO SH TR | | | | | | |
|---|--|----------|----------------|-------|--|-------------------------------|---|---|---|---|---|--|
| | ROP AUTO BODY REPAIR | 012 | Open Entry | 9-12 | None | | x | | | | | |
| | ROP AUTOMOTIVE TECHNOLOGY 1 | 017 | Open Entry | 10-12 | None | x | x | x | x | x | | |
| | ROP AUTOMOTIVE TECHNOLOGY 2 | 017 A | Open Entry | 10-12 | ROP Introduction to Automotive Technology | x | | x | x | x | | |
| | ROP INTRODUCTION TO AUTOMOTIVE TECHNOLOGY | 016 A | Open Entry | 9-12 | None | x | x | x | x | x | | |
| | SMALL GASOLINE ENGINES | 125 | Year | 9-12 | None | | | | x | | | |
| | ROP COMPUTER AIDED DESIGN (CAD) | 024 | Year | 9-12 | None | x | | | | x | x | |
| | ROP PRINCIPLES OF ENGINEERING | 024 C | Year | 9-12 | Concurrent enrollment in Geometry or higher at SHHS; no prerequisite at SOHS | x | | | | | x | |
| | ROP INTRODUCTION TO ENGINEERING DESIGN | 024 D | Year | 9-12 | Concurrent Algebra 1 or higher | x | | | | x | x | |
| ^ | ROP TRADITIONAL PHOTOGRAPHY – INTRO TO DIGITAL | 084 | Year | 9-12 | None | | | | | | x | |
| | WOOD SHOP AND CONSTRUCTION TECHNOLOGY FOR AGRICULTURE | 418 | Year | 9-12 | None | | | x | x | | | |
| x | ADVANCED WOOD SHOP AND CONSTRUCTION TECHNOLOGY FOR AGRICULTURE | 419 | Year | 10-12 | Wood Technology in Agriculture or Teachers Recommendation | | | x | x | | | |
| | ROP FORENSIC SCIENCE/ CRIME SCENE INVESTIGATION | 105 | Semester/ Year | 9-12 | None | | x | | x | | | |
| | ROP BUILDING INDUSTRY TECHNOLOGY ACADEMY (BITA) 1 | 120 A | Year | 9-12 | None | | | x | | | | |
| | ROP BUILDING INDUSTRY TECHNOLOGY ACADEMY (BITA) 2 | 108 | Year | 10-12 | BITA 1 | | | x | | | | |
| | ROP BUILDING INDUSTRY TECHNOLOGY ACADEMY (BITA) 3 | 109 | Year | 11-12 | BITA 2 | | | x | | | | |
| | ROP BUILDING INDUSTRY TECHNOLOGY ACADEMY (BITA) 4 | 115 | Year | 11-12 | BITA 3; can be taken concurrently with BITA 3 | | | x | | | | |

x This course may be repeated for credit.

% 2+2+2 (See course description.)

^ This course meets the VPA requirement for FJUHS, CSU and UC

All courses satisfy the FJUHS Applied Art requirement.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|--|-------------------|--------------|--|---|
| 012 | ROP AUTO BODY REPAIR | Open Entry | 9-12 | None | Fullerton |
| | ROP Auto Body Repair provides instruction in straightening, welding, forming, filling, masking, grinding, sanding, buffing, and painting automobile bodies. Students must provide personal project and materials. Articulates with Cypress College. | | | | |
| 017 | ROP AUTOMOTIVE TECHNOLOGY 1 | Open Entry | 9-12 | ROP Introduction to Automotive Technician | Buena Park Fullerton La Habra Sonora Sunny Hills |
| | ROP Automotive Technology 1 is a competency based course prepares students in core standards in automotive technology required for more advanced courses in this career pathway. Included are use and care of tools/equipment, scientific principles, automotive systems, and basic repairs. Articulates with Cerritos, Cypress and Fullerton Colleges. | | | | |
| 017A | ROP AUTOMOTIVE TECHNOLOGY 2 | Open Entry | 10-12 | ROP Automotive Technician | Buena Park La Habra Sonora Sunny Hills |
| | ROP Automotive Technology 2 is a competency program that ranges from core standards to advanced ASE Certification. Students receive instruction in component identification, fault diagnosis and replacement, precision measuring, rebuilding and repair, adjustment and servicing procedures. <i>Earn advanced placement or credits in community college.</i> | | | | |
| 016A | ROP INTRODUCTION TO AUTOMOTIVE TECHNOLOGY | Open Entry | 9-12 | None | Buena Park Fullerton La Habra Sonora Sunny Hills |
| | This competency-based course prepares students in core standards in automotive technology required for more advanced courses in this career pathway. Included are use and care of tools/equipment, scientific principles, automotive systems, and basic repairs. | | | | |

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|---|---|---------------|--------------|--|--|
| 125 | SMALL GASOLINE ENGINES | Year | 9-12 | None | Sonora |
| <p>Small Gasoline Engines is a hands-on course dealing with the operating principles of the four-stroke engine. The course will focus on selecting engine repairs parts, service and maintenance, use and function of repair tools, fuels and lubricants, storage, and engine performance. Participation in the FFA organization and hands-on projects are integral parts of the class.</p> | | | | | |
| 024 | ROP COMPUTER AIDED DESIGN (CAD) | Year | 9-12 | None | Buena Park Sunny Hills Troy |
| <p>Students learn to read blueprints and create multiple view drawing using Auto CAD (Computer Aided Design) software. This class prepares the student for entry level drafting jobs and advanced education.</p> | | | | | |
| 024C | ROP PRINCIPLES OF ENGINEERING | Year | 9-12 | Concurrent enrollment in Geometry or higher | Buena Park Sunny Hills |
| <p>This introductory course explores the wide variety of careers in engineering and technology, including various technology systems and manufacturing processes. Using activities, projects, and problems, students learn firsthand how engineers and technicians use math, science and technology in an engineering problem-solving process to benefit people. This course meets UC "g" requirement.</p> | | | | | |
| 024D | ROP INTRODUCTION TO ENGINEERING DESIGN | Year | 9-12 | Concurrent Algebra 1 or higher | Buena Park Sonora Sunny Hills |
| <p>Students use a problem-solving model to improve existing products and invent new ones. They learn how to apply this model to solve problems in and out of the classroom. Using sophisticated three-dimensional modeling software, students communicate the details of the products. Emphasis is placed on analyzing potential solutions and communicating ideas to others. This course meets UC "g" requirement.</p> | | | | | |

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|--|---|---------------------------|--------------|--|-----------------------------|
| 084 | ROP PHOTOGRAPHY - INTRODUCTION TO DIGITAL *^ | Year | 9-12 | None | Sunny Hills |
| <p>ROP Photography provides instruction in basic technical skills with cameras, black and white film use, black and white printing and darkroom techniques, understanding of lighting, familiarity with color and materials, and the use of digital cameras and digital photographic processes through Macintosh computer systems, photo editing software, and scanners.</p> | | | | | |
| 418 | WOOD SHOP AND CONSTRUCTION TECHNOLOGY FOR AGRICULTURE | Year | 9-12 | None | La Habra Sonora |
| <p>Wood Shop and Construction Technology for Agriculture introduces the student to the study of tools, materials, and processes used in the wood technology industry. Major emphasis for the student enrolled in this class is the safe operation of woodworking hand tools, power tools, machines, and the laboratory facility. Exploration of career opportunities and the development of a career plan will be taught as it relates to the career interest of the student and his/her "learn-by-doing" activities associated with the FFA, which is an integral part of the class.</p> | | | | | |
| 419 | ADVANCED WOOD SHOP AND CONSTRUCTION TECHNOLOGY FOR AGRICULTURE | Year | 10-12 | Wood Tech- nology or Teacher Recomm- endation | La Habra Sonora |
| <p>Advanced Wood Shop and Construction Technology for Agriculture is an advanced course in wood technology that emphasizes the further development of tool and machine skills. Topics include, but are not limited to, cabinet making, wood-finishing, wood turning, construction basics and furniture making. The student will actively participate in the safe operation, maintenance, and management of the laboratory. Attention is given to enhancing skill, accuracy, judgment, and over-all craftsmanship. Continued work on the student's career plan based on the interest of the student and their involvement in the "learn-by-doing" activities of the FFA, which will continue to be an integral part of the class.</p> | | | | | |
| 105 | ROP FORENSIC SCIENCE/ CRIME SCENE INVESTIGATION | Semester/ Year | 9-12 | None | Fullerton Sonora |
| <p>This course is designed to give the students both theory and hands-on experience in the skills and knowledge required of a forensic crime scene investigator position now working in law enforcement today. Included will be an introduction to crime scene investigation, crime scene photography, and diagrams as they are used in a criminal investigation. Also included are an understanding of the importance of physical evidence in solving crimes, dusting and lifting fingerprints, rolling a 10-print fingerprint card, how to perform a gunshot residue test, what methods can be used to process different types of evidence, how to collect evidence, and the use of forensic light source technology in crime scene investigation work. As part of instruction, this course reinforces skills in reading, writing, speaking, listening, and mathematics and requires their application in workplace situations. Integrated throughout the course are career preparation standards, which include communication, ethics, interpersonal/team skills, critical thinking and problem solving, safety, technology, and other employment skills. Students are given opportunities to demonstrate personal qualities, including responsibility, self-confidence, and self-management.</p> | | | | | |

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|---|--|---------------|--------------|--|-----------------|
| 120A | ROP BUILDING INDUSTRY TECHNOLOGY ACADEMY (BITA) 1 | Year | 9-12 | None | La Habra |
| <p>In year one of the Building Industry Technology Academy (BITA), students gain basic construction skills in the following areas: use of hand tools, machine tools operation, types of construction materials used in the industry, construction an organizational operations, sub-flooring, framing, roofing, blueprint reading, surveying, and construction-specific math.</p> | | | | | |
| 108 | ROP BUILDING INDUSTRY TECHNOLOGY ACADEMY (BITA) 2 | Year | 10-12 | BITA 1 | La Habra |
| <p>BITA 2 provides the students an opportunity to explore various trades in more depth using construction labs and student-directed activities facilitated by the instructor. Students can explore all of the lab activities or pursue advanced levels in an area of interest. All students study electrical in the course of year two. The trade areas explored include concrete, masonry, surveying and site prep, HVAC, plumbing, drywall, painting, and tile.</p> | | | | | |
| 109 | ROP BUILDING INDUSTRY TECHNOLOGY ACADEMY (BITA) 3 | Year | 11-12 | BITA 2 | La Habra |
| <p>Year 3 builds on the foundation of the first two years. The students do more complex work-based projects in residential framing, roofing, and site preparation. Additionally, they work on a Design-Build student competition project. Students function within class as a construction company, taking the project from the establishment of a corporation to final construction.</p> | | | | | |
| 115 | ROP BUILDING INDUSTRY TECHNOLOGY ACADEMY (BITA) 4 | Year | 11-12 | BITA 3; can be taken concurrently with BITA 3 | La Habra |
| <p>Year four moves the students to a higher level of competency, as students move to full scale projects and master skills in welding, drywall, and finish carpentry.</p> | | | | | |

MATHEMATICS

Introduction

The mathematics curriculum is designed to benefit both the student who plans to enter a mathematics-related occupation as well as the student whose objectives do not require a strong background in mathematics. The program encompasses a complete college-preparatory sequence of classes, together with classes designed to bring the student to a satisfactory level of competence in basic mathematical skills. Elective classes at each campus, along with advanced classes available at nearby colleges, provide opportunities for the highly motivated or gifted student. The ultimate goal is to provide each student with the best mathematics education possible.

Possible Career Objectives for the Student with Mathematics Training

| | |
|---------------------------------------|---|
| Actuary | Physicist |
| Architect | Pre-Medicine |
| Astronomer | Research Worker in Biological Management or Social Sciences |
| Computer Programmer (Data Processing) | Statistician |
| Computer Scientist | Systems Analyst |
| Engineer | Teacher |
| Mathematician/Researcher | |
| Mathematics Teacher/Professor | |

COURSE OFFERINGS

| | Course Title | Crs. No. | Length | Grade | Prerequisite/ Recommended | Location BP FU LH SO SH TR | | | | | | |
|-----|---|----------|----------|-------|--|-------------------------------|---|---|---|---|---|---|
| | ALGEBRA FOUNDATIONS I | 606 | Year | 9-10 | Department Recommendation | | | x | x | x | x | |
| | ALGEBRA FOUNDATIONS II | 613 | Year | 9-11 | Algebra Foundations I or Department Recommendation | x | | | | x | x | x |
| * | ALGEBRA 1 | 551 | Year | 9-12 | Grade of C or better for both semesters in current math class and/or Department Recommendation | x | x | x | x | x | x | |
| | CAHSEE MATH STANDARDS REVIEW | 618 | Semester | 10-12 | Algebra 1 or Math Department Recommendation | x | x | x | x | x | x | |
| * | GEOMETRY | 573 | Year | 9-12 | Algebra 1 grade of C for both semesters or better and/or Department Recommendation | x | x | x | x | x | x | |
| **+ | GEOMETRY-H | 575 | Year | 9-12 | Algebra 1 with a grade of A for both semesters and/or Department Recommendation | x | x | x | x | x | x | |
| * | ALGEBRA 2 | 558 | Year | 10-12 | Geometry with a grade of C or better for both semesters and/or Department Recommendation | x | x | | x | x | x | |
| ** | ADVANCED ALGEBRA & TRIGONOMETRY | 616 | Year | 11-12 | Algebra 2 with a grade of D or better for both semesters | x | x | x | x | x | x | |
| **+ | ALGEBRA 2-H | 559 | Year | 9-12 | Algebra 1, Geometry-H with a grade of A or B for both semesters or Department Recommendation | x | x | x | x | x | x | |
| ** | PRE-CALCULUS | 576 | Year | 9-12 | Algebra 2 with a grade of C or better for both semesters and/or Department Recommendation | | x | x | x | x | x | |
| **+ | PRE-CALCULUS-H | 601 H | Year | 9-12 | Algebra 2-H with a grade of B or better for both semesters and/or Department Recommendation | x | x | x | x | x | x | |
| ** | MATH ANALYSIS/ INTRODUCTION TO CALCULUS | 604 | Year | 11-12 | Pre-Calculus with a grade of C or better and/or for both semesters | | x | x | x | x | | |
| | MATH ANALYSIS – H | 602 | Year | 10-12 | Grade of C or better in Pre-Calculus and/or Teacher/ Counselor Recommendation | | | | | | | x |
| **+ | AP-CALCULUS AB | 565 | Year | 10-12 | Trig/Pre-Calculus with a grade of B or better for both semesters and Department Recommendation | x | x | x | x | x | x | |
| **+ | AP-CALCULUS BC | 563 | Year | 11-12 | Department Recommendation | x | | x | x | x | x | |
| **+ | AP-STATISTICS | 605 | Year | 11-12 | Algebra 2 with a grade of B or better for both semesters and/or Department Recommendation | x | x | x | x | x | x | |
| **+ | MATHEMATICS – IB SL | 577 | Year | 11-12 | Pre-Calculus-H with a grade of B or better for both semesters and/or Department Recommendation and/or IB student or comparable | | x | | | x | | |
| **+ | MATHEMATICS – IB HL 2 | 623 C | Year | 11-12 | Calculus BC | | | | | x | x | |
| | MATH 20 | 578 | Year | 11-12 | Department Recommendation | x | x | x | x | x | | |

- * Approved for UC "c" requirement.
- ** Approved for UC "c" or "g" requirement.
- + Weighted grades (GPA)
- H Honors course
- AP- Advanced Placement
- IB International Baccalaureate

NOTE: Math placement may be considered on a case-by-case basis

The student who demonstrates exceptional mathematical skills may be eligible for honors classes in mathematics.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|----------|--------------|--------|-------|--------------|----------|
|----------|--------------|--------|-------|--------------|----------|

| | | | | | |
|-----|-----------------------|------|------|---------------------------|---|
| 606 | ALGEBRA FOUNDATIONS I | Year | 9-10 | Department Recommendation | La Habra Sonora Sunny Hills Troy |
|-----|-----------------------|------|------|---------------------------|---|

Algebra Foundations I introduces the student to variables, algebraic expressions, equations, functions, inequalities, and their graphical representation. The student will develop the ability to explore and solve mathematical problems, think critically, work cooperatively with others, and communicate mathematical ideas clearly. This course alone will not count toward meeting the Algebra I graduation requirement.

| | | | | | |
|-----|------------------------|------|------|--|---|
| 613 | ALGEBRA FOUNDATIONS II | Year | 9-11 | Algebra Foundations I or Department Recommendation | Buena Park La Habra Sonora Sunny Hills Troy |
|-----|------------------------|------|------|--|---|

Algebra Foundations II introduces the student to variables, algebraic expressions, equations, functions, inequalities, and their graphical representation. The student will develop the ability to explore and solve mathematical problems, think critically, work cooperatively with others, and communicate mathematical ideas clearly. This course, together with Algebra Foundations I, counts towards meeting the Algebra I graduation requirement.

| | | | | | |
|-----|------------|------|------|--|--------------|
| 551 | ALGEBRA 1* | Year | 9-12 | Grade of C or better for both semesters in current math class and/or Department Recommendation | All Campuses |
|-----|------------|------|------|--|--------------|

Algebra 1 introduces the student to variables, algebraic expressions, equations, functions, inequalities, and their graphical representation. The student develops the ability to: explore and solve mathematical problems, think critically, work cooperatively with others, and communicate mathematical ideas clearly.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|-------------------------------------|-----------------|--------------|---|---------------------|
| 618 | CAHSEE MATH STANDARDS REVIEW | Semester | 11-12 | Algebra 1 or Department Recommendation | All Campuses |

The Mathematics Standards Review class is designed for the student who has not passed the California High School Exit Exam. The course will improve the student's competence with mathematical reasoning and will increase his/her self-confidence in mathematics. Course content will focus on numerical and algebraic reasoning. This course will not count toward meeting the Algebra 1 graduation requirement or other graduation requirement for Mathematics.

| | | | | | |
|------------|------------------|-------------|-------------|--|---------------------|
| 573 | GEOMETRY* | Year | 9-12 | Grade of C or better in Algebra 1 for both semesters and/or Department Recommendation | All Campuses |
|------------|------------------|-------------|-------------|--|---------------------|

Geometry continues the three-year college-preparatory mathematics sequence begun in Algebra 1. The course introduces the student to the principles of inductive and deductive reasoning implications, coordinate and transformational geometry, the properties of polygons and circles, and concepts of area and volume. The student expands his/her ability to explore and solve problems mathematically, think logically and critically, and communicate mathematical ideas clearly.

| | | | | | |
|------------|---------------------|-------------|-------------|--|---------------------|
| 575 | GEOMETRY-H*+ | Year | 9-12 | Algebra 1 with a grade of A both semesters and/or Department Recommendation | All Campuses |
|------------|---------------------|-------------|-------------|--|---------------------|

Geometry-H includes all the topics of Geometry. In addition, the student will receive rigorous instruction in the writing and analysis of mathematical proofs.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|---------------------|---------------|--------------|---|---------------------|
| 558 | ALGEBRA 2* | Year | 9-12 | Geometry with a grade of C or better for both semesters and/or Department Recommendation | All Campuses |

Algebra 2 completes the three-year college-preparatory mathematics sequence. The course will emphasize an exploration of functions and equations and their applications. The student will study linear, quadratic, polynomial, exponential, logarithmic, and rational functions. Additional topics include systems of equations and inequalities, powers, roots and radicals, conics, sequences and series, and probability and statistics.

| | | | | | |
|------------|--|-------------|--------------|---|---------------------|
| 616 | ADVANCED ALGEBRA & TRIGONOMETRY** | Year | 11-12 | Algebra 2 with a grade of D or better for both semesters | All Campuses |
|------------|--|-------------|--------------|---|---------------------|

Advanced Algebra & Trigonometry includes material from a number of branches of mathematics, thereby enabling students to experience connections among them. The course of study would include functions, solving systems of equations, matrices, polynomials, trigonometric functions, vectors, conic sections, and exponential and logarithmic functions. The student will further develop their ability to explore and solve mathematical problems, think critically, work cooperatively with others, and communicate mathematical ideas clearly.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|----------------------|---------------|--------------|--|---------------------|
| 559 | ALGEBRA 2-H*+ | Year | 9-12 | Algebra 1, Geometry-H with a grade of A or B, for both semesters or Department Recommendation | All Campuses |

Algebra 2-H includes all the topics of Algebra 2. Topics are presented with an emphasis on mathematical rigor and real-life applications.

| | | | | | |
|------------|------------------------|-------------|-------------|--|---|
| 576 | PRE-CALCULUS ** | Year | 9-12 | Algebra 2 with a grade of C better and/or Department Recommendation | Fullerton La Habra Sonora Sunny Hills Troy |
|------------|------------------------|-------------|-------------|--|---|

Pre-Calculus is designed to prepare a student for college-level calculus. Topics include trigonometric functions and their graphs, the fundamental identities, inverse trig functions and equations, circular and polar equations, limits, and other advanced topics. Practical applications including the study of right and oblique triangles and vectors are emphasized.

| | | | | | |
|-------------|--------------------------|-------------|-------------|--|--|
| 601H | PRE-CALCULUS-H**+ | Year | 9-12 | Algebra 2-H with a grade of B or better for both semesters and/or Department Recommendation | Buena Park La Habra Sonora Sunny Hills Troy |
|-------------|--------------------------|-------------|-------------|--|--|

Pre-Calculus-H is designed to prepare a student for college-level calculus. Topics include trigonometric functions and their graphs, the fundamental identities, proving identities, solving trig equations, inverse trig functions, polar equations and their graphs, and limits. Practical applications, including but not limited to, the study of right triangles and vectors, conic sections, sequences and series, and matrix theory are emphasized.

| | | | | | |
|------------|--|-------------|--------------|---|--|
| 604 | MATH ANALYSIS/ INTRODUCTION TO CALCULUS** | Year | 11-12 | Pre-Calculus with a grade of C or better | Fullerton La Habra Sonora Sunny Hills |
|------------|--|-------------|--------------|---|--|

Math Analysis/Introduction to Calculus is designed to give the student the opportunity to reinforce concepts and skills from Algebra, Geometry and Trigonometry and to explore the basic concepts of differential and integral calculus.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|------------------------|---------------|--------------|---|-----------------|
| 602 | MATH ANALYSIS-H | Year | 10-12 | Grade of C or Better in Pre-Calculus and/or Teacher/Counselor Recommendation | Troy |

Math Analysis-H is designed to give the student the opportunity to reinforce concepts and skills from Algebra, Geometry and Trigonometry and to explore the basic concepts of differential and integral calculus.

| | | | | | |
|------------|---------------------------|-------------|--------------|---|---------------------|
| 565 | AP-CALCULUS AB **+ | Year | 10-12 | Pre-Calculus with a grade of B or better for both semesters and/or Department Recommendation | All Campuses |
|------------|---------------------------|-------------|--------------|---|---------------------|

AP-Calculus AB includes a study of limits, derivatives and integrals of rational, circular, and exponential functions and their inverses. The student may obtain college credit and/or advanced placement by taking the Calculus-AB Advanced Placement examination.

| | | | | | |
|------------|----------------------------|-------------|--------------|----------------------------------|--|
| 563 | AP-CALCULUS BC- **+ | Year | 11-12 | Department Recommendation | Buena Park La Habra Sonora Sunny Hills Troy |
|------------|----------------------------|-------------|--------------|----------------------------------|--|

AP-Calculus BC includes a study of limits, derivatives and integrals of rational, circular, and exponential functions and their inverses. The student may obtain college credit and/or advanced placement by taking the Calculus-BC Advanced Placement examination. This course also prepares students to take the IB Math SL examination.

| | | | | | |
|------------|-------------------------|-------------|--------------|---|---------------------|
| 605 | AP-STATISTICS**+ | Year | 11-12 | Algebra 2 with a grade B or better for both semesters and/or Department Recommendation | All Campuses |
|------------|-------------------------|-------------|--------------|---|---------------------|

The purpose of AP-Statistics is to introduce the student to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The student is exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. The curriculum stresses the development of statistical thinking. Emphasis is placed on analysis of reliability and worth of inferences made from data. Major topics include probability, continuous and discrete random variables, sampling distributions, confidence intervals, and tests of hypotheses, variance, regression analysis, Chi-square Test, contingency table analysis, and nonparametric statistics.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|--------------------------------|---------------|--------------|---|----------------------------------|
| 577 | MATHEMATICS – IB SL **+ | Year | 11-12 | Pre-Calculus-H with a grade of B or better for both semesters and/or Department Recommendation and/or IB student or comparable | Fullerton Sunny Hills |

Mathematics – IB SL is designed to prepare the student to take the International Baccalaureate examination. Topics in the first semester include equations and functions, series and sequences, trigonometry, and topics in differential calculus. Second semester includes topics in integral calculus, matrices and vectors, and in statistics and probability.

| | | | | | |
|------------|----------------------------------|-------------|--------------|--------------------|-----------------------------|
| 623 | MATHEMATICS – IB HL 2 **+ | Year | 11-12 | Calculus BC | Sunny Hills Troy |
|------------|----------------------------------|-------------|--------------|--------------------|-----------------------------|

This is a second year calculus course. Concepts covered include derivatives and partial derivatives with their application in two and three dimensions, vectors in two and three dimensions, multivariable integration, and differential equations of first and second order. The second semester will include topics from linear algebra. This course prepares students to take the IB HL Math Series and Differential Equations examinations.

| | | | | | |
|-------------|----------------|-------------|--------------|----------------------------------|---|
| C578 | MATH 20 | Year | 11-12 | Department Recommendation | Buena Park Fullerton La Habra Sonora Sunny Hills |
|-------------|----------------|-------------|--------------|----------------------------------|---|

This course includes the properties of real numbers, factoring, exponents and radicals, solving and graphing linear equations, polynomials and rational algebraic expressions, and linear systems of equations.

- * Approved for UC "c" requirement.
- ** Approved for UC "c" or "g" requirement.
- + Weighted grades (GPA)

MUSIC

Introduction

The music curriculum is designed to develop the student's aesthetic and cultural awareness and to enhance skill and poise as a performer. Each course emphasizes an understanding of fundamental musicianship skills. Courses are designed to provide the student with the necessary tools for musical performance and development. Advanced courses are offered to the student who wishes to pursue a particular area of interest.

Possible Career Objectives for the Student with Music Training

The primary aim of the music department is to afford the student an opportunity to perform, increase musical skills, and develop aesthetic and cultural values. A serious student of music has many career possibilities, such as:

Audio Technician
Broadcaster
Concert Promoter
Conductor/Director
Instrument or Music Salesperson
Music Composer

Music Critic
Music Historian
Performer - Vocalist
Performer - Instrumentalist
Recording Engineer
Teacher

COURSE OFFERINGS

| | Course Title | Crs. No. | Length | Grade | Prerequisite/ Recommended | Location BP FU LH SO SH TR | | | | | |
|----|---|----------|-----------------------------|-------|--|-------------------------------|---|---|---|---|---|
| *x | INSTRUMENT STUDY | 660 | Year | 9-12 | None | x | x | x | x | | x |
| *x | CONCERT BAND | 654 | Year | 9-12 | Teacher Recommendation | x | x | x | x | x | x |
| *x | SYMPHONIC BAND | 667 | Year | 9-12 | Teacher Recommendation | x | x | x | x | x | x |
| *x | ORCHESTRA | 655 | Year | 9-12 | Teacher Recommendation | x | | | | x | x |
| *x | JAZZ ENSEMBLE | 661 | Year | 9-12 | Teacher Recommendation | x | x | x | | x | x |
| | | | Year/ Second Semester | | | x | x | x | x | x | x |
| *x | INSTRUMENTAL ENSEMBLE | 659 | | 9-12 | Teacher Recommendation | | | | | | |
| *x | PIANO | 666 | Year | 9-12 | None | | x | x | x | | |
| *x | GUITAR | 656 | Year | 9-12 | None | x | x | x | x | x | x |
| *x | MEN'S CHORUS | 664 | Year | 9-12 | None | | x | x | | | |
| *x | WOMEN'S CHORUS | 652 | Year | 9-12 | None | | x | x | x | x | x |
| *x | MIXED CHORUS | 653 | Year | 9-12 | None | x | x | x | x | x | |
| *x | CONCERT CHOIR | 651 | Year | 9-12 | Teacher Recommendation | x | | x | x | | x |
| *x | MEN'S ENSEMBLE | 684 | Year | 9-12 | Teacher Recommendation | | x | | | | |
| *x | WOMEN'S ENSEMBLE | 680 | Year | 9-12 | Teacher Recommendation | x | x | x | x | x | x |
| *x | VOCAL ENSEMBLE | 668 | Year | 9-12 | Student must audition | x | x | x | x | x | x |
| *x | MUSIC - SPECIAL STUDIES | 658 | Semester | 9-12 | Teacher Recommendation | x | x | x | x | | x |
| x | P.E. DANCE/COLORGUARD | 711 | Semester/ Year | 9-12 | Teacher Recommendation | x | x | x | x | x | x |
| x | PHYSICAL EDUCATION MARCHING PERCUSSION | 1669 | Second Semester Only | 9-12 | Teacher Recommendation | x | x | x | x | x | x |
| !x | PHYSICAL EDUCATION MARCHING BAND | 669 | First Semester Only | 9-12 | Teacher Recommendation | x | x | x | x | x | x |
| * | AP-MUSIC THEORY | 671 | Year | 10-12 | Teacher Recommendation or minimum two years music study | x | x | x | | | x |
| * | MUSIC IB HL 1 | 662 B | Year | 11-12 | AP-Music Theory or Teacher Recommendation | | x | | | | |
| * | MUSIC LISTENING AND LITERATURE | 682 | Year | 9-12 | None | x | | x | x | | |

* Approved for UC "I" requirement.

x May be repeated for credit.

! Concurrent enrollment is required in either Concert Band or Symphonic Band.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|--------------------------|---------------|--------------|---------------------|--|
| 660 | INSTRUMENT STUDY* | Year | 9-12 | None | Buena Park Fullerton La Habra Sonora Troy |

Instrument Study offers instruction for beginners on any band or orchestra instrument or on the piano. No previous music study is required. This course may be repeated for credit.

| | | | | | |
|------------|----------------------|-------------|-------------|-------------------------------------|-------------------------|
| 654 | CONCERT BAND* | Year | 9-12 | Teacher Rec- ommendation | All Campuses |
|------------|----------------------|-------------|-------------|-------------------------------------|-------------------------|

Concert Band is a course in the playing of brass, woodwind, and percussion instruments. Every freshman band student must enroll in Concert Band. Performance participation beyond the regular school day is required. This course meets the UC "f" entrance requirement. This course may be repeated for credit.

| | | | | | |
|------------|------------------------|-------------|-------------|-------------------------------------|-------------------------|
| 667 | SYMPHONIC BAND* | Year | 9-12 | Teacher Rec- ommendation | All Campuses |
|------------|------------------------|-------------|-------------|-------------------------------------|-------------------------|

Symphonic Band is a course in the playing of woodwind, brass, and percussion instruments. This class is an upper-level advanced band class for musicians with a greater level of experience and advanced technique. Performance participation beyond the regular school day is required. This course meets the UC "f" entrance requirement. This course may be repeated for credit.

| | | | | | |
|------------|-------------------|-------------|-------------|-------------------------------------|--|
| 655 | ORCHESTRA* | Year | 9-12 | Teacher Rec- ommendation | Buena Park Sunny Hills Troy |
|------------|-------------------|-------------|-------------|-------------------------------------|--|

Orchestra is a performing group for orchestral instruments. The student studies standard orchestra literature. Performance participation beyond the regular school day is required. This course meets the UC "f" entrance requirement. This course may be repeated for credit.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|---------------------|---------------|--------------|---------------------|-----------------|
|-----------------|---------------------|---------------|--------------|---------------------|-----------------|

| | | | | | |
|------------|-----------------------|-------------|-------------|-------------------------------|---|
| 661 | JAZZ ENSEMBLE* | Year | 9-12 | Teacher Recommendation | Buena Park Fullerton La Habra Sunny Hills Troy |
|------------|-----------------------|-------------|-------------|-------------------------------|---|

Jazz Ensemble provides advanced performance opportunities for many different combinations of instruments, including guitar (electric and folk), organ, piano, saxophone, trumpet, trombone, and percussion. The student may study all types of literature in small ensembles; the emphasis may range from jazz to rock. Performance participation beyond the regular school day is required. This course meets the UC "f" entrance requirement. This course may be repeated for credit.

| | | | | | |
|------------|-------------------------------|-------------|-------------|-------------------------------|---------------------|
| 659 | INSTRUMENTAL ENSEMBLE* | Year | 9-12 | Teacher Recommendation | All Campuses |
|------------|-------------------------------|-------------|-------------|-------------------------------|---------------------|

Instrumental Ensemble is designed for any instrumental student who wishes to perform in ensemble situations. Members of this class must also be enrolled in a large instrumental group. Performance participation beyond the regular school day is required. This course may be repeated for credit.

| | | | | | |
|------------|---------------|-------------|-------------|-------------|--|
| 666 | PIANO* | Year | 9-12 | None | Fullerton La Habra Sonora |
|------------|---------------|-------------|-------------|-------------|--|

Piano is for individualized piano study for the beginning, intermediate, or advanced student. This course may be repeated for credit.

| | | | | | |
|------------|----------------|-------------|-------------|-------------|---------------------|
| 656 | GUITAR* | Year | 9-12 | None | All Campuses |
|------------|----------------|-------------|-------------|-------------|---------------------|

Guitar provides an opportunity for the student to learn and develop basic skills. An emphasis is placed on basic current folk and folk-rock styles and techniques. This course may be repeated for credit.

| | | | | | |
|------------|----------------------|-------------|-------------|-------------|-------------------------------|
| 664 | MEN'S CHORUS* | Year | 9-12 | None | Fullerton La Habra |
|------------|----------------------|-------------|-------------|-------------|-------------------------------|

Men's Chorus is a vocal music class for male voices. The course will emphasize vocal technique, elements of music, and musical interpretation. The course will include the performance and study of music from a variety of historical and cultural backgrounds, as well as contemporary genres. Performance participation beyond school time is required for full unit credit. This course may be repeated for credit.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|------------------------|---------------|--------------|---------------------|---|
| 652 | WOMEN'S CHORUS* | Year | 9-12 | None | Fullerton La Habra Sonora Sunny Hills Troy |

Women's Chorus is a vocal music class for female voices. The course will emphasize vocal technique, elements of music, and musical interpretation. The course will include the performance and study of music from a variety of historical and cultural backgrounds, as well as contemporary genres. Performance participation beyond school time is required for full unit credit. This course may be repeated for credit.

| | | | | | |
|------------|----------------------|-------------|-------------|-------------|---|
| 653 | MIXED CHORUS* | Year | 9-12 | None | Buena Park Fullerton La Habra Sonora Sunny Hills |
|------------|----------------------|-------------|-------------|-------------|---|

Mixed Chorus is a vocal music class for mixed voices. The course will emphasize vocal technique, elements of music, and musical interpretation. The course will include the performance and study of music from a variety of historical and cultural backgrounds, as well as contemporary genres. Performance participation beyond school time is required for full unit credit. This course may be repeated for credit.

| | | | | | |
|------------|-----------------------|-------------|-------------|-------------------------------|--|
| 651 | CONCERT CHOIR* | Year | 9-12 | Teacher Recommendation | Buena Park La Habra Sonora Troy |
|------------|-----------------------|-------------|-------------|-------------------------------|--|

Concert Choir is an advanced level choral music ensemble. This course will emphasize vocal technique, elements of music, and musical interpretation. This course will include the performance and study of music from a variety of historical and cultural backgrounds, as well as contemporary genres. Special emphasis will be on public performance and participation beyond school time is required for full unit credit. This course may be repeated for credit.

| | | | | | |
|------------|------------------------|-------------|-------------|-------------------------------|------------------|
| 684 | MEN'S ENSEMBLE* | Year | 9-12 | Teacher Recommendation | Fullerton |
|------------|------------------------|-------------|-------------|-------------------------------|------------------|

Men's Ensemble is an advanced level choral ensemble. This course will emphasize vocal technique, elements of music, and musical interpretation. This course will include the performance and study of music from a variety of historical and cultural backgrounds, as well as contemporary genres. Special emphasis will be on public performance and participation beyond school time is required for full unit credit. This course may be repeated for credit.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|--------------------------|---------------|--------------|-------------------------------|---------------------|
| 680 | WOMEN'S ENSEMBLE* | Year | 9-12 | Teacher Recommendation | All Campuses |

Women's Ensemble is an advanced level choral ensemble. This course will emphasize vocal technique, elements of music, and musical interpretation. This course will include the performance and study of music from a variety of historical and cultural backgrounds, as well as contemporary genres. Special emphasis will be on public performance and participation beyond school time is required for full unit credit. This course may be repeated for credit.

| | | | | | |
|------------|------------------------|-------------|-------------|------------------------------|---------------------|
| 668 | VOCAL ENSEMBLE* | Year | 9-12 | Student must audition | All Campuses |
|------------|------------------------|-------------|-------------|------------------------------|---------------------|

Vocal Ensemble is an advanced level choral ensemble. This course will emphasize vocal technique, elements of music, and musical interpretation. This course will include the performance and study of music from a variety of historical and cultural backgrounds, as well as contemporary genres. Special emphasis will be on public performance and participation beyond school time is required for full unit credit. This course may be repeated for credit.

| | | | | | |
|------------|---------------------------------|-----------------|-------------|-------------------------------|--|
| 658 | MUSIC - SPECIAL STUDIES* | Semester | 9-12 | Teacher Recommendation | Buena Park Fullerton La Habra Sonora Troy |
|------------|---------------------------------|-----------------|-------------|-------------------------------|--|

Music - Special Studies offers individual study for the qualified student who wishes to pursue in-depth advanced work in special interest areas in music. This course may be repeated for credit.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|------------------------------|---------------------------|--------------|-------------------------------------|--|
| 711 | P.E. DANCE/COLORGUARD | Semester/ Year | 9-12 | Teacher Rec- ommendation | Buena Park La Habra Sonora Sunny Hills Troy |

In P.E. Dance/Colorguard the student learns marching techniques, dance skills, and colorguard skills to prepare for performances for half-time shows, parades, school assemblies, competitions, and/or shows. This course may be repeated for physical education credit. See listing under Physical Education.

| | | | | | |
|-------------|---|-------------------------------------|-------------|-------------------------------------|-------------------------|
| 1669 | PHYSICAL EDUCATION MARCHING PERCUSSION | Second Semester Only | 9-12 | Teacher Rec- ommendation | All Campuses |
|-------------|---|-------------------------------------|-------------|-------------------------------------|-------------------------|

Physical Education Marching Percussion, (Drum Line) emphasizes the physical and marching aspects of both field and street performance. The student is expected to participate in drum line competitions as a component of the class. Physical Education Marching Percussion (Drum Line) meets the State requirement for enrollment in physical education. Concurrent enrollment is recommended in an instrumental music course. This course may be repeated for physical education credit. See listing under Physical Education.

| | | | | | |
|------------|---|------------------------------------|-------------|-------------------------------------|-------------------------|
| 669 | PHYSICAL EDUCATION MARCHING BAND | First Semester Only | 9-12 | Teacher Rec- ommendation | All Campuses |
|------------|---|------------------------------------|-------------|-------------------------------------|-------------------------|

Physical Education Marching Band meets the State requirement for enrollment in physical education. Concurrent enrollment is recommended in an instrumental music course. Physical Education Marching Band emphasizes the physical aspects of field and street performance. This course may be repeated for credit. See listing under Physical Education.

| | | | | | |
|------------|-------------------------|-------------|--------------|--|---|
| 671 | AP-MUSIC THEORY* | Year | 10-12 | Teacher Rec- ommendation or minimum two years music study | Buena Park Fullerton La Habra Troy |
|------------|-------------------------|-------------|--------------|--|---|

AP-Music Theory integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and to some extent music history and style. The student in an AP-Music Theory course will develop the ability to recognize, understand, and describe the basic materials and processes of music that are heard of presented in a musical score. The student will have the option of taking the Advanced Placement examination. This course meets the UC "f" requirement.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|-----------------------|---------------|--------------|--|------------------|
| 662B | MUSIC IB HL 1* | Year | 11-12 | AP-Music Theory or Teacher Recommendation | Fullerton |

Music IB HL 1 is an advanced level music course designed to give the student an opportunity to explore and enjoy the diversity of music throughout the world. The student will develop their perceptual skills through a breadth of musical experiences, where he/she will learn to recognize, speculate, analyze, identify, discriminate and hypothesize in relation to music. The student will creatively develop his/her knowledge, abilities, and understanding through performance and composition. The student will develop his/her potential as a musician both personally and collaboratively, in whatever capacity, to the fullest extent. This course will prepare the student for the International Baccalaureate Music higher-level examination. This course meets the UC "f" requirement.

| | | | | | |
|------------|--|-------------|-------------|-------------|---|
| 682 | MUSIC LISTENING AND LITERATURE* | Year | 9-12 | None | Buena Park La Habra Sonora |
|------------|--|-------------|-------------|-------------|---|

Music Listening and Literature is a survey of the musical style periods from antiquity through the 20th century, with a focus on vocabulary, listening techniques, and critical-thinking skills while exposing students to representative works. The primary focus of this course is the development of critical listening skills to enhance the student's aesthetic awareness. The student is required to demonstrate knowledge gained in the subject using writing assignments, which require critical thinking. This course meets the UC "f" requirement.

* Approved for UC "f" requirement.

PHYSICAL EDUCATION

Introduction

The physical education department offers the student an opportunity to participate in daily physical education activities and to prepare for a career in sports or a sports-related field. The department provides exercise in a group or on an individual basis. The student is encouraged to begin a lifetime fitness program while participating in a daily physical education program.

Possible Career Objectives for the Student with Physical Education Training

| | | |
|-----------------------------|----------------------------|----------------------|
| Athletic Coach | Physiologist | Sports Medicine |
| Athletic Equipment Handling | Professional Athlete | Swimming Instructor |
| Athletic Trainer | Recreational Leader | Swimming Pool Repair |
| Physical Education Teacher | Sporting Goods Salesperson | Service |
| Physical Therapist | Sports Journalism | YMCA/YWCA Leader |

COURSE OFFERINGS

| | Course Title | Crs. No. | Length | Grade | Prerequisite/Recommended | Location | | | | | | |
|----|--|----------|----------------------|-------|---|----------|----|----|----|----|----|--|
| | | | | | | BP | FU | LH | SO | SH | TR | |
| | PHYSICAL EDUCATION | 714 | Year | 9 | | x | x | x | x | x | x | |
| x | ADVANCED PHYSICAL EDUCATION | 715 | Year | 10-12 | Physical Education or Athletics - M/Athletics - W | x | | x | x | | | |
| x | WEIGHT TRAINING | 723 | Semester | 10-12 | Teacher Recommendation | x | x | x | x | x | x | |
| x | DANCE/DRILL TEAM | 710 | Semester/ Year | 9-12 | Teacher Recommendation | | | | x | | | |
| *x | DANCE | 707 | Year | 10-12 | None | x | x | x | x | x | x | |
| *x | ADVANCED DANCE | 708 | Semester/ Year | 10-12 | Dance, Teacher Recommendation | x | x | x | x | x | x | |
| *x | DANCE PRODUCTION | 709 | Year | 9-12 | Teacher Recommendation | x | x | x | x | x | x | |
| x | P.E. DANCE/COLORGUARD | 711 | Semester/ Year | 9-12 | Teacher Recommendation | x | x | x | x | x | x | |
| | INTERMEDIATE DANCE | 706 | Year | 10-12 | Teacher Recommendation | x | x | x | x | x | x | |
| x | PHYSICAL EDUCATION MARCHING BAND | 669 | First Semester Only | 9-12 | Teacher Recommendation | x | x | x | x | x | x | |
| x | PHYSICAL EDUCATION MARCHING PERCUSSION | 1669 | Second Semester Only | 9-12 | Teacher Recommendation | | x | x | x | x | x | |
| x | AEROBICS | 701 | Semester | 10-12 | Physical Education | x | x | x | x | | | |
| x | ATHLETICS - M | 716 | Semester | 9-12 | Teacher Recommendation | x | x | x | x | x | x | |
| x | ATHLETICS - W | 717 | Semester | 9-12 | Teacher Recommendation | x | x | x | x | x | x | |
| | DANCE IB SL | 702 | Year | 11-12 | Teacher Recommendation | | | | x | | x | |

* Approved for UC "g" requirement (maximum one year).

x This course may be repeated for credit.

@ Pilot course

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|---------------------------|---------------|--------------|---------------------|-------------------------|
| 714 | PHYSICAL EDUCATION | Year | 9 | | All Campuses |

Physical Education enables the student to synthesize much of what they have learned in the earlier grades, including knowledge of human growth, development, and physiology. The student is able to work as a team member and focus on the needs and contributions of other team members beyond themselves. The student will develop a willingness to acknowledge and respect stylistic differences in performance. The ninth grade physical education program should encourage the student to gain an appreciation of others' achievements and to expand their ability to adapt to the needs of the group and demonstrate fairness toward all. Physical Education is also designed to help the student foster improvement of individual health and welfare and promote life-long fitness activities.

| | | | | | |
|------------|------------------------------------|-------------|--------------|--|---|
| 715 | ADVANCED PHYSICAL EDUCATION | Year | 10-12 | P.E. or Athletics - M/Athletics – W | Buena Park La Habra Sonora |
|------------|------------------------------------|-------------|--------------|--|---|

Students at this stage are capable of choosing the physical activities they want to pursue. They are more able to generalize from previous experiences and to apply biomechanical principal to the analysis of a variety of movement skills. Students can apply knowledge, skills, and attitudes acquired in physical education experiences to become more proficient in one or more activities that lead to achieving personal goals for lifetime fitness. A well-planned physical education program will offer students a wide variety of opportunities. It will focus on individual or team sports of choice, dance, and personal defense among other activities.

| | | | | | |
|------------|------------------------|-----------------|--------------|-------------------------------|-------------------------|
| 723 | WEIGHT TRAINING | Semester | 10-12 | Teacher Recommendation | All Campuses |
|------------|------------------------|-----------------|--------------|-------------------------------|-------------------------|

The student can apply knowledge, skills and attitudes acquired in Weight Training that lead to achieving personal goals for lifetime fitness. The student will become proficient in developing motor, skills, body movements, cardiovascular endurance and muscular development. A well-planned weight training program will provide the student an opportunity for physical growth and social development. This course may be repeated for credit.

| | | | | | |
|------------|-------------------------|---------------------------|-------------|-------------------------------|---------------|
| 710 | DANCE/DRILL TEAM | Semester/ Year | 9-12 | Teacher Recommendation | Sonora |
|------------|-------------------------|---------------------------|-------------|-------------------------------|---------------|

In Dance/Drill Team the student learns marching techniques and dance skills to prepare for performances at half-time shows, parades, school assemblies, competitions, and/or shows. This course may be repeated for credit.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|---|---|----------------------------|--------------|--------------------------------------|---------------------|
| 707 | DANCE* | Year | 10-12 | None | All Campuses |
| In Dance, the student studies beginning and intermediate techniques in various dance forms and choreography. Dance allows the student to begin preparation for a career, to develop physical skill, or to develop a lifetime interest. This course may be repeated for credit. | | | | | |
| 708 | ADVANCED DANCE* | Semester/ Year | 10-12 | Dance, Teacher Recommendation | All Campuses |
| Advanced Dance is a further exploration of dance styles and choreography offered in Dance and includes optional work in Dance Production. This course may be repeated for credit. | | | | | |
| 709 | DANCE PRODUCTION* | Year | 9-12 | Teacher Recommendation | All Campuses |
| Dance Production offers the student an opportunity to study advanced techniques in various dance forms and choreography. The focus of the course is on student choreography that is developed, presented on stage and viewed by an audience. In addition to the principles of choreography, study and performance preparation include staging, costuming, lighting, and make-up. The student will work with professionals in the field of dance through master classes, guest artists, and the District dance festival. This course may be repeated for credit. | | | | | |
| 711 | P.E. DANCE/COLORGUARD | Semester/ Year | 9-12 | Teacher Recommendation | All Campuses |
| In P.E. Dance/Colorguard the student learns marching techniques, dance skills, and colorguard skills to prepare for performances for half-time shows, parades, school assemblies, competitions, and/or shows. This course may be repeated for physical education credit. See listing under Music. | | | | | |
| 706 | INTERMEDIATE DANCE | Year | 10-12 | Teacher Recommendation | All Campuses |
| In Intermediate Dance, the student studies more in-depth intermediate techniques in various dance forms and choreography. This course may be repeated for credit. | | | | | |
| 669 | PHYSICAL EDUCATION MARCHING BAND | First Semester Only | 9-12 | Teacher Recommendation | All Campuses |
| Physical Education Marching Band meets the State requirement for enrollment in physical education. Concurrent enrollment is recommended in an instrumental music course. Physical Education Marching Band emphasizes the physical aspects of field and street performance. This course may be repeated for physical education credit. See listing under Music. | | | | | |

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|---|---------------------------------|--------------|-------------------------------------|---|
| 1669 | PHYSICAL EDUCATION MARCHING PERCUSSION | Second Semester Only | 9-12 | Teacher Rec- ommendation | Fullerton La Habra Sonora Sunny Hills Troy |

Physical Education Marching Percussion, (Drum Line) emphasizes the physical and marching aspects of both field and street performance. The student is expected to participate in drum line competitions as a component of the class. Physical Education Marching Percussion (Drum Line) meets the State requirement for enrollment in physical education. Concurrent enrollment is recommended in an instrumental music course. This course may be repeated for physical education credit. See listing under Music.

| | | | | | |
|------------|-----------------|-----------------|--------------|-------------|---|
| 701 | AEROBICS | Semester | 10-12 | P.E. | Buena Park Fullerton La Habra Sonora |
|------------|-----------------|-----------------|--------------|-------------|---|

Aerobics is designed to provide the student with an opportunity to build muscle strength, stamina, and body self-awareness through exercise. Exercises include warm-up, aerobic dance routine, stretching, and cool-down. A major objective of the course is for each student to develop an appreciation of exercise to promote a happy and healthy life. This course may be repeated for credit.

| | | | | | |
|------------|----------------------|-------------|-------------|---|-------------------------|
| 716 | ATHLETICS - M | Year | 9-12 | Athletic Dir- ector/Coach Approval | All Campuses |
| 717 | ATHLETICS - W | | | | |

Athletics-Men/Women provides an opportunity for the student to actively participate in a variety of competitive sports. The student will apply knowledge, skills, and attitudes acquired in one or more sports that lead to achievement of personal goals. The student will participate in interscholastic competition under the guidelines and expectations of the California Interscholastic Federation. Athletics-Men/Women involves seasonal competition and organized practices, which requires after school participation. This course may be repeated for credit.

| | | | | | |
|------------|--------------------|-------------|--------------|-------------------------------------|------------------------|
| 702 | DANCE IB SL | Year | 11-12 | Teacher Rec- ommendation | Sonora Troy |
|------------|--------------------|-------------|--------------|-------------------------------------|------------------------|

Dance IB SL is a course designed to prepare the 11th grade or 12th grade dancer for IB exams their senior year. Students participate in their level appropriate dance technique and with IB dance further explore the elements of composition, performance technique, and world dance study. Original compositions, performances and research paper are submitted for evaluation. Attendance for the IB component is one mandatory 90 minute afternoon session per week.

* Approved for UC "g" requirement (maximum one year).

SCIENCE

Introduction

Two years of science are required for high school graduation. The two years must include course work in life science and physical science. Science courses are designed to provide laboratory experiences in the methods of science and to develop an understanding of the biological and physical world. The student develops an understanding and appreciation of the influence of science on modern society. Through laboratory experience, skills in the use of scientific equipment are developed. Through investigation, data are collected to allow interpretation of natural phenomena.

Possible Career Objectives for the Student with Science Training

| | | |
|------------------------|------------------------|-----------------------|
| Aerospace Engineering | Game Warden | Oceanographer |
| Architect | Geologist | Optometrist |
| Astronaut | Industrial Engineering | Ophthalmologist |
| Astronomy | Journalist | Physicist |
| Biochemist | Laboratory Technician | Physical Therapist |
| Biomedical Engineering | Lawyer | Pilot |
| Botanist | Medical Technician | Pure Research |
| Chemical Engineering | Marine Biologist | Psychobiologist |
| Chemist | Medical Research | Pharmacist |
| Computer Designer | Museum Curator | Paramedic |
| Computer Science | Materials Science | Petroleum Engineering |
| Dentist | Mechanical Engineering | Science Illustrator |
| Doctor | Mathematics | Soil Scientist |
| Ecologist | Molecular Biologist | Teacher |
| Electrical Engineering | Nuclear Scientist | Veterinarian |
| Environmental Engineer | National Park Service | Weather Forecaster |
| Exercise Science | Nurse | Zoo Attendant |

COURSE OFFERINGS

| | Course Title | Crs. No. | Length | Grade | Prerequisite/ Recommended | Location | | | | | |
|-----|----------------------------------|----------|----------|-------|---|----------|----|----|----|----|----|
| | | | | | | BP | FU | LH | SO | SH | TR |
| 2 | AGRICULTURE SCIENCE 2 | 122 | Year | 10-12 | Agriculture Science 1 | | x | | x | | |
| ** | AGRICULTURE EARTH SCIENCE | 126 | Year | 9-10 | Algebra 1 or concurrent enrollment or Teacher Recommendation | x | x | x | x | x | |
| **2 | VETERINARY SCIENCE | 131 | Year | 11-12 | Biology, Agriculture Science 2 or Teacher Recommendation (Complete Biology or Agricultural Biology for SH) | x | x | x | x | x | |
| *2 | AGRICULTURAL BIOLOGY | 135 | Year | 10-12 | Concurrent enrollment in Algebra 1 | x | x | x | x | x | |
| *1 | EARTH SCIENCE WITH LAB | 749 | Year | 9-12 | Algebra 1 or concurrently or Teacher Recommendation | x | x | x | x | x | x |
| *2 | BIOLOGY | 751 | Year | 9-12 | Concurrent enrollment in Algebra 1 or Teacher Recommendation | x | x | x | x | x | x |
| *+2 | AP-BIOLOGY | 752 | Year | 11-12 | Biology, Chemistry, and Teacher Recommendation (A or B grade) | x | x | x | | x | x |
| *+2 | BIOLOGY-H | 753 | Year | 9-12 | Concurrent enrollment in Algebra 1 or Teacher Recommendation | x | x | x | x | x | x |
| *1 | CHEMISTRY | 754 | Year | 10-12 | Completion of Biology and/or Teacher Recommendation | x | x | x | x | x | x |
| *+1 | CHEMISTRY-H | 755 | Year | 10-12 | Department Recommendation | x | x | x | x | x | x |
| *2 | HUMAN ANATOMY AND PHYSIOLOGY | 760 | Year | 10-12 | Biology and Chemistry or Teacher Recommendation | | x | x | | x | x |
| 2 | LIFE SCIENCE | 762 | Year | 9-12 | None | | | | | x | x |
| *1 | OCEANOGRAPHY | 763 | Year | 10-12 | Completion of one-year lab science course with grade C or better or Teacher Recommendation | | x | | | | x |
| *3 | MARINE SCIENCE | 764 | Semester | 9-12 | Completion of one-year lab science course recommended or Teacher Recommendation | | | | | x | |
| *2 | ORGANIC/BIO-CHEMISTRY | 765 | Semester | 11-12 | Biology or Integrated Science 1 | | | | x | | |
| *2 | INTRODUCTION TO PHYSIOLOGY | 767 | Semester | 10-12 | Biology or Integrated Science 1 | | | | x | | |
| 1 | PHYSICAL SCIENCE | 769 | Year | 9-12 | None | x | | | | x | |
| *+1 | CHEMISTRY IB SL | 770 | Year | 11-12 | Completion of Chemistry or Chemistry-H | | | | | x | |
| *1 | PHYSICS | 773 | Year | 11-12 | Completion of Algebra 2 for SH & TR | x | x | x | x | x | x |
| *+1 | PHYSICS-H | 774 | Year | 11-12 | Completion of Trigonometry with C or better or concurrent enrolment in Math Analysis or Calculus | x | | | x | | |
| | AP-PHYSICS 1 | 276 | Year | 11-12 | B average in Algebra 2 and Chemistry or Teacher Recommendation | | x | x | | x | x |
| | AP-PHYSICS 2 | 277 | Year | 11-12 | B average in both Pre-Calculus and AP-Physics 1 or Teacher Recommendation | | x | x | | x | x |
| *+1 | AP-PHYSICS: MECHANICS | 781 | Year | 11-12 | Concurrent enrollment in Calculus or higher, completion of Physics-H or equivalent, or Teacher's Recommendation | | | | | | x |
| *+1 | PHYSICS IB SL | 782 | Year | 11-12 | B average through Algebra 2 and Teacher Recommendation (Completion of Trigonometry for SH & TR) | | x | | x | x | |
| *+2 | BIOLOGY IB HL 1 | 785 B | Year | 9-12 | Completion of Algebra 1 or Teacher Recommendation | | | | x | | |
| *+2 | BIOLOGY IB HL 2 | 786 B | Year | 11-12 | Biology, Chemistry, and Teacher Recommendation | | | | x | | x |
| *+2 | AP-BIOLOGY IB | 786 | Year | 11-12 | Biology, Chemistry, and Teacher Recommendation | | x | | x | | |
| | HUMAN ANATOMY AND PHYSIOLOGY – H | 788 | Year | 11-12 | Biology & Chemistry or Teacher Recommendation | x | | x | | | |

| | Course Title | Crs. No. | Length | Grade | Prerequisite/ Recommended | Location | | | | | | |
|-----|--------------------------|----------|--------|--------|---|----------|----|----|----|----|----|---|
| | | | | | | BP | FU | LH | SO | SH | TR | |
| * | FORENSIC BIOLOGY | 790 | Year | 11-12 | Biology and Chemistry with at least a C or better, Algebra with C or better | | | x | | | | |
| *+1 | AP-CHEMISTRY | 792 | Year | 11-12 | Completion of Chemistry or Chemistry-H | x | | | | | x | x |
| *+ | AP-ENVIRONMENTAL SCIENCE | 793 | Year | 11-12 | Biology and Chemistry and/or Teacher Recommendation (C Average) | x | x | x | x | x | x | x |
| | ENVIRONMENTAL SCIENCE | 796 | Year | 11-12 | Biology and Earth Science/Chemistry or concurrent enrollment in Chemistry | | | x | | | | |
| * | BIOLOGY FPFA | 48751 | Year | 9 - 12 | Completion of Algebra 1 concurrently or Teacher Recommendation | | | x | | | | |
| * | CHEMISTRY FPFA | 48754 | Year | 10-12 | Algebra 1 or Teacher Recommendation | | | x | | | | |
| * | EARTH SCIENCE FPFA | 48756 | Year | 9 - 12 | Pre-Algebra or Teacher Recommendation | | | x | | | | |
| * | PHYSICS FPFA | 48773 | Year | 11-12 | Geometry & Algebra 2 concurrently | | | x | | | | |

* Approved for UC "d" and "g" requirement.

** Approved for UC "g" requirement.

+ Weighted grades (GPA)

-H Honors course

AP- Advanced Placement

-IB International Baccalaureate

T/T Troy Tech Magnet Program

1 This course satisfies the FJUHS physical science graduation requirement.

2 This course satisfies the FJUHS life science graduation requirement.

3 This course partially satisfies the FJUHS life science or physical science graduation requirements.

@ Pilot course

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|------------------------------|---------------|--------------|------------------------------|-----------------------------|
| 122 | AGRICULTURE SCIENCE 2 | Year | 10-12 | Agriculture Science 1 | Fullerton Sonora |

Agriculture Science 2 is a laboratory course dealing with the basic life functions of plants and animals. The course focuses on the principles of the scientific method, plant and animal reproduction, heredity, life support systems, and humans' relationship to the agricultural environment. The student will be involved in an agriculture project as a "hands-on" activity. Participation in FFA activities is an integral part of this course. This course satisfies the life science graduation requirement. See listing under Agriculture.

| | | | | | |
|------------|----------------------------------|-------------|-------------|---|---|
| 126 | AGRICULTURE EARTH SCIENCE | Year | 9-10 | Algebra 1 or concurrent enrollment or Teacher Recommendation | Buena Park Fullerton La Habra Sonora Sunny Hills |
|------------|----------------------------------|-------------|-------------|---|---|

Agriculture Earth Science introduces the student to the study of the Earth and includes such topics as astronomy, geology, oceanography, meteorology, and climatology. Through a variety of activities and laboratory experiments, the student gains further insight into the basic principles and concepts that govern the earth. The student will develop an understanding of the complexities of the California Agriculture industries and the application of physical science concepts in Agriculture and their significance to quality of life. FFA participation and hands-on projects are integral parts of this class. This course satisfies the physical science graduation requirement and the UC "g" and CSU "d" requirements.

| | | | | | |
|------------|-----------------------------|-------------|--------------|---|---|
| 131 | VETERINARY SCIENCE** | Year | 11-12 | Biology, Agriculture Science 2 or Teacher Recommendation | Buena Park Fullerton La Habra Sonora Sunny Hills |
|------------|-----------------------------|-------------|--------------|---|---|

Veterinary Science provides a study of anatomy and physiology of small and large animals; proper health maintenance; sanitation; and the symptoms, treatment, and prevention of common diseases. Course work will include animal nutrition, safe handling and restraint, and the control of parasites and diseases. The student will gain practical experience in veterinary medicine by conducting hands-on activities with livestock and will have the opportunity to investigate the field of veterinary medicine. FFA participation is an integral part of the class. This course satisfies the life science graduation requirement and UC "g" requirement. See listing under Agriculture.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|------------------------------|---------------|--------------|---|---|
| 135 | AGRICULTURAL BIOLOGY* | Year | 10-12 | Concurrent enrollment in Algebra 1 | Buena Park Fullerton La Habra Sonora Sunny Hills |

Agricultural Biology is a laboratory science course, designed for the college-bound student that deals with the life functions and interrelationships of plants and animals. The course focuses on growth and reproduction, genetics, animal behavior, animal and plant taxonomy, nutrition, health and diseases, and the ecological relationship among plants, animals, and humans. The student will be involved in an agriculture project as a “hands-on” activity. Participation in FFA activities is an integral part of this course. Agricultural Biology satisfies the FJUHSD life science graduation requirement, UC “d” and/ or “g” requirements. See listing under Agriculture.

| | | | | | |
|------------|--------------------------------|-------------|-------------|--|--|
| 749 | EARTH SCIENCE WITH LAB* | Year | 9-12 | Algebra 1 or concurrently or Teacher Recommendation | Buena Park Fullerton La Habra Sonora Sunny Hills Troy |
|------------|--------------------------------|-------------|-------------|--|--|

Earth Science introduces the student to the study of the earth and includes such topics as astronomy, geology, oceanography, meteorology, climatology, and paleontology. Through a variety of activities and laboratory experiments, the student gains further insight into the basic principles and concepts that govern the earth. This course satisfies the physical science graduation requirement.

| | | | | | |
|------------|-----------------|-------------|-------------|---|--|
| 751 | BIOLOGY* | Year | 9-12 | Concurrent enrollment in Algebra 1 or Teacher Recommendation | Buena Park Fullerton La Habra Sonora Sunny Hills Troy |
|------------|-----------------|-------------|-------------|---|--|

Biology is a laboratory science course for the college-bound student. The course emphasizes detailed knowledge of the central concepts, principles, and basic factual material on the following topics: molecular and cellular aspects of living things, structure and function of plants and animals, genetics, evolution, plant and animal diversity and principles of classification, ecological relationships, and animal behavior. This course satisfies the life science graduation requirement.

| | | | | | |
|------------|---------------------|-------------|--------------|--|---|
| 752 | AP-BIOLOGY*+ | Year | 11-12 | Biology, Chemistry, and Teacher Recommendation (A or B grade) | Buena Park Fullerton La Habra Sunny Hills Troy |
|------------|---------------------|-------------|--------------|--|---|

Biology IB SL is a highly-specialized, one-year program for the qualified student whose future includes university attendance with a possible major in a specific science area. The courses are designed to prepare the student to score well on the Advanced Placement test in Biology given each May. Success on the examination may allow the student to receive college credit. The major thrusts of the program include cellular ultrastructure, genetics, biochemical processes, comparative anatomy, physiological mechanisms of evolution, embryonic development, and man's essential role with nature. This course satisfies the life science graduation requirement.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|---------------------|---------------|--------------|---|--|
| 753 | BIOLOGY-H*+ | Year | 9-12 | Concurrent enrollment in Algebra 1 or Teacher Recommendation | Buena Park Fullerton La Habra Sonora Sunny Hills Troy |

Biology-H is a rigorous laboratory science course for the qualified student. The course investigates the basic life processes of plants and animals. The student can expect a challenging experience in applying the scientific method to a study of the cell, plants, animals, heredity, evolution, and ecology. This course satisfies the life science graduation requirement.

| | | | | | |
|------------|-------------------|-------------|--------------|---|--|
| 754 | CHEMISTRY* | Year | 10-12 | Completion of Biology & Teacher Recommendation | Buena Park Fullerton La Habra Sonora Sunny Hills Troy |
|------------|-------------------|-------------|--------------|---|--|

Chemistry is a natural science that deals with the composition, properties, structure, and reactions of matter. An emphasis is placed upon laboratory experiences, class discussions, and problem-solving activities. This course satisfies the physical science graduation requirement.

| | | | | | |
|------------|----------------------|-------------|--------------|----------------------------------|--|
| 755 | CHEMISTRY-H*+ | Year | 10-12 | Department recommendation | Buena Park Fullerton La Habra Sonora Sunny Hills Troy |
|------------|----------------------|-------------|--------------|----------------------------------|--|

Chemistry-H builds a model of the behavior of matter in the universe by thoroughly examining the behavior and properties of the atom. The student is taught to examine data with the intent to discover patterns and to derive workable, usually mathematical, approaches to applying the theories arising from these inferences to the solutions of practical problems. The course is therefore highly math oriented. Problem-solving techniques are heavily emphasized. The course is laboratory oriented. Each student learns to relate laboratory investigation to theoretical material. An important part of the course content is to instruct the student in the writing of concise, analytical interpretations of laboratory work. This course satisfies the physical science graduation requirement.

| | | | | | |
|------------|--------------------------------------|-------------|--------------|--|--|
| 760 | HUMAN ANATOMY AND PHYSIOLOGY* | Year | 10-12 | Biology and Chemistry or Teacher Recommendation | Fullerton La Habra Sunny Hills Troy |
|------------|--------------------------------------|-------------|--------------|--|--|

Human Anatomy and Physiology surveys the structure and functions of the body. An intensive study is made of each of the body systems and organs. This course will include the study of cells, tissues, genetics, and disorders. Each of the units studied includes laboratory investigations and dissections. These studies will lead to a greater understanding of how the body systems work together as a whole. This course satisfies the life science graduation requirement.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|---------------------|---------------|--------------|---------------------|-----------------------------|
| 762 | LIFE SCIENCE | Year | 9-12 | None | Sunny Hills Troy |

Life Science is an introductory laboratory course dealing with the basic characteristic functions of living organisms. The focus of this course is on examining and observing structures, diversity, and interaction of living things. Topics in this study will include: the nature of science, living cells, organ systems, survey of organisms, genetics, evolution, and ecology. This course is designed to satisfy the one-year life science graduation requirement and prepares the student to enroll in biology. However, the course does not meet university "a-g" admission requirements. This course satisfies the life science graduation requirement.

| | | | | | |
|------------|----------------------|-------------|--------------|--|---------------------------|
| 763 | OCEANOGRAPHY* | Year | 10-12 | Completion of one-year lab science course with grade of C or better or Teacher Rec- ommendation | Fullerton Troy |
|------------|----------------------|-------------|--------------|--|---------------------------|

Oceanography introduces the student to the study of biological, chemical, geological, physical and anthropological aspects of the oceans. The purpose of the course is to promote appreciation and understanding of the marine environment of our water planet. Oceanography will give the student the opportunity to investigate the ocean using lab science and field study methods. The course satisfies the physical science graduation requirements. If Oceanography and Marine Science are taken, credit cannot be given for both classes, since the content of both courses may significantly overlap. This course satisfies the physical science graduation requirement.

| | | | | | |
|------------|------------------------|-----------------|-------------|--|---------------|
| 764 | MARINE SCIENCE* | Semester | 9-12 | Completion of one-year lab science course recommended or Teacher Rec- ommendation | Sonora |
|------------|------------------------|-----------------|-------------|--|---------------|

Marine Science introduces the student to fundamental physical and biological principles which govern the marine environment and the organisms inhabiting it. Aspects of physical oceanography are combined with marine science in such a way that the student develops an understanding of and appreciation for the relationships between living organisms and their physical environment. Physiological, anatomical, and behavioral adaptations of marine organisms to their environment are emphasized. This course partially satisfies the life science or physical science graduation requirements.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|--|------------------------------------|-----------------|--------------|---|--|
| 765 | ORGANIC/BIO-CHEMISTRY* | Semester | 11-12 | Biology or Integrated Science 1 | Sonora |
| <p>Organic/Biochemistry supports the student having the opportunity to take semester elective courses in science. It provides a unique opportunity for the student interested in various fields to explore biochemical and organic systems. This lab-centered course introduces the student to the biochemical pathways, families, and their relationships. With applications through laboratory explorations, the student develops the ability to understand and recognize structure, preparation, and reactions of hydrocarbons, vitamins, drugs, proteins, enzymes, food, fuel, and clothing. In addition, the student will develop the skills that allow them to explore and solve biochemical problems, think critically, work cooperatively with others, and communicate experimental data and ideas clearly. This course satisfies the life science graduation requirement.</p> | | | | | |
| 767 | INTRODUCTION TO PHYSIOLOGY* | Semester | 10-12 | Biology or Integrated Science 1 | Sonora |
| <p>Introduction to Physiology is a laboratory survey of human physiology for the student interested in pursuing a career in the health services (nursing, medical, dental fields, etc.). The course's content stresses the basic principles and concepts for the student to understand the role of each organ-system in the maintenance of a constant internal environment. Laboratory techniques allow the student to monitor physiological processes in small animals as well as in humans. This course satisfies the life science graduation requirement.</p> | | | | | |
| 769 | PHYSICAL SCIENCE | Year | 9-12 | None | Buena Park Sunny Hills |
| <p>Physical Science introduces the student to a survey of major earth science themes, such as astronomy, meteorology, oceanography and plate tectonics. The student learns the basics of earth science themes and has an opportunity to apply them in laboratory situations. The course focuses on developing the students' knowledge and skills at a level useful to his/her future occupational and individual needs. This course satisfies the physical science graduation requirement.</p> | | | | | |
| 773 | PHYSICS* | Year | 11-12 | Geometry, Algebra 2 concurrently (Completion of Algebra 2 for SH & TR) | Buena Park Fullerton La Habra Sonora Sunny Hills Troy |
| <p>Physics introduces the student to the basic laws of nature in the physical universe. The focus is upon motion, energy waves, light, electricity, magnetism, and atomic and nuclear structures. The student is challenged to develop critical thinking and problem-solving ability. As much as possible, opportunities are provided to investigate physical phenomenon in the laboratory while gaining skills that are useful in future work in science. This background provides an understanding of new developments and discoveries such as nuclear power, laser research, and space technology. This course satisfies the physical science graduation requirement.</p> | | | | | |

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|---|---------------------------------|---------------|--------------|---|--|
| 774 | PHYSICS-H*+ | Year | 11-12 | Completion of Trig with better or concurrent enrollment in Math Analysis or Calculus | Buena Park Sonora |
| <p>Physics-H includes all the material covered in the basic physics course but at a more rigorous level. Laboratory experiences are an integral part of this course. This course satisfies the physical science graduation requirement.</p> | | | | | |
| 276 | AP-PHYSICS 1 | Year | 11-12 | B average in Algebra 2, B Average in Chemistry or Teacher Recommendation | Fullerton La Habra Sunny Hills Troy |
| <p>AP – Physics 1 serves as a rigorous introductory course in algebra-based physics. Topics include kinematics (1D & 2D), dynamics (Newton's Laws), circular motion and universal law of gravitation, simple harmonic motion, linear momentum and its conservation, work, energy and its conservation, rotational motion, electrostatics (charge and force only), DC circuits, and mechanical waves and sounds. Laboratory experiences are an integral part of this course. This course satisfies the physical science graduation requirement.</p> | | | | | |
| 277 | AP-PHYSICS 2 | Year | 11-12 | B average in AP-Physics 1/ Pre-Calc or Teacher Recommendation | Fullerton La Habra Sunny Hills Troy |
| <p>AP – Physics 2 serves as a rigorous introductory course in algebra-based physics and is successive to AP – Physics 1. Topics include thermodynamics (thermodynamic laws, ideal gases, and kinetic theory), fluid statics and dynamics, electrostatics (electric force, electric field and electric potential), DC and RC circuits, magnetism and electromagnetic induction, geometric and physical optics and nuclear/atomic/quantum physics. Laboratory experiences are an integral part of this course. This course satisfies the physical science graduation requirement.</p> | | | | | |
| 781 | AP- PHYSICS: MECHANICS * | Year | 11-12 | Concurrent enrollment in Calculus or Higher, completion of Physics-H, Physics or equivalent, or Teacher Recommendation | Troy |

AP – Physics: Mechanics 2nd year covers only selected topics from the Honors Physics course. The two topics are Classical Mechanics and Electromagnetism. These two topics are explored at a much more rigorous level. The class is taught at a level that is consistent with the first two semesters of a college level, calculus based introductory physics course. Laboratory experiences are an integral part of this course.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|----------|--------------|--------|-------|--------------|----------|
|----------|--------------|--------|-------|--------------|----------|

| | | | | | |
|-----|-----------------|------|-------|---------------------------|------------------------------------|
| 782 | PHYSICS IB SL*+ | Year | 11-12 | B average through Algebra | Fullerton Sonora Sunny Hills |
|-----|-----------------|------|-------|---------------------------|------------------------------------|

Physics IB SL includes all the material covered in the basic physics course but at a more rigorous level. Heat and thermodynamics are also included in order to prepare the student for the International Baccalaureate examination. Laboratory experiences are an integral part of this course. This course satisfies the physical science graduation requirement.

| | | | | | |
|------|------------------|------|------|---|--------|
| 785B | BIOLOGY IB HL1*+ | Year | 9-12 | Completion of Algebra 1 and/or Teacher Recommendation | Sonora |
|------|------------------|------|------|---|--------|

Biology IB HL 1 is a rigorous laboratory science course which investigates the basic life process of plants and animals. In-depth study occurs in the following areas: molecular and cell biology, organismal biology, and population biology. Individual topics also include protein synthesis, molecular genetics, and cell structure and function. This course prepares the student to take the International Baccalaureate examination. This course satisfies the life science graduation requirement.

| | | | | | |
|------|-------------------|------|-------|--|---------------------|
| 786 | AP-BIOLOGY IB*+ | Year | 11-12 | Biology, Chemistry, and Teacher Recommendation | Fullerton Sonora |
| 786B | BIOLOGY IB HL 2*+ | | 12 | | Sonora Troy |

AP-Biology IB is a highly-specialized, one-year program for the qualified student of science whose future includes university attendance. The course is designed to be highly academic and challenging. Completion of the course prepares the participant with a sufficient background to score well on the International Baccalaureate examination and the Advanced Placement test in Biology given each May. Thirty to forty percent of the work is devoted to laboratory studies. In-depth concentration occurs on several topics including biomacromolecules, proteins, lipids, enzymes, chemical evolution and origin of life, bioenergetics, mitochondria, cell cycle, genetics, taxonomy, levels of organization, embryology, plant and vertebrate physiology, ecology, and man and the environment. This course is taught with an evolutionary approach to modern molecular biology. This course satisfies the life science graduation requirement.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|---|---------------|--------------|--|----------------------------|
| 788 | HUMAN ANATOMY AND PHYSIOLOGY - H | Year | 11-12 | Biology and Chemistry or Teacher Recommendation | Buena Park La Habra |

Human Anatomy and Physiology-H is an elective course offered to the student who chooses to take a second year advanced class in the Life Sciences and who has satisfactorily completed an equivalent of year of Biology or Chemistry, or has a science teacher's recommendation. The recently revised California Standards for the teaching of Biology includes the study of the human systems and their functions. The continuation of these goals is addressed in an in-depth and rigorous manner by the Human Anatomy and Physiology class. The student learns science by "experiencing science," while conducting their own academic year scientific investigative research, culminating in a formal oral presentation, poster and written scientific paper, which are all part of their final grade based on an honors grading policy. The student will spend a minimum of five additional hours per week on this research. The course satisfies the University of California and California State University requirements for a laboratory science course, prepares the student for collegiate level coursework in the biological and health sciences and introduces the student to career opportunities in the sciences. The student gains research experience while working on individual science research projects (some in association with the Southern California Academy of Sciences Research Training Program). These projects satisfy the quality and level of the entries in the Orange County Science Fair, thus all students are encouraged to enter this local competition as well as present their papers at the Southern California Junior Academy of Sciences Annual Meeting in May and (for Juniors) to submit their work to the National Intel (formerly Westinghouse) Science Talent Search, Siemens and other science competitions the following year.

| | | | | | |
|------------|---------------------------|-------------|--------------|--|-----------------|
| 790 | FORENSIC BIOLOGY * | Year | 11-12 | Biology and Chemistry with at least a C or better, Algebra with a C or better | La Habra |
|------------|---------------------------|-------------|--------------|--|-----------------|

Forensic Biology is a college preparatory course that meets the rigorous standards of University of the California's lab science requirement. It builds upon the major academic themes of biology at an advanced level, utilizing lecture, demonstration, reading of scientific expository text, and extensive student laboratory activities and experiments in a forensic context. The course emphasizes in-depth study with problem solving and synthesis, critical thinking, hands-on manipulation and observation, computer modeling, and career pathways foundations. Students will be evaluated by comprehensive written and laboratory- practical examination, independent and group research projects, through independent and group assignment of responsibilities, analytical skills, and oral and written presentations.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|---------------------------|---------------|--------------|-----------------------------------|--|
| 792 | AP-CHEMISTRY * + | Year | 11-12 | Completion of Chemistry or | Buena Park Sunny Hills Troy |
| 770 | CHEMISTRY IB SL *+ | | | Chemistry-H | |

AP-Chemistry and Chemistry IB SL are second-year honors level chemistry courses with a rigorous curriculum designed for the student planning to major in college science or pursue more advanced chemistry at a university. The courses are math oriented, and techniques in problem solving are heavily emphasized. The student is taught to examine data with the intent to discover patterns and to derive workable, usually mathematical, approaches to applying the theories arising from these inferences to the solutions of practical problems. Each student will learn to relate laboratory investigation to theoretical material. An important part of the course content is to instruct the student in the writing of concise, analytical interpretations of laboratory work. This course prepares the student to take the Advanced Placement and IB Chemistry SL examinations and satisfies the physical science graduation requirement.

| | | | | | |
|------------|------------------------------------|-------------|--------------|--|--|
| 793 | AP- ENVIRONMENTAL SCIENCE*+ | Year | 11-12 | Biology and Chemistry and/or Teacher Recommendation (C average) | Buena Park Fullerton La Habra Sonora Sunny Hills Troy |
|------------|------------------------------------|-------------|--------------|--|--|

AP-Environmental Science is designed to be the equivalent of a one-semester introductory college course in environmental science. The course investigates the interrelationships of the natural world, identifies and analyzes environmental problems both natural and man-made, evaluates the relative risks associated with these problems, and examines alternative solutions for resolving and/or preventing them. Laboratory and field studies will be incorporated.

| | | | | | |
|------------|------------------------------|-------------|--------------|---|-----------------|
| 796 | ENVIRONMENTAL SCIENCE | Year | 11-12 | Biology and Earth Science/ Chemistry or Concurrent Enrollment in Chemistry | La Habra |
|------------|------------------------------|-------------|--------------|---|-----------------|

Environmental Science looks at how humans interact with their natural surroundings. After gaining a better understanding of patterns of organization and cycles in ecosystems, the student will focus on global problems such as rain forest destruction and how people are finding solutions. Local environmental situations will also be addressed. Methods will include analyzing the "health" of an ecosystem with both laboratory and field study. The critical analysis of worldwide environmental data will be emphasized.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|-----------------------|---------------|--------------|---|-----------------|
| 48751 | BIOLOGY FPFA * | Year | 9-12 | Completion of Algebra 1 concurrently or Teacher Recommendation | La Habra |

Biology is a laboratory science course for the college-bound student. The course emphasizes detailed knowledge of the central concepts, principles, and basic factual material on the following topics: molecular and cellular aspects of living things, structure and function of plants and animals, genetics, evolution, plant and animal diversity and principles of classification, ecological relationships, and animal behavior. This course satisfies the life science graduation requirement.

| | | | | | |
|--------------|-------------------------|-------------|--------------|--|-----------------|
| 48754 | CHEMISTRY FPFA * | Year | 10-12 | Algebra 1 or Teacher Recommendation | La Habra |
|--------------|-------------------------|-------------|--------------|--|-----------------|

Chemistry is a natural science that deals with the composition, properties, structure, and reactions of matter. An emphasis is placed upon laboratory experiences, class discussions, and problem-solving activities. This course satisfies the physical science graduation requirement.

| | | | | | |
|--------------|-----------------------------|-------------|-------------|--|-----------------|
| 48756 | EARTH SCIENCE FPFA * | Year | 9-12 | Pre-Algebra or Teacher Recommendation | La Habra |
|--------------|-----------------------------|-------------|-------------|--|-----------------|

Earth Science introduces the student to the study of the earth and includes such topics as astronomy, geology, oceanography, meteorology, climatology, and paleontology. Through a variety of activities and laboratory experiments, the student gains further insight into the basic principles and concepts that govern the earth. This course satisfies the physical science graduation requirement.

| | | | | | |
|--------------|-----------------------|-------------|--------------|--|-----------------|
| 48773 | PHYSICS FPFA * | Year | 11-12 | Geometry & Algebra 2 concurrently | La Habra |
|--------------|-----------------------|-------------|--------------|--|-----------------|

Physics introduces the student to the basic laws of nature in the physical universe. The focus is upon motion, energy waves, light, electricity, magnetism, and atomic and nuclear structures. The student is challenged to develop critical thinking and problem-solving ability. As much as possible, opportunities are provided to investigate physical phenomenon in the laboratory while gaining skills that are useful in future work in science. This background provides an understanding of new developments and discoveries such as nuclear power, laser research, and space technology. This course satisfies the physical science graduation requirement.

* Approved for UC "d" and "g" requirement.
 ** Approved for UC "g" requirement.
 + Weighted grades (GPA)

SOCIAL SCIENCE

Introduction

The social science curriculum is designed to provide each student with the knowledge and skills necessary to meet the needs of a contemporary society. Information about the past and its relation to the present is essential if the individual today is to understand the nature and direction of society. Moreover, the problem-solving and decision-making activities that dominate society and the individual's life require that the student develop a wide range of critical thinking skills. The courses provided by the social science department are structured to meet these objectives. In addition to the courses established to fulfill graduation requirements and university acceptance, there are a number of courses offered to enable the student to investigate other social science disciplines. These latter courses reinforce the departmental objectives and offer the student an opportunity to develop additional knowledge and skills in areas of individual interest.

Possible Career Objectives for the Student with Social Science Training

City, County, State, National Government
Clergy
Economist
Explorer
History Writer
Lawyer
Teacher

Geography
Library Science
Military Service
News Reporting
Psychology
Topography
Writing

COURSE OFFERINGS

| | Course Title | Crs. No. | Length | Grade | Prerequisite/ Recommended | Location | | | | | | |
|------|----------------------------------|----------|----------|----------------|---|----------|----|----|----|----|----|---|
| | | | | | | BP | FU | LH | SO | SH | TR | |
| **1 | WORLD HISTORY | 854 | Year | 9 10 | None | x | x | x | x | | x | x |
| **+1 | WORLD HISTORY-H | 853 | Year | 9 10 | Test incoming 9 th grade and/or Teacher Recommendation | x | | | | | x | |
| **+ | AP-WORLD HISTORY | 857 | Year | 10-12 | Department/Counselor Recommendation | | | | | | | x |
| *2 | U.S. HISTORY | 842 | Year | 11 | None | x | x | x | x | x | x | x |
| 2 | U.S. HISTORY-AMERICAN HUMANITIES | 850 | Year | 11 | Concurrent enrolment in English 3-Humanities | | | | | x | | |
| *+2 | AP-UNITED STATES HISTORY | 808 | Year | 11-12 | Department/Counselor Recommendation | x | x | x | x | x | x | x |
| *3 | AMERICAN GOVERNMENT | 801 | Semester | 12 | None | x | x | x | x | x | x | x |
| *+3 | AP-US GOVERNMENT AND POLITICS | 827 | Semester | 12 | Department/Counselor Recommendation | x | x | x | x | x | x | x |
| **4 | ECONOMICS | 813 | Semester | 12 | None | x | x | x | x | x | x | x |
| **4 | AGRICULTURAL ECONOMICS | 124 | Year | 11-12 | One year of an agriculture course | x | x | x | x | x | | |
| **+4 | ECONOMICS-H | 816 | Semester | 12 | Department/Counselor Recommendation | x | x | | x | | | |
| **+4 | IB ECONOMICS HL – 1 | 815 | Year | 12 | Department/Counselor Recommendation | | | | | | x | |
| **+4 | IB ECONOMICS HL – 2 | 822 | Semester | 12 | Department/Counselor Recommendation | | | | | | x | |
| ** | SOCIOLOGY | 839 | Semester | 10-12 11-12 | None Teacher Recommendation | x | | | | | x | x |
| **+ | AP-EUROPEAN HISTORY | 828 A | Year | 10-12 | Department/Counselor Recommendation | x | x | x | x | x | x | x |
| | STUDENT AND THE LAW | 841 | Semester | 10-12 | None | x | x | | | | | x |
| ** | PSYCHOLOGY A | 833 | Semester | 11-12 10-12 | None None | | | | | x | x | x |
| ** | PSYCHOLOGY B | 834 | Semester | 10-12 | Psychology A | | x | | x | | | x |
| ** | AP-PSYCHOLOGY | 844 | Year | 10-12 | None | x | x | x | x | x | x | x |
| **+ | PHILOSOPHY IB SL | 825 | Year | 11 | Department/Counselor Recommendation – IB students only | | | | | | | x |
| **+ | PHILOSOPHY IB HL 2 | 825 B | Year | 11-12 | Department/Counselor Recommendation – IB students only | | | | | | | x |

| | Course Title | Crs. No. | Length | Grade | Prerequisite/ Recommended | Location BP FU LH SO SH TR | | | | | |
|-------|---|----------|-------------------|-------|---|-------------------------------|---|---|---|---|---|
| | AP-HUMAN GEOGRAPHY | 807 | Year | 9-12 | World History/World History-H | | x | x | x | x | x |
| **+ | HISTORY OF THE AMERICAS – IB HL2 | 862 | Year | 12 | Department/Counselor Recommendation & AP-United States History | | x | | x | x | x |
| **+ | THEORY OF KNOWLEDGE-IB | 812 | Semester | 12 | Admission to IB Diploma Program | | x | | x | x | x |
| ** | CALIFORNIA HISTORY: HERITAGE | 474 | Year | 9 | Admission to Heritage of the Americas Magnet Program; concurrent enrollment in English 1: Humanities and Spanish 1: Heritage-H | | | x | | | |
| **1 | WORLD HISTORY: HERITAGE | 475 | Year | 10 | English 1: Humanities, Heritage-H, and California History: Heritage; concurrent enrollment in English 2: Humanities, Heritage 2; any World Language | | | x | | | |
| *2 | U.S. HISTORY: HERITAGE | 476 | Year | 11 | English 2: Humanities, World History: Heritage; concurrent enrollment in English 3: Humanities and any World Language | | | x | | | |
| **3,4 | AMERICAN GOVERNMENT: HERITAGE | 477 | Semester | 12 | English 3: Humanities and U.S. History: Heritage; concurrent enrollment in English 4: Humanities | | | x | | | |
| | ECONOMICS: HERITAGE | 444 | Semester | 12 | U.S. History: Heritage, English 3: Humanities, Spanish 3: Heritage-H; concurrent enrollment in English 4: Humanities | | | x | | | |
| * | AP-MACROECONOMICS | 821 A | Semester | 12 | Department/Counselor Recommendation | x | | x | | x | x |
| **+ | SOCIAL AND CULTURAL ANTHROPOLOGY – IB SL | 840 | Year | 11-12 | Teacher/Counselor/IB Coordinator Recommendation | | x | | | | |
| | ROP LEGAL & LAW ENFORCEMENT OCCUPATIONS | 098 | Semester/ Year | 10-12 | None | | x | x | x | x | |
| | ROP FORENSIC SCIENCE/ CRIME SCENE INVESTIGATION (Intro) | 105 | Semester/ Year | 10-12 | None | | x | | x | x | |

* Approved for UC "a" and "g" requirement.
 ** Approved for UC "g" requirement.
 + Weighted grades (GPA)
 -H Honors course
 AP- Advanced Placement

1 This course satisfies the FJUHS World History graduation requirement.
 2 This course satisfies the FJUHS U.S. History graduation requirement.
 3 This course satisfies the FJUHS American Government graduation requirement.
 4 This course satisfies the FJUHS Economics graduation requirement.
 @ Pilot course

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|------------------------|---------------|--------------|---------------------|---|
| 854 | WORLD HISTORY** | Year | 9 | None | Sunny Hills Troy |
| | | | 10 | | Buena Park Fullerton La Habra Sonora |

The purpose of World History is to provide the student with the basic intellectual skills and knowledge necessary for a better understanding of an increasingly complex and interdependent world. This course satisfies the world history graduation requirement.

| | | | | | |
|------------|---------------------------|-------------|-----------|--|--------------------|
| 853 | WORLD HISTORY-H**+ | Year | 9 | Test incoming Freshman and/ or Teacher's Recommendation | Sunny Hills |
| | | | 10 | Test incoming Freshman and/ or Teacher's Recommendation | Buena Park |

World History-H provides students a foundation in and perspectives on the Western world, how it has evolved in relation to the peoples of Asia, Africa, and South America. An emphasis on writing and research skills makes this course the accepted preparation for IB students and AP students. Using tools of geographic and historical analysis, students discover the roots of democratic systems and engage in the debate over how society should solve the problems facing regions, nations, and the entire planet. This course satisfies the world history graduation requirement.

| | | | | | |
|------------|-------------------------------|-------------|--------------|---|-------------|
| 857 | AP - WORLD HISTORY **+ | Year | 10-12 | Department/ Counselor Reco- mmendation | Troy |
|------------|-------------------------------|-------------|--------------|---|-------------|

AP-World History satisfies the World History requirement for graduation. AP-World History is more advanced than the regular World History or Honors World History courses. The purpose of this course is to provide the student with intellectual skills and knowledge necessary for a clearer understanding of an increasingly complex and interdependent world. The course is designed to assist the student in preparing for the Advanced Placement Examination in World History offered by the College Board each spring. A successful score on the Advanced Placement examination may earn the student units of college credit.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|---|---|---------------|--------------|--|--|
| 843 | U.S. HISTORY-GENERAL | Year | 11-12 | None | Sunny Hills |
| <p>U.S. History-General is offered to serve the needs of the student who will benefit from special attention with the methods, concepts, and techniques of social scientific inquiry which may be employed in investigating the American experience. This course satisfies the U.S. history graduation requirement.</p> | | | | | |
| 842 | U.S. HISTORY* | Year | 11 | None | All Campuses |
| <p>U.S. History provides the student with the methods, concepts, and techniques of social scientific inquiry, which may be employed in investigating the American experience. Additionally, the course acquaints the student with knowledge of major concepts, The Constitution, institutions, values, personalities, and events of United States history. This course satisfies the U.S. history graduation requirement.</p> | | | | | |
| 850 | U.S. HISTORY-AMERICAN HUMANITIES | Year | 11 | Concurrent enrollment in English 3-Humanities | Sonora |
| <p>U.S. History-American Humanities is an 11th grade Social Science course designed for juniors to acquaint them further with the development of America through the humanities. By reading, writing, discussion, and creating projects about this ethnocentric medium, the student will gain better perspective about what it means to be an American. This course will focus on the development of American history, literature, art, The Constitution and music from the colonial years to the present. This course satisfies the U. S. History graduation requirement.</p> | | | | | |
| 808 | AP-U.S. HISTORY*+ | Year | 11-12 | Department/Counselor Recommendation | Buena Park Fullerton La Habra Sunny Hills |
| <p>AP-U.S. History satisfies the U.S. History requirement for graduation. AP-U.S. History is more advanced than the regular U.S. History course and provides a one-year survey of political, social, and economic aspects of American history. The course is designed to assist the student in preparing for the Advanced Placement examination in American History offered by the College Board each spring. A successful score on the Advanced Placement examination may give the student units of college credit. This course may be followed by IB HL History of the Americas if the student would like to take the IB HL examination in his/her senior year.</p> | | | | | |
| 819 | AP-AMERICAN HISTORY-IB*+ | Year | 11-12 | Department/Counselor Recommendation | Fullerton Sonora Troy |
| <p>AP-American History-IB provides rigorous, in-depth study of the political, social, and economic aspects of American history. It prepares the student to take the Advanced Placement examination in American History. This course is also the first of the International Baccalaureate history two-year sequence and prepares the student to take either of the International Baccalaureate Global Studies courses next year in preparation for the International Baccalaureate examination.</p> | | | | | |

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|---|---|-----------------|--------------|---|---|
| 801 | AMERICAN GOVERNMENT* | Semester | 12 | None | All Campuses |
| <p>American Government is designed to give the student an understanding of the American political system in order to participate more effectively in the political process. As the student prepares to assume additional responsibilities as a citizen, it is essential to engage in a penetrating study of American government. Such a study enables the student to develop an understanding of the skills essential for making wise decisions regarding critical issues. This course satisfies the American government graduation requirement.</p> | | | | | |
| 827 | AP-US GOVERNMENT AND POLITICS *+ | Semester | 12 | Department/ Counselor Recommendation | All Campuses |
| <p>The AP-US Government and Politics course is designed to give the student a critical perspective on politics and government in the United States. The course involves both the study of general concepts used to interpret American politics and the analysis of specific case studies. This course provides a study of the various institutions, groups' beliefs, and ideas that make up the American political reality. The course satisfies the American government requirement for graduation and prepares the student for the Advanced Placement examination in American Government.</p> | | | | | |
| 813 | ECONOMICS** | Semester | 12 | None | All Campuses |
| <p>Economics is designed to give the student an understanding of the basic principles of economics and the economic system in the United States. The student preparing for the role of economic decision-maker discovers the fundamental economic principles which guide personal, business and governmental decisions. Economics enables the student to develop an understanding of the economic decisions to be made, as well as the economic impact of decisions made by other institutions. This course satisfies the economics graduation requirement.</p> | | | | | |
| 124 | AGRICULTURAL ECONOMICS** | Year | 11-12 | One year of an agriculture course | Buena Park Fullerton La Habra Sonora Sunny Hills |
| <p>Agricultural Economics focuses on the vast business structure that comprises California's largest industry. It will include for the student a thorough understanding of the economics, marketing, management, government services, and international implications of this states' agriculture industry. Participation in the FFA organization and hands-on projects are integral parts of this class. This course satisfies the general education economics graduation requirement and UC "g" requirement. See listing under Agriculture.</p> | | | | | |

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|---|-------------------------------|-----------------|--------------|---|--|
| 816 | ECONOMICS-H**+ | Semester | 12 | Department/ Counselor Recommendation | Buena Park Fullerton Sonora |
| <p>Economics-H is designed to provide the student with a working understanding of the major economic problems confronting society. An effort is made to help the student master a set of concepts to think coherently and consistently about the wide range of individual and social problems that economic theory illuminates. This course accents economic methodology and literacy and deals with the issues and content essential for intelligent citizenship in today's complex world. This course satisfies the economics graduation requirement.</p> | | | | | |
| 815 | IB ECONOMICS HL-1 **+4 | Year | 12 | Department/ Counselor Recommendation | Sunny Hills |
| <p>IB Economics HL – 1 is a broad, rigorous introduction to the use of economic principles in addressing global opportunities and global threats, whether political, financial, or sociological. IB Economics HL – 1 continues the course of study begun on grade 11. Using a firm grounding in basic economic models, students address substantive current and historical issues of international trade and the study of economic growth and development. An emphasis on critical evaluation permeates the course, which is highly interactive and allows freedom for students to explore areas of the curriculum most interesting to them. Students take the IB Economics HL exams in May of their senior year.</p> | | | | | |
| 822 | IB ECONOMICS HL-2 **+4 | Semester | 12 | Department/ Counselor Recommendation | Sunny Hills |
| <p>IB Economics HL – 2 completes the IB candidate's exposure to global opportunities and global threats, whether political, financial, or sociological. Issues of international trade and the study of economic growth and development are covered in depth. IB Economics is highly interactive and allows freedom for students to explore areas of the curriculum most interesting to them. Students who complete IB Economics HL-2 are prepared for the Economics: Micro AP exam and the Economics: Macro AP exam and the IB Economics HL exams in May of their senior year.</p> | | | | | |
| 839 | SOCIOLOGY** | Semester | 11-12 | Teacher Recommendation | Buena Park |
| | | | 9-12 | Teacher Recommendation | Sunny Hills Tro |
| <p>Sociology is the study of people, their social life, social interactions, and social organizations. The main task of the sociologist is to develop knowledge which explains social behavior and society. This course includes such topics as: child rearing, social roles and status, caste and class, work and social organizations, marriage and the family, delinquency and crime, social and cultural change, racial and ethnic minorities, as well as selected social problems.</p> | | | | | |

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|----------|--------------|--------|-------|--------------|----------|
|----------|--------------|--------|-------|--------------|----------|

| | | | | | |
|------|------------------------|------|-------|--|-----------------|
| 828A | AP-EUROPEAN HISTORY**+ | Year | 10-12 | Department/ Counselor Recommendation | All Campuses |
|------|------------------------|------|-------|--|-----------------|

AP-European History focuses on the development of major political, economic, social, and intellectual themes and concepts from 1450 to the present with a special emphasis upon the 20th Century. Historical methodology, cognitive knowledge, and critical thinking skills are emphasized in the areas of primary source analysis, verbal evaluation, research skills, and essay writing. The student may earn college credit by passing the Advanced Placement European History examination given each May.

| | | | | | |
|-----|---------------------|----------|-------|------|------|
| 841 | STUDENT AND THE LAW | Semester | 10-12 | None | Troy |
|-----|---------------------|----------|-------|------|------|

Student and the Law focuses on legal problems that people frequently face, including personal liability and injury claims, marriage and divorce laws, and criminal law problems. The student becomes acquainted with correct legal and court procedures and practices.

| | | | | | |
|-----|----------------|----------|-------|------------------------|-------------------------------|
| 833 | PSYCHOLOGY A** | Semester | 11-12 | Teacher Recommendation | Buena Park Fullerton |
| | | | 10-12 | None | Sonora Sunny Hills Troy |

Psychology A is an introductory course that presents an overview of each of the major areas within psychology. The course is designed to provide the student with an understanding of human behavior.

| | | | | | |
|-----|----------------|----------|-------|--------------|-----------------------------|
| 834 | PSYCHOLOGY B** | Semester | 10-12 | Psychology A | Fullerton Sonora Troy |
|-----|----------------|----------|-------|--------------|-----------------------------|

Psychology B is designed to prepare the student for college-level psychology. Psychology B expands the concepts introduced in the Psychology A class, using comparative and analytical methods of study and introducing psychological research techniques.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|------------------------|---------------|--------------|---------------------|-------------------------|
| 844 | AP-PSYCHOLOGY** | Year | 10-12 | Psychology | All Campuses |

AP-Psychology provides an opportunity for the student to pursue and receive credit for college-level course work at the high school level. Psychology is the scientific study of human development and mental activity. In AP-Psychology the student will study human development, intelligence, personality, abnormal behavior, therapeutic intervention, and social psychology.

| | | | | | |
|------------|-----------------------------|-------------|--------------|--|-------------|
| 825 | PHILOSOPHY IB SL **+ | Year | 11-12 | Department/ Counselor Recommendation IB Students Only | Troy |
|------------|-----------------------------|-------------|--------------|--|-------------|

Philosophy IB SL is the first year of rigorous study of major philosophical questions and systems. The student is required to read representative selections written by major philosophers, participate in class discussions, prepare required IB projects, and write extensively on philosophical problems in preparation for the second year of philosophical study in the senior year.

| | | | | | |
|-------------|------------------------------|-------------|--------------|--|-------------|
| 825B | PHILOSOPHY IB HL 2**+ | Year | 11-12 | Department/ Counselor Recommendation IB Students Only | Troy |
|-------------|------------------------------|-------------|--------------|--|-------------|

Philosophy IB HL 2 provides a rigorous study of major philosophical questions and systems. The student is required to read representative selections of major philosophers, prepare for class discussions, and write extensively on philosophical problems in preparation for the International Baccalaureate examination.

| | | | | | |
|------------|---------------------------|-------------|-------------|---|---|
| 807 | AP-HUMAN GEOGRAPHY | Year | 9-12 | World History/ World History-H | Fullerton La Habra Sonora Sunny Hills Troy |
|------------|---------------------------|-------------|-------------|---|---|

AP-Human Geography is designed to give the student an understanding of the systematic study of patterns and processes that have shaped human understanding, use, and alternation of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|---|---|-----------------|--------------|---|--|
| 826 | GLOBAL STUDIES- EUROPEAN-IB**+ | Year | 12 | Department/ Counselor Recommend- ation | Troy |
| <p>The Global Studies-European-IB is a one-year course focusing on international relationships and issues since the French Revolution. This course includes a survey of significant social, economic, and political developments, with specific case studies utilized for in-depth analysis. Topics for study include: causes, practices and effects of war; decolonization and the emergence of new nations; and changing economic development patterns. Within these general topics, the role of international organizations and the emergence of single party states are explored and analyzed. This course integrates relevant material from previous social science course work in preparation for successful completion of the International Baccalaureate examination.</p> | | | | | |
| 862 | HISTORY OF THE AMERICAS IB HL 2**+ | Year | 12 | Department Recommend- ation & AP- US History | Fullerton Sonora Sunny Hills Troy |
| <p>History of the Americas IB HL 2 course focuses on the development of major political, economic, social and intellectual themes and concepts from 1750 to the present in the Americas, with special emphasis upon the 20th Century. Historical methodology, cognitive knowledge, and critical thinking skills are emphasized in the areas of primary source analysis, oral presentation, research skills, and essay writing. The student has the opportunity to prepare for and take the International Baccalaureate examination.</p> | | | | | |
| 812 | THEORY OF KNOWLEDGE-IB**+ | Semester | 11-12 | Admission to IB Diploma Program | Fullerton Sonora Sunny Hills Troy |
| <p>Theory of Knowledge-IB is required for any International Baccalaureate student and is intended not to teach the student new facts, but to put into perspective what is already known. The objective of the course is the study of basic concepts rather than methodology and for the student to think and apply interrelated concepts. The course covers five areas of study: (1) the roles of language and thought in knowledge; (2) the requirement of logical rigor for knowledge; (3) systems of knowledge; (4) value judgments and knowledge; and (5) knowledge and truth.</p> | | | | | |

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|---|---------------|--------------|---|-----------------|
| 474 | CALIFORNIA HISTORY: HERITAGE** | Year | 9 | Admission to Heritage of the Americas Magnet Program/concurrent enrollment in Eng- lish 1: Humanities and any World Language | La Habra |

California History: Heritage focuses on the development of California's cultural diversity through the perspective of various groups who have searched for the California dream. It will explore the accomplishments and struggles of the various Californians from the earliest native inhabitants, to the settlers and pioneers, to the current residents and immigrants that continue to transform the state. This course includes a study of the forces--political, cultural, and economic—which brought people to California and which remain active in shaping contemporary status of the state. The student will read a variety of folkloric myths, autobiographical accounts, primary source documents, poems, short stories, novels, and essays focusing on these Californian themes. In accordance with the philosophy of the District, each student has the opportunity to develop communication skills in order to present to others a positive manner and express views clearly, concisely, and persuasively. This course satisfies the District Oral Communication graduation requirement by developing essential skills of verbal and non-verbal communication necessary to function as a member of a democratic citizenry. This will be accomplished through the delivery of grammatical principles, the development of speaking and listening skills, and improvement of vocabulary. The communication component of the course provides a continuum of experiences and opportunities ranging from presentations utilizing technology to formal debate.

| | | | | | |
|------------|--------------------------------------|-------------|-----------|---|-----------------|
| 475 | WORLD HISTORY: HERITAGE** | Year | 10 | English 1: Humanities, and Califo- rnia History: Heritage; con- current enrollment in English 2: Hum- anities, Heritage 2 and any World Language | La Habra |
|------------|--------------------------------------|-------------|-----------|---|-----------------|

The purpose of World History: Heritage is to provide the student with the basic intellectual skills and knowledge necessary for a better understanding of an increasingly complex and interdependent world. This course satisfies the world history graduation requirement.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|--------------------------------|---------------|--------------|--|-----------------|
| 476 | U.S. HISTORY: HERITAGE* | Year | 11 | English 2: Humanities, World History: Heritage; concurrent enrollment in English 3: Humanities and any World Language | La Habra |

This third (junior year) course in the Heritage of the Americas program, U.S. History: Heritage combines with English 3: Humanities for a block of interdisciplinary study in the Humanities. U.S. History: Heritage takes the place of U.S. History for the student in the program. U.S. History: Heritage focuses on the development of the United States, emphasizing contributions of different cultures such as Western European, Latin American, Native American, and Asian. This course satisfies the U.S. History graduation requirement.

| | | | | | |
|------------|--|-----------------|-----------|---|-----------------|
| 477 | AMERICAN GOVERNMENT: HERITAGE** | Semester | 12 | English 3: Humanities, and U.S. History: Heritage; concurrent enrollment in English 4: Humanities and any World Language | La Habra |
|------------|--|-----------------|-----------|---|-----------------|

American Government: Heritage is designed to give the student an understanding of the American political system in order to participate more effectively in the political process. As the student prepares to assume additional responsibilities as a citizen, it is essential to engage in a penetrating study of American government. Such a study enables the student to develop an understanding of the skills essential for making wise decisions regarding critical issues. This course satisfies the American government graduation requirement.

| | | | | | |
|------------|------------------------------|-----------------|-----------|---|-----------------|
| 444 | ECONOMICS: HERITAGE** | Semester | 12 | U.S. History: Heritage, English 3: Humanities, concurrent enrollment in English 4: Humanities and any World Language | La Habra |
|------------|------------------------------|-----------------|-----------|---|-----------------|

The fourth year of the Heritage of the Americas Magnet Program includes the study of economics. Economics: Heritage will give the student an understanding of the basic principles of economics and the economic system in the United States. As an economic decision-maker, the student will use economic principles to understand how decisions are made at the personal, business, and governmental levels and the effects of their decisions. This course satisfies the economics graduation requirement.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|--------------------------|---------------------------|--------------|---|--|
| 821A | AP-MACROECONOMICS | Semester/ Year | 12 | Department/ Counselor Recommend- ation | Fullerton La Habra Sunny Hills Troy |

AP-Macroeconomics fulfills one semester of the two-year sequence requirement in history for the International Baccalaureate program. AP-Economics-IB is designed to provide the student with a working understanding of the major economic problems confronting society. An effort is made to help the student master a set of concepts to coherently and consistently think about the wide range of individual and social problems that economic theory illuminates. This course accents economic methodology and literacy and deals with the issues and content essential for intelligent citizenship in today's complex world. The course is designed to prepare the student for the Advanced Placement examination in Economics and/or the International Baccalaureate Economics examination. This course satisfies the economics graduation requirement.

| | | | | | |
|------------|---|-------------|--------------|--|------------------|
| 840 | SOCIAL CULTURAL ANTHROPOLOGY-IB SL **+ | Year | 11-12 | Teacher/ Counselor/ IB Coordinator Recommend- ation | Fullerton |
|------------|---|-------------|--------------|--|------------------|

Social and Cultural Anthropology – IB SL is the comparative study of the culture and human societies. An understanding of humankind and its diversity is reached through the study of societies and cultures and the exploration of the general principles of social and cultural life. Social and Cultural Anthropology includes a tradition of participant observation and in-depth empirical study of social groups, and students will conduct, report, and critique an original anthropological observation. Topics of anthropological inquiry in this course include social change, kinship, symbolism, economic exchange, belief systems, ethnicity, and power relations. Anthropology contributes to an understanding of contemporary issues such as war and conflict, the environment, poverty, injustice, inequality, and human and cultural rights. The study of anthropology offers critical insight into social change and the development of societies. It places special emphasis on comparative perspectives, challenging cultural assumptions to develop students who are globally aware and ethically sensitive. This course introduces the principles, practices, and materials of the discipline.

| | | | | | |
|------------|--|---------------------------|-------------|-------------|---|
| 098 | ROP LEGAL & LAW ENFORCE- MENT OCCUPATIONS | Semester/ Year | 9-12 | None | Fullerton Sonora Sunny Hills |
|------------|--|---------------------------|-------------|-------------|---|

ROP Legal & Law Enforcement Occupations is designed to give students both theory and hands-on experience in law enforcement occupations. Included are the understanding of institutions and agencies within the administration of justice; criminal, traffic, and juvenile law; judicial proceedings; substance abuse; and emergency preparedness. Emphasized in the course are the importance of effective communication and interpersonal skills, personal and professional development, strong basic skills, problem solving, safety, and the use of technology. Articulates with Rio Hondo and Westwood Colleges.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|--|---------------------------|--------------|---------------------|---|
| 105 | ROP FORENSIC SCIENCE/ CRIME SCENE INVESTIGATION (INTRO) | Semester/ Year | 9-12 | None | Fullerton Sonora Sunny Hills |

This class provides students with theory and hands-on experience required for a forensic crime scene investigator. Includes elements of crime scene investigation: such as collection and processing of evidence, photography, identification, and comparison of fingerprints, report writing, and diagramming of a crime scene. Articulates with Rio Hondo and Westwood Colleges.

- * Approved for UC "a" and "g" requirement.
- ** Approved for UC "g" requirement.
- + Weighted grades (GPA)
- @ Pilot course

THEATRE

Introduction

The theatre arts program offers the student an opportunity to actively participate in all aspects of theatre including acting, movement, stage combat, stagecraft, set design, directing, lighting, makeup, costuming, management, and publicity. Productions in which the student may participate range from classical works to original plays written by theatre arts students. Projects include simple classroom scenes, improvisations, pantomime, children's theatre, school-wide performance days, mentoring with junior high schools, dinner theatre, partnerships with established playwrights and professional theater companies, as well as opportunities for participation in major theatre productions.

COURSE OFFERINGS

| | Course Title | Crs. No. | Length | Grade | Prerequisite/Recommended | Location BP FU LH SO SH TR | | | | | | |
|------|-----------------------------------|----------|--------|-------|--|-------------------------------|---|---|---|---|---|---|
| *1 | THEATRE 1 | 180 | Year | 9-12 | None | x | x | x | x | x | x | x |
| *1 | THEATRE 2 | 181 | Year | 10-12 | Theatre 1 and/or Teacher Recommendation | x | x | x | x | x | x | x |
| *x1 | THEATRE 3 | 182 | Year | 10-12 | Theatre 2 and/or Teacher Recommendation | x | x | x | x | | | x |
| *+x1 | THEATRE 3-H | 188 | Year | 10-12 | Theatre 2 and/or Teacher Recommendation | | x | x | | | | x |
| *+x1 | THEATRE ARTS IB HL 1 | 189 | Year | 10-12 | Theatre 2 and/or Teacher Recommendation | | x | | | x | x | |
| *+x1 | THEATRE ARTS IB HL 2 | 190 | Year | 10-12 | Theatre Arts IB HL 1 and/or Teacher Recommendation | | x | | | x | x | |
| *+x1 | THEATRE 5 – PRODUCTION MANAGEMENT | 185 | Year | 10-12 | Theatre 1 and/or Teacher Recommendation | | x | | x | x | x | |

- * Submitted for UC "f" requirement.
- + Weighted grades (GPA)
- x May be repeated for credit.
- IB International Baccalaureate
- H Honors course

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|----------|--------------|--------|-------|--------------|--------------|
| 180 | THEATRE 1* | Year | 9-12 | None | All Campuses |

Theatre 1 provides an introduction to theatre arts with an emphasis in the skills of acting and basic fundamentals of directing.

| | | | | | |
|-----|------------|------|-------|---|--------------|
| 181 | THEATRE 2* | Year | 10-12 | Theatre 1 and/or Teacher Recommendation | All Campuses |
|-----|------------|------|-------|---|--------------|

In Theatre 2, the student continues to refine his/her skills in acting and directing. He/she will also explore acting styles, play analysis, and technical theatre. This course meets the UC "f" entrance requirement.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|---------------------|---------------|--------------|--|--|
| 182 | THEATRE 3* | Year | 10-12 | Theatre 2 and/or Teacher Rec- ommendation | Buena Park Fullerton La Habra Sonora Troy |

In Theatre 3, the student further refines his/her skills in acting, directing, and performance. Technical aspects of theatre production are also explored. The student will be required to rehearse and perform for audiences outside of class time. This course meets the UC "f" entrance requirement and may be repeated for credit.

| | | | | | |
|------------|---------------------|-------------|--------------|--|--|
| 188 | THEATRE 3-H* | Year | 10-12 | Theatre 2 and/or Teacher Rec- ommendation | Fullerton La Habra Troy |
|------------|---------------------|-------------|--------------|--|--|

Theatre 3-H gives the student practical experience in the creation, development, and production of theatre. It also trains the student in the thinking skills needed to appraise critically and solve theatrical problems. The student will have the opportunity to create and present characters from an already published work and to write and/or produce original scripts. The student will document the projects thoroughly in a portfolio and will be assessed individually. Assessment will be made not only on the theatrical project, but on the development of thinking skills and creative processes used for the project. This course may be repeated for credit.

| | | | | | |
|------------|------------------------------|-------------|--------------|--|---|
| 189 | THEATRE ARTS IB HL 1* | Year | 10-12 | Theatre 2 and/or Teacher Rec- ommendation | Fullerton Sunny Hills Troy |
|------------|------------------------------|-------------|--------------|--|---|

Theatre Arts IB HL 1 gives the student practical experience in the creation, development, and production of theatre. It also trains the student in the thinking skills needed to appraise critically and solve theatrical problems. The student will have the opportunity to create and present characters from an already published work and to write and/or produce original scripts. The student will document the projects thoroughly in a portfolio and will be assessed individually. Assessment will be made not only on the theatrical project, but on the development of thinking skills and creative processes used for the project. This course will prepare the student for the International Baccalaureate Theatre Arts standard-level assessment. Upon completion of the course work necessary to meet the assessment criteria for the International Baccalaureate examination, the student will also have a portfolio worthy of presentation to conservatories and college and university theatre arts programs.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|-------------------------------|---------------|--------------|---|---|
| 190 | THEATRE ARTS IB HL 2*+ | Year | 10-12 | Theatre Arts 1 and/or Teacher Recommendation | Fullerton Sunny Hills Troy |

Theatre Arts 4-IB gives the student practical experience in the creation, development, and production of theatre. It also trains the student in the thinking skills needed to appraise critically and solve theatrical problems. The student will have the opportunity to create and present characters from an already published work and to write and/or produce original scripts. The student will document the projects thoroughly in a portfolio and will be assessed individually. Assessment will be made not only on the theatrical project, but on the development of thinking skills and creative processes used for the project. This course will prepare the student for the International Baccalaureate Theatre Arts higher-level examination. Upon completion of the course work necessary to meet the assessment criteria for the International Baccalaureate examination, the student will also have a portfolio worthy of presentation to conservatories and college and university theatre arts programs.

| | | | | | |
|------------|--|-------------|--------------|--|--|
| 185 | THEATRE 5 - PRODUCTION MANAGEMENT*+ | Year | 10-12 | Theatre 1 and/or Teacher Recommendation | Fullerton La Habra Sunny Hills Troy |
|------------|--|-------------|--------------|--|--|

Theatre 5 – Production Management is a specialized course to develop the technical and managerial skills of the theatre. The class may be repeated for credit, and is for visual & performing arts or elective credit.

+ Weighted grades (GPA)
* Submitted for UC "I" requirement.
-IB International Baccalaureate

WORLD LANGUAGE

Introduction

The world language departments in the Fullerton Joint Union High School District offer courses in the following languages: Chinese 1-4, French 1-5, German 1-5, Japanese 1-4, Korean 1-5, Latin 1-4, and Spanish 1-5. The first two years of language study are devoted to acquiring the fundamental skills of conversation, grammar, reading, and writing as well as an understanding of the culture. Each unit is designed so that each student masters specific skills and is able to ask and answer questions on specific topics in the world language.

In the following years the student learns additional phrases for conversation and continues to increase basic vocabulary skills. The advanced levels include more comprehensive oral response and the student examines more of the literature and culture of the country.

Each year the goal of language learning is for the student to increase the ability to converse in and understand the language in both formal and informal situations. To enhance the student's enjoyment of speaking, reading, and writing in the selected language, modern records, tapes, CD's, DVD's, videos, instructional computer programs, current newspapers, and magazines from the foreign countries are used as supplementary materials.

Possible Career Objectives for the Student with World language Training

More and more frequently, businesses and professions are asking for bilingual employees. The person who speaks another language has a definite advantage in today's world. Training in a world language can be especially useful in the following occupations:

| | |
|---|---------------------|
| Accountant | Historian |
| Airline Flight Attendant | Hotel Industry |
| Airline Ground Personnel | Interpreter |
| Art/Design | Journalist |
| Bilingual Aide | Lawyer |
| Broadcaster | Museum Curator |
| Business Representative, Overseas Offices | Nurse |
| Court Reporter | Personnel Manager |
| Customs Agent | Police Officer |
| Department Store Personnel | Restaurant Employee |
| Diplomatic Corps | Secretary |
| Doctor | Tour Director |
| Educator | Translator |
| Fashion Industry | Travel Agent |
| Government Agencies | Writer |

NOTE: The student who has satisfactorily completed the equivalent of Level 1 in junior high school is enrolled in the Level 2 course in the ninth grade. Entry level may differ for the student who speaks and/or understands the target language.

COURSE OFFERINGS

| | Course Title | Crs. No. | Length | Grade | Prerequisite/ Recommended | Location BP FU LH SO SHTR | | | | | | | |
|----|---|----------|--------|-------|---|------------------------------|---|---|---|---|---|---|---|
| | CHINESE 1 (MANDARIN) | 538 | Year | 9-12 | None | x | | | | x | x | x | |
| | CHINESE 2 (MANDARIN) | 492 | Year | 9-12 | Chinese 1 with a grade of C or better or Teacher Recommendation | x | | | | x | x | x | |
| | CHINESE 3 (MANDARIN) | 493 | Year | 9-12 | Chinese 2 with a grade of C or better or Teacher Recommendation | x | | | | x | x | x | |
| | AP-CHINESE LANGUAGE | 512 A | Year | 10-12 | Chinese 3 with a grade of C or better or Teacher Recommendation | x | | | | x | x | x | |
| * | FRENCH 1 | 501 | Year | 9-12 | None | x | x | x | x | x | x | x | |
| * | FRENCH 2 | 502 | Year | 9-12 | French 1 with a grade of C or better or Teacher Recommendation | x | x | x | x | x | x | x | |
| * | FRENCH 3 | 503 | Year | 9-12 | French 2 with a grade of C or better or Teacher Recommendation | x | x | x | x | x | x | x | |
| *+ | AP-FRENCH LANGUAGE | 505 | Year | 10-12 | Teacher Recommendation | x | x | x | x | x | x | x | |
| *+ | FRENCH IB HL 1 | 533 | Year | 11-12 | Teacher Recommendation | | x | | | x | x | x | |
| * | GERMAN 1 | 508 | Year | 9-12 | None | x | | x | | | x | | |
| * | GERMAN 2 | 509 | Year | 9-12 | German 1 with a grade of C or better or Teacher Recommendation | x | | x | | | x | | |
| | GERMAN 2 – H | 443 | Year | 9-12 | German 1 with a grade of A/B and/or Teacher Recommendation | | | | x | | | | |
| * | GERMAN 3 | 511 | Year | 9-12 | German 2 with a grade of C or Teacher Recommendation | x | | x | | | | | |
| | GERMAN 3 – H | 452 | Year | 9-12 | German 2/2H with a grade of A or B and/or Teacher Recommendation | | | | x | | | | |
| *+ | AP-GERMAN LANGUAGE | 513 | Year | 10-12 | Teacher Recommendation | x | | x | | | x | | |
| *+ | GERMAN IB SL | 539 | Year | 10-12 | Teacher Recommendation | | | | | | | x | |
| | GERMAN 5 | 891 | Year | 11-12 | AP-German 4 and/or Teacher Recommendation | x | | | | | x | | |
| *+ | GERMAN IB HL 1 | 536 | Year | 11-12 | Teacher Recommendation | | | | | | x | | |
| * | JAPANESE 1 | 541 | Year | 9-12 | None | | | | | | | | x |
| * | JAPANESE 2 | 494 | Year | 9-12 | Japanese 1 with C or better knowledge of Hiragana and Katakana | | | | | | | | x |
| * | JAPANESE 3 | 490 | Year | 9-12 | Japanese 2 with a grade of C or better or Teacher Recommendation | | | | | | | | x |
| * | AP-JAPANESE LANGUAGE & CULTURE | 473 A | Year | 11-12 | Teacher Recommendation and commitment to take Japanese Proficiency Examination or International Baccalaureate Examination | | | | | | | | x |
| * | KOREAN 1 | 496 | Year | 9-12 | None | | | | | | x | | |
| * | KOREAN 2 | 499 | Year | 9-12 | Korean 1 with a grade of C or better or Teacher Recommendation | | | | | | x | | |
| * | KOREAN 3 | 497 | Year | 10-12 | Korean 2 with a grade of C or better or Teacher Recommendation | | | | | | x | | |
| *+ | KOREAN IB SL | 491 B | Year | 11-12 | Teacher Recommendation | | | | | | x | | |
| *+ | KOREAN IB HL 1 | 471 B | Year | 11-12 | Teacher Recommendation | | | | | | x | | |
| *+ | LATIN IB SL | 540 B | Year | 12 | Teacher Recommendation | | | | | | x | x | |
| * | SPANISH 1 | 521 | Year | 9-12 | None | x | x | x | x | x | x | x | |
| * | SPANISH 2 | 522 | Year | 9-12 | Spanish 1 with a grade of C or better or Teacher Recommendation | x | x | x | x | x | x | x | |
| * | SPANISH 3 | 523 | Year | 9-12 | Spanish 2 with a grade of C or better or Teacher Recommendation | x | x | x | x | x | x | x | |
| * | SPANISH 4 | 488 | Year | 10-12 | Spanish 3 with a grade of C or better or Teacher Recommendation | x | | | | x | x | | |
| *+ | AP-SPANISH LANGUAGE & CULTURE | 525 | Year | 10-12 | Teacher Recommendation | x | x | x | x | x | | x | |
| *+ | SPANISH IB SL | 526 | Year | 10-12 | Teacher Recommendation | | x | | | | | x | |
| *+ | AP-SPANISH LANGUAGE & CULTURE/SPANISH IB SL | 531 | Year | 10-12 | Teacher Recommendation | x | | | | x | x | | |
| *+ | AP-SPANISH LITERATURE & CULTURE | 527 | Year | 11-12 | Teacher Recommendation | x | x | x | x | x | x | | |
| * | SPANISH 1 FOR SPANISH SPEAKERS | 546 | Year | 9-12 | Spanish Proficiency Assessment | x | x | x | x | x | | | |
| * | SPANISH 2 FOR SPANISH SPEAKERS | 489 | Year | 9-12 | Spanish Proficiency Assessment and Teacher Recommendation | x | x | x | x | x | | | |
| * | SPANISH 3 FOR SPANISH SPEAKERS | 545 | Year | 9-12 | Spanish Proficiency Assessment and Teacher Recommendation | x | x | | | | | | |

| | Course Title | Crs. No. | Length | Grade | Prerequisite/Recommended | Location | | | | | |
|---------|--|----------|----------|-------|--|----------|----|----|----|----|----|
| | | | | | | BP | FU | LH | SO | SH | TR |
| *+ | AP-SPANISH LANGUAGE 3 FOR SPANISH SPEAKERS | 549 | Year | 9-12 | Spanish Proficiency Assessment and/or Teacher Recommendation | | | x | x | | |
| + -H | SPANISH 2 – H | 524 | Year | 9-12 | Spanish 1 with grade of B or better | | | x | | | x |
| *+ | SPANISH 3 – H | 510 | Year | 10-12 | Spanish 2 with grade of B or better and teacher recommendation | | | | | | x |
| | ROP – AMERICAN SIGN LANGUAGE (ASL) 1 | 026 | Semester | 10-12 | None | | x | | | | |

* Approved for UC "e" and "g" requirements.
+ Weighted grades (GPA)
-H Honors course
AP- Advanced Placement
-IB International Baccalaureate
@ Pilot course

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|------------|-----------------------------|-------------|-------------|--------------|---|
| 538 | CHINESE 1 (MANDARIN) | Year | 9-12 | None | Buena Park Sonora Sunny Hills Troy |

Chinese 1 provides a solid foundation of proper pronunciation, grammar, and essential vocabulary by first placing an emphasis on listening and speaking, followed by an emphasis on reading and writing. The course includes an introduction to the culture of Chinese-speaking countries, including food, customs and music. This course is intended for the student who neither speaks nor understands Chinese.

| | | | | | |
|------------|-----------------------------|-------------|-------------|--|---|
| 492 | CHINESE 2 (MANDARIN) | Year | 9-12 | Chinese 1 with a grade of C or better or Teacher Recommendation | Buena Park Sonora Sunny Hills Troy |
|------------|-----------------------------|-------------|-------------|--|---|

Chinese 2 continues to build on the communication skills and cultural knowledge learned in Chinese 1. The student continues to develop vocabulary skills and studies more advanced sentence structure. An emphasis is placed on learning about the culture of China through reading selected short stories.

| | | | | | |
|------------|-----------------------------|-------------|-------------|--|---|
| 493 | CHINESE 3 (MANDARIN) | Year | 9-12 | Chinese 2 with a grade of C or better or Teacher Recommendation | Buena Park Sonora Sunny Hills Troy |
|------------|-----------------------------|-------------|-------------|--|---|

Chinese 3 places a greater emphasis on advanced communication skills. The student continues to expand his/her vocabulary and studies essential concepts of grammar in depth. Listening and speaking skills are emphasized while reading and writing skills are further developed. The student also continues the exploration of the cultures and history of Chinese-speaking countries through a variety of literature and media.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|-----------------------------|---------------|--------------|--|---|
| 512A | AP- CHINESE LANGUAGE | Year | 10-12 | Chinese 3 with a grade of C or better or Teacher Recommendation | Buena Park Sonora Sunny Hills Troy |

In AP – Chinese Language, the student refines skills in comprehending, speaking, reading, and writing Chinese. The student reads and discusses selections from a variety of literature and media. Essential grammar is reviewed and defined. The student will have the option of taking the Advanced Placement examination.

| | | | | | |
|---|------------------|-------------|-------------|---|-------------------------|
| 501 | FRENCH 1* | Year | 9-12 | None | All Campuses |
| French 1 provides a solid foundation of essential vocabulary, basic grammar, and pronunciation. This course focuses first on listening and speaking, followed by an introduction to reading and writing. The student is introduced to the culture of French-speaking countries, including food, customs, and music. | | | | | |
| 502 | FRENCH 2* | Year | 9-12 | French 1 with a grade of C or better or Teacher Recommendation | All Campuses |

French 2 continues to build on the communication skills and cultural knowledge learned in French 1. The student continues to develop vocabulary skills and uses increasingly complex language structures in listening, speaking, reading, and writing activities. The exploration of the cultures of French-speaking countries continues.

| | | | | | |
|------------|------------------|-------------|-------------|---|---|
| 503 | FRENCH 3* | Year | 9-12 | French 2 with a grade of C or better or Teacher Recommendation | Buena Park Fullerton La Habra Sonora Sunny Hills |
|------------|------------------|-------------|-------------|---|---|

French 3 is designed to increase comprehension of the language and improve communication, conversation and discussion in a wider range of situations. Greater emphasis is placed on reading and writing skills in the French language. The presentation of essential grammar is completed, and there is an increased exploration of culture and literature.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|-------------------------------|---------------|--------------|-------------------------------|--|
| 505 | AP- FRENCH LANGUAGE *+ | Year | 10-12 | Teacher Recommendation | Buena Park Fullerton La Habra Sonora Troy |

AP- French Language, the student refines skills in comprehending, speaking, reading, and writing French. Conversation on a wide variety of topics is emphasized, and the student reads literary and cultural selections from books and magazines both for pleasure and to obtain information in special fields of interest. Authors of the French-speaking world are read and discussed, and the student presents oral and written reports on various topics. Grammar is reviewed and refined. The student will be prepared to take an Advanced Placement examination.

| | | | | | |
|------------|--------------------------|-------------|--------------|-------------------------------|--|
| 533 | FRENCH IB HL 1 *+ | Year | 11-12 | Teacher Recommendation | Fullerton Sonora Sunny Hills Troy |
|------------|--------------------------|-------------|--------------|-------------------------------|--|

In French IB HL 1, the student continues to refine his/her language skills and to work toward mastery of the French language. Contemporary and classical French authors and sources are read and discussed. Advanced grammar is thoroughly reviewed, and composition is emphasized. Some work may be done independently at this level. The study of the culture of French-speaking countries is continued. The student will be prepared to take an International Baccalaureate and/or an Advanced Placement exam. The student has the option, at the teacher's recommendation, of taking the Standard or Higher Level International Baccalaureate exam.

| | | | | | |
|------------|------------------|-------------|-------------|-------------|--|
| 508 | GERMAN 1* | Year | 9-12 | None | Buena Park La Habra Sunny Hills |
|------------|------------------|-------------|-------------|-------------|--|

German 1 places an emphasis on listening and speaking, and provides a solid foundation of proper pronunciation, contextual grammar, and vocabulary. The goal at this level is for the student to achieve a basic level of oral competency, reading, and writing. An introduction is given to Germanic cultures, customs, food, and music.

| | | | | | |
|------------|------------------|-------------|-------------|---|--|
| 509 | GERMAN 2* | Year | 9-12 | German 1 with a grade of C or better or Teacher Recommendation | Buena Park La Habra Sunny Hills |
|------------|------------------|-------------|-------------|---|--|

German 2 continues to build on the communication skills learned in German 1. The student continues to develop vocabulary skills and uses increasingly complex language structures in listening, speaking, reading, and writing activities. The exploration of the cultures and history of German-speaking countries continues.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|---|------------------------------|---------------|--------------|---|--|
| 443 | GERMAN 2-H | Year | 9-12 | German 1 with a grade of A/B and/or Teacher Recommendation | La Habra |
| <p>German 2 Honors is designed to meet the needs of students who have shown above average mastery of skills taught in level 1. It offers capable and highly motivated students enrolled in German program the opportunity to continue their language studies with a more rigorous curriculum and thus provides an enriched experience for these students. The overall goal is to foster linguistic confidence and an understanding of the cultures of German-speaking countries. The course reinforces and further develops the skills acquired in German 1. Continued emphasis is placed on practical use of the language. After extensive review of grammatical concepts and important vocabulary, students will learn to communicate about topics such as travel, food, health, clothes and wishes. They will also read selected short stories, practice listening and speaking skills in a variety of activities, and start writing longer paragraphs. The materials covered will equip students with the skills needed to succeed in German 3 Honors and ultimately prepare them for the rigors of the AP German curriculum.</p> | | | | | |
| 511 | GERMAN 3* | Year | 9-12 | German 2 with a grade of C or better or Teacher Recommendation | Buena Park La Habra |
| <p>German 3 places a greater emphasis on advanced communication skills. Conversation on a variety of topics is stressed, and reading and writing skills are enhanced. The student furthers his/her development of language acquisition skills through a variety of literature and media.</p> | | | | | |
| 452 | GERMAN 3-H | Year | 9-12 | German 2/2H With a grade of A or B and/or Teacher Recommendation | La Habra |
| <p>German 3 –H is designed to meet the needs of students who have shown above average mastery of stills taught in Level 2. It offers capable and highly motivated students enrolled in the German program the opportunity to continue their language studies with a more rigorous curriculum and thus provides an enriched experience for these students.</p> | | | | | |
| 513 | AP-GERMAN LANGAUGE *+ | Year | 10-12 | Teacher Recommendation | Buena Park La Habra Sunny Hills |

AP-German Language provides the student with an opportunity to read and converse extensively in German. The student reads and discusses selections from a variety of literature and media. Oral reports and written compositions are prepared, and there is also a review of essential grammatical concepts. Copies of previous Advanced Placement tests are examined and discussed. The student will be prepared to take the Advanced Placement examination.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|---|---------------|--------------|---|-----------------------------------|
| 539 | GERMAN IB SL *+ | Year | 10-12 | Teacher Recommendation | Sunny Hills |
| | <p>German IB SL provides the student with an opportunity to read and converse extensively in German. The student reads and discusses selections from a variety of literature and media. Oral reports and written compositions are prepared, and there is also a review of essential grammatical concepts. Copies of previous International Baccalaureate and/or Advanced Placement tests are examined and discussed. The student will be prepared to take the International Baccalaureate and/or Advanced Placement examination.</p> | | | | |
| 891 | GERMAN 5 | Year | 11-12 | AP- German 4 and/or Teacher Recommendation | Buena Park Sunny Hills |
| | <p>German 5 is designed to meet the needs of the student who has taken AP-German 4 and desires to continue with the study of the German language. The course will target the linguistic needs of the advanced student and will enhance his/her ability to read academic texts and speak and write grammatically in German. Aside from reviewing important grammar concepts, the student will be exposed to very advanced language structures. The course also gives the student an opportunity to become more familiar with German culture, history, religion, customs, traditions, and several literacy works of German authors. Copies of previous German Language Advanced Placement exams will be examined and discussed with the expectation that the student will take the exam at the end of the year in order to improve the score they received at the end of AP-German 4.</p> | | | | |
| 536 | GERMAN IB HL 1 *+ | Year | 11-12 | Teacher Recommendation | Sunny Hills |
| | <p>The German IB HL 1 student progresses toward mastery of the German language. A flexible format emphasizes individual needs and much of the work is done independently. The student is expected to do a detailed analysis of major short stories, essays, novels, plays, and poems and to express analysis in clear expository writing. Copies of previous International Baccalaureate and Advanced Placement tests are examined and discussed. The student will read and analyze literature written by a variety of authors and will be prepared to take the International Baccalaureate and/or Advanced Placement examination.</p> | | | | |
| 541 | JAPANESE 1* | Year | 9-12 | None | Troy |
| | <p>Japanese 1 introduces the student to basic vocabulary and useful expressions for conversation. Fundamental rules of good pronunciation, sentence structure, and spelling are presented. The goal at this level is for the student to begin to understand, speak, read, and write Japanese basic alphabets. An introduction is given to Japanese culture, customs, food, and music.</p> | | | | |

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|--|--|---------------|--------------|--|-----------------|
| 494 | JAPANESE 2* | Year | 9-12 | Japanese 1 with C or better knowledge of Hiragana and Katakana | Troy |
| <p>Japanese 2 includes study of more advanced sentence structures. The student's vocabulary is broadened to facilitate understanding and increase conversational ability. An emphasis is placed on learning about the culture of Japan through the reading of selected short stories.</p> | | | | | |
| 490 | JAPANESE 3* | Year | 9-12 | Japanese 2 with a grade of C or better or Teacher Recommendation | Troy |
| <p>Japanese 3 is designed for the student who completes Japanese 2 or its equivalent. In this course, the student will continue to learn basic Japanese sentence structures and new vocabulary. Two hundred Kanji (Chinese characters) will be introduced. Oral drills and exercises will continue to be emphasized to build familiarity and fluency with new sentence patterns. An emphasis is placed on learning about the culture of Japan by means of videotapes, television shows, periodicals and literature in translation.</p> | | | | | |
| 473A | AP- JAPANESE LANGUAGE & CULTURE * | Year | 11-12 | Teacher Recommendation and commitment to take Japanese Proficiency Examination or International Baccalaureate Examination | Troy |

AP- Japanese Language & Culture is designed to further refine the skills of speaking, reading, writing, and understanding the language and people of Japan. Fundamental language skills will be further developed and mastered with an emphasis on oral communication and the proficiency indicators as described in the Standards for Japanese Language Learning by the Japanese National Standards Task Force (1998). The student will write short compositions and will deliver oral reports and situational dialogs. The student will learn to read up to 100-150 Kanji (Chinese characters or ideograms) in varied contexts and be able to write 1200 Kanji. The student will read short essays and letters on varied topics and will answer and discuss comprehension questions. The student will also master vocabulary about a special or personal interest and will practice meaningful writing and discussions on a topic of choice and as suggested by the International Baccalaureate curriculum. This course prepares students to take the IB Japanese HL & SL examinations.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|---|---------------|--------------|---|--------------------|
| 496 | KOREAN 1* | Year | 9-12 | None | Sunny Hills |
| | Korean 1 is designed to provide the student a solid foundation of pronunciation, essential vocabulary, basic grammar and spelling. The course includes an introduction to the cultural and social environment in which the Korean language functions. | | | | |
| 499 | KOREAN 2* | Year | 9-12 | Korean 1 with a grade of C or better or Teacher Recommendation | Sunny Hills |
| | Korean 2 continues to build on the communication skills learned in Korean 1. The student continues to develop vocabulary skills and uses more advanced language structures in listening, speaking, reading and writing activities. The course continues to promote cultural understanding. | | | | |
| 497 | KOREAN 3* | Year | 10-12 | Korean 2 with a grade of C or better or Teacher Recommendation | Sunny Hills |
| | The major emphasis in Korean 3 is placed on listening and speaking the Korean language. The student studies vocabulary and additional essential points of grammar in depth. There is an increased emphasis on cultural heritage through exploration of literature and the arts. | | | | |
| 491B | KOREAN IB SL *+ | Year | 11-12 | Teacher Recommendation | Sunny Hills |
| | The major emphasis in Korean IB SL is on further refining the skills of speaking, reading, writing, and understanding the language culture. Oral reports and written compositions are prepared, and there is a review of essential grammatical concepts. Continued use of literary genres, magazines and newspapers provides the student with deeper understanding of the culture. | | | | |
| 471B | KOREAN IB HL 1*+ | Year | 11-12 | Teacher Recommendation | Sunny Hills |
| | The major emphasis in Korean IB HL 1 is on further refining the skills of speaking, reading, writing and understanding the language and culture. Oral reports and written compositions are prepared, and there is a research project on Korean culture and history. Continued use of literary genres, magazines and newspapers provides the student with deeper understanding of the culture. | | | | |

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|---------------------|---------------|--------------|---------------------|-----------------|
|-----------------|---------------------|---------------|--------------|---------------------|-----------------|

| | | | | | |
|-------------|----------------------|-------------|-----------|-------------------------------|-------------------------|
| 540B | LATIN IB SL*+ | Year | 12 | Teacher Recommendation | Sunny Hills Troy |
|-------------|----------------------|-------------|-----------|-------------------------------|-------------------------|

Materials used for Latin IB SL are alternated with Latin 3. Please see Latin 3 for course description.

| | | | | | |
|------------|-------------------|-------------|-------------|-------------|---------------------|
| 521 | SPANISH 1* | Year | 9-12 | None | All Campuses |
|------------|-------------------|-------------|-------------|-------------|---------------------|

Spanish 1 provides a solid foundation of proper pronunciation, grammar, and essential vocabulary by first placing an emphasis on listening and speaking, followed by an emphasis on reading and writing. The course includes an introduction to the culture of Spanish-speaking countries, including food, customs, and music. This course is intended for the student who neither speaks nor understands Spanish.

| | | | | | |
|------------|-------------------|-------------|-------------|--|---------------------|
| 522 | SPANISH 2* | Year | 9-12 | Spanish 1 with a grade of C or better or Teacher Recommendation | All Campuses |
|------------|-------------------|-------------|-------------|--|---------------------|

Spanish 2 continues to build on the communication skills learned in Spanish 1. The student continues to develop vocabulary skills and uses increasingly complex language structures in listening, speaking, reading, and writing activities. The exploration of the cultures and history of Spanish-speaking countries continues.

| | | | | | |
|------------|-------------------|-------------|-------------|--|---------------------|
| 523 | SPANISH 3* | Year | 9-12 | Spanish 2 with a grade of C or better or Teacher Recommendation | All Campuses |
|------------|-------------------|-------------|-------------|--|---------------------|

The major emphasis in Spanish 3 is placed on listening and speaking the Spanish language. Writing and reading skills are further developed. The student's vocabulary is increased and the essential concepts of grammar are studied in depth. There is an increased emphasis on cultural heritage through the exploration of literature and the arts.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|---|---------------|--------------|--|---|
| 488 | SPANISH 4 | Year | 10-12 | Spanish 3 with a grade of C or better or Teacher Recommendation | Buena Park Sonora Sunny Hills |
| | Spanish 4 concentrates on refining the skills of understanding, speaking, reading, and writing Spanish. Primary emphasis is on helping the student achieve the ability to communicate in Spanish. The course includes a review of fundamental grammar, vocabulary acquisition, and the study of Spanish literary works. | | | | |
| 525 | AP- SPANISH LANGUAGE & CULTURE *+ | Year | 10-12 | Teacher Recommendation | Buena Park Fullerton La Habra Sonora Troy |
| | AP- Spanish Language, the student has an opportunity to read and converse extensively in Spanish. The student reads and discusses selections from Spanish literature. Oral reports and written compositions are prepared at this advanced level, and there is also a review of essential grammatical concepts. Continued use of magazines and newspapers provides the student with further knowledge of the culture of Spanish-speaking countries. Copies of previous Advanced Placement tests are examined and discussed. The student will be prepared to take the Advanced Placement examination and the IB Spanish HL & SL examinations. | | | | |
| 526 | SPANISH IB SL *+ | Year | 10-12 | Teacher Recommendation | Fullerton Troy |
| | Spanish IB SL covers the content described in AP-Spanish 4. In addition, the course prepares the student for the International Baccalaureate. | | | | |
| 531 | AP-SPANISH LANGUAGE & CULTURE/SPANISH IB SL *+ | Year | 10-12 | Teacher Recommendation | Sonora Sunny Hills |
| | AP-Spanish Language & Culture/Spanish IB SL covers the content described in AP-Spanish 4. In addition, the course prepares the student for the International Baccalaureate or Advanced Placement examination in May or upon completion of AP-Spanish 5. | | | | |
| 527 | AP- SPANISH LITERATURE & CULTURE *+ | Year | 11-12 | Teacher Recommendation | Buena Park Fullerton La Habra Sonora Sunny Hills |
| | AP- Spanish Literature is intended for the student who is fluent in the language. The student is expected to do a detailed analysis of major short stories, essays, novels, plays, and poems and to express analysis in clean expository writing. Copies of previous Advanced Placement tests are examined and discussed. The student will read and analyze literature specified in the Advanced Placement examination, and will be prepared to take the Advanced Placement examination. | | | | |

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|---|--|---------------|--------------|--|---|
| 546 | SPANISH 1 FOR SPANISH SPEAKERS* | Year | 9-12 | Spanish Proficiency Assessment | Buena Park Fullerton La Habra Sonora |
| <p>The curriculum of Spanish 1 for Spanish Speakers provides native speakers of Spanish with the opportunity to develop and enhance the integrated skills of listening, speaking, reading, and writing in Spanish. Course content emphasizes the transition from colloquial to a more formal command of Spanish, a high level of communication proficiency and an appreciation for the culture and social heritage of the language. The student wishing to continue his/her studies in Spanish will do so in consecutive years in Spanish 2 for Spanish Speakers, Spanish 3 for Spanish Speakers, AP-Spanish 4, and AP-Spanish 5.</p> | | | | | |
| 489 | SPANISH 2 FOR SPANISH SPEAKERS* | Year | 9-12 | Spanish Proficiency Assessment and Teacher Recommendation | Buena Park Fullerton La Habra Sonora |
| <p>The major emphasis in Spanish 2 for Spanish Speakers is on formal instruction for literacy in Spanish. The goals of the course include the development of writing, speaking, and vocabulary; knowledge of grammatical structures; and accuracy of mechanics, spelling, usage, and syntax. The student will also learn aspects of the Hispanic culture, history, religion, customs, and traditions. The student wishing to continue his/her studies in Spanish will do so in consecutive years in Spanish 3 for Spanish Speakers, AP-Spanish 4, and AP-Spanish 5.</p> | | | | | |
| 545 | SPANISH 3 FOR SPANISH SPEAKERS* | Year | 9-12 | Spanish Proficiency Assessment and Teacher Recommendation | Buena Park Fullerton |
| <p>Spanish 3 for Spanish Speakers is the third course of a three-year program designed to meet the needs of the student who speaks Spanish but requires additional formal instruction to develop his/her literacy in Spanish to an optimum level. The course will target the linguistic needs of the native speaker and will enhance his/her ability to speak and write linguistically, syntactically, and grammatically correct Spanish. It also gives the student an opportunity to become more familiar with Hispanic culture, history, religion, customs, traditions, and numerous literary works of Hispanic authors. The student will be prepared to take the Spanish Language Advanced Placement exam. The student wishing to continue his/her studies in Spanish will do so in either AP-Spanish 4 or AP-Spanish 5.</p> | | | | | |

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|--|---------------|--------------|---|----------------------------|
| 549 | AP - SPANISH LANGUAGE 3 FOR SPANISH SPEAKERS *+ | Year | 9-12 | Spanish Profi- ciency Assess- ment and/or Teacher Rec- ommendation | La Habra Sonora |

AP – Spanish Language for Spanish Speakers is the third course of a three-year program designed to meet the needs of the student who speaks Spanish but requires formal instruction to refine his/her literacy in the language. The course will target the linguistic needs of the native speaker and will enhance his/her ability to read academic texts, speak and write about Hispanic culture, history, religion, customs, traditions, and numerous literacy works of Hispanic authors. The student will read and analyze literature in most genres in a year-long preparation for the AP Spanish Literature course should he/she wish to continue his/her studies in Spanish. Copies of previous Spanish Language Advanced Placement exams will be examined and discussed with the expectation that the student will take the exam at the end of the year.

| | | | | | |
|------------|---------------------------|-------------|-------------|---|--------------------------|
| 524 | SPANISH 2-HONORS + | Year | 9-12 | Spanish 1 Grade of B or better | La Habra Troy |
|------------|---------------------------|-------------|-------------|---|--------------------------|

Spanish 2- Honors continues to build on the communication skills learned in Spanish 1 with an emphasis on higher-level thinking and advanced projects and assignments. The student continues to develop vocabulary skills and uses increasingly complex language structures in listening, speaking, reading, and writing activities. The exploration of the cultures and history of Spanish-speaking countries continues. In addition, students will begin to build foundations to hone language skills in preparation for advanced language study and test preparation in upper levels.

| | | | | | |
|------------|----------------------------|-------------|-------------|--|--------------------|
| 510 | SPANISH 3-HONORS *+ | Year | 9-12 | Spanish 2 Grade of B or better and Teacher Re- commendation | Sunny Hills |
|------------|----------------------------|-------------|-------------|--|--------------------|

Spanish 3- Honors is designed for the student committed to advancing to AP or IB Spanish 4. In this class, the student will work at a more accelerated pace than a regular Spanish 3 class. In this course, the student will cover the entire level 3 textbook. By the end of this more intense training, the student should be able to read, comprehend, and discuss excerpts of Spanish literature, as well as Spanish news and magazine articles, give oral reports of 2 5 minute duration, write compositions of approximately 200 words on a variety of topics, and participate regularly in a class that will be conducted entirely in Spanish. This course will serve as a more rigorous preparation for the demands of the AP or IB Spanish 4 courses and will better equip the student for the AP and IB examinations. Consistent work outside the class and more frequent assessments will be two standards that will distinguish this course from the regular Spanish 3 class.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|---|-----------------|--------------|---------------------|------------------|
| 026 | ROP – AMERICAN SIGN LANGUAGE (ASL) 1 | Semester | 10-12 | None | Fullerton |

The student will learn the art of silent speaking with American Sign Language (ASL). The student will learn the basic signs for letters of the alphabet, numbers, words, and short phrases. Students will practice performing dialogues using just their hands to communicate. Students gain an appreciation and understanding of the Deaf culture and the community in the first year of this two-year program. This course meets the UC Language other than English "e" requirement for admission.

* Approved for UC "e" and "g" requirements.
+ Weighted grades (GPA)
@ Pilot course

ADDITIONAL OFFERINGS

COURSE OFFERINGS

| | Course Title | Crs. No. | Length | Grade | Prerequisite/ Recommended | Location BP FU LH SO SH TR | | | | | |
|----|-----------------------|----------|----------|-------|---|-------------------------------|---|---|---|---|---|
| * | JOURNALISM | 361 | Year | 9-12 | B average in previous English classes or Teacher Recommendation | x | x | x | x | x | |
| *x | ADVANCED JOURNALISM | 362 | Year | 10-12 | Teacher Recommendation | x | x | x | x | x | x |
| x | PUBLICATIONS/YEARBOOK | 363 | Year | 9-12 | Teacher Recommendation | x | x | x | x | x | x |
| x | LIBRARY EXPERIENCE | 941 | Semester | 9-12 | Librarian's Recommendation | x | x | x | | x | x |
| | LIBRARY TEACHER AIDE | 940 | Semester | 9-12 | Librarian's Recommendation | | x | x | | x | x |
| | OFFICE ASSISTANT | 943 | Semester | 9-12 | None | x | x | x | x | x | x |
| | TEACHER ASSISTANT | 942 | Semester | 11-12 | None | x | x | x | x | x | x |
| x | LEADERSHIP TECHNIQUES | 939 | Year | 9-12 | Advisor Approval | x | x | x | x | x | x |
| | FRESHMAN ACADEMY | 442 | Year | 9 | None | x | | | | | x |
| | ACADEMIC TUTOR | 391 | Semester | 11-12 | Honors/AP Student and Teacher Recommendation | | | | x | | x |

* Approved for UC "g" requirement.

x May be repeated for credit.

@ Pilot course

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|----------|--------------|--------|-------|---|--|
| 361 | JOURNALISM* | Year | 9-12 | B average in previous English classes or Teacher Recommendation | Buena Park Fullerton La Habra Sonora Sunny Hills |

Journalism is an introduction to the basic skills required by the modern newspaper, including the writing of news, features, critical reviews, editorials, sports articles, and advertising. The reading and analysis of relevant literature are required. This course stresses ethics and responsibilities of the press.

| | | | | | |
|-----|-----------------------|------|-------|------------------------|--------------|
| 362 | ADVANCED JOURNALISM * | Year | 10-12 | Teacher Recommendation | All Campuses |
|-----|-----------------------|------|-------|------------------------|--------------|

Advanced Journalism emphasizes a variety of writing skills; encourages critical thinking about community and campus concerns; and develops investigative and research skills, supplemented by the reading of appropriate literature leading to the production of the school newspaper. Students are also introduced to and use available publication software. The student must spend time outside of class for completion of deadlines. This course may be repeated for credit.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|---|-----------------------------------|-----------------|--------------|---|---|
| 363 | PUBLICATIONS/ YEARBOOK | Year | 9-12 | Teacher Rec- ommendation | All Campuses |
| <p>Publications/Yearbook is designed to develop skills required to assemble, organize and produce a school yearbook. Basic skills in writing, computers, photography and advertising are preferred but not essential. Communication skills are important. Students are also introduced to and use available software. The student must spend time outside of class for completion of deadlines. This course may be repeated for credit.</p> | | | | | |
| 941 | LIBRARY EXPERIENCE | Semester | 9-12 | Librarian's Rec- ommendation | Buena Park Fullerton La Habra Sunny Hills Troy |
| <p>Library Experience is designed to give the student experience in the field of library science. The student will become familiar with the functions of a library and assist other students in using the library. The student will be assigned duties related to circulation procedures, processing of periodicals, shelving and shelf reading, general filing, material processing, and media equipment. This course may be repeated for credit.</p> | | | | | |
| 940 | LIBRARY TEACHER AIDE | Semester | 9-12 | Librarian's Rec- ommendation | Fullerton La Habra Sunny Hills Troy |
| <p>Library Teacher Aide is a vehicle for providing students with the opportunity to practice and refine clerical, secretarial, and library skills through direct application "on-the-job." This course may be repeated for credit with the librarian approval. If the student takes additional semesters, the library staff will provide additional assignments to assure a beneficial experience for the student. This course may only be taken for credit/no credit.</p> | | | | | |
| 943 | OFFICE ASSISTANT | Semester | 9-12 | None | All Campuses |
| <p>In Office Assistant, the student will obtain first-hand experience in observing and meeting people while working with the public. Good interpersonal relationships are stressed while the skills of accuracy, neatness, and efficiency are learned. Good work ethics, including good attendance and punctuality, are given positive recognition. The student reinforces basic organizational skills by maintaining a learning log.</p> | | | | | |
| 942 | TEACHER ASSISTANT | Semester | 10-12 | None | All Campuses |
| <p>In Teacher Assistant, the student develops an awareness of teacher's duties and responsibilities in any area of interest. Good interpersonal relationships are stressed while general skills of accuracy, neatness, and efficiency are assessed. Good work ethics, including good attendance and punctuality, are given positive recognition. The student reinforces basic organizational skills by maintaining a learning log. This class can be only taken for credit/no-credit.</p> | | | | | |

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|---------------------|---------------|--------------|---------------------|-----------------|
|-----------------|---------------------|---------------|--------------|---------------------|-----------------|

| | | | | | |
|------------|------------------------------|-------------|-------------|-------------------------|-------------------------|
| 939 | LEADERSHIP TECHNIQUES | Year | 9-12 | Advisor Approval | All Campuses |
|------------|------------------------------|-------------|-------------|-------------------------|-------------------------|

Leadership Techniques is designed to give the student an understanding of leadership techniques and methods. The student will assist with all matters pertaining to school government and planning for activities. This course may be repeated for credit.

| | | | | | |
|------------|-------------------------|-------------|----------|-------------|----------------------------|
| 442 | FRESHMAN ACADEMY | Year | 9 | None | Buena Park Troy |
|------------|-------------------------|-------------|----------|-------------|----------------------------|

The Freshman Academy is designed to promote academic success among freshman through academic accountability and intensive tutorials. Additionally, the Freshman Academy provides an opportunity for students to discover career opportunities, learn about options in higher education and the requirements for entrance into a college or university. Finally, students in the Freshman Academy will receive additional instruction in composition to ensure sustained cross-curricular success. This course is for elective credit.

| | | | | | |
|------------|-----------------------|-----------------|--------------|---|------------------------|
| 391 | ACADEMIC TUTOR | Semester | 11-12 | Honors/AP Student and Teacher Recommendation | Sonora Troy |
|------------|-----------------------|-----------------|--------------|---|------------------------|

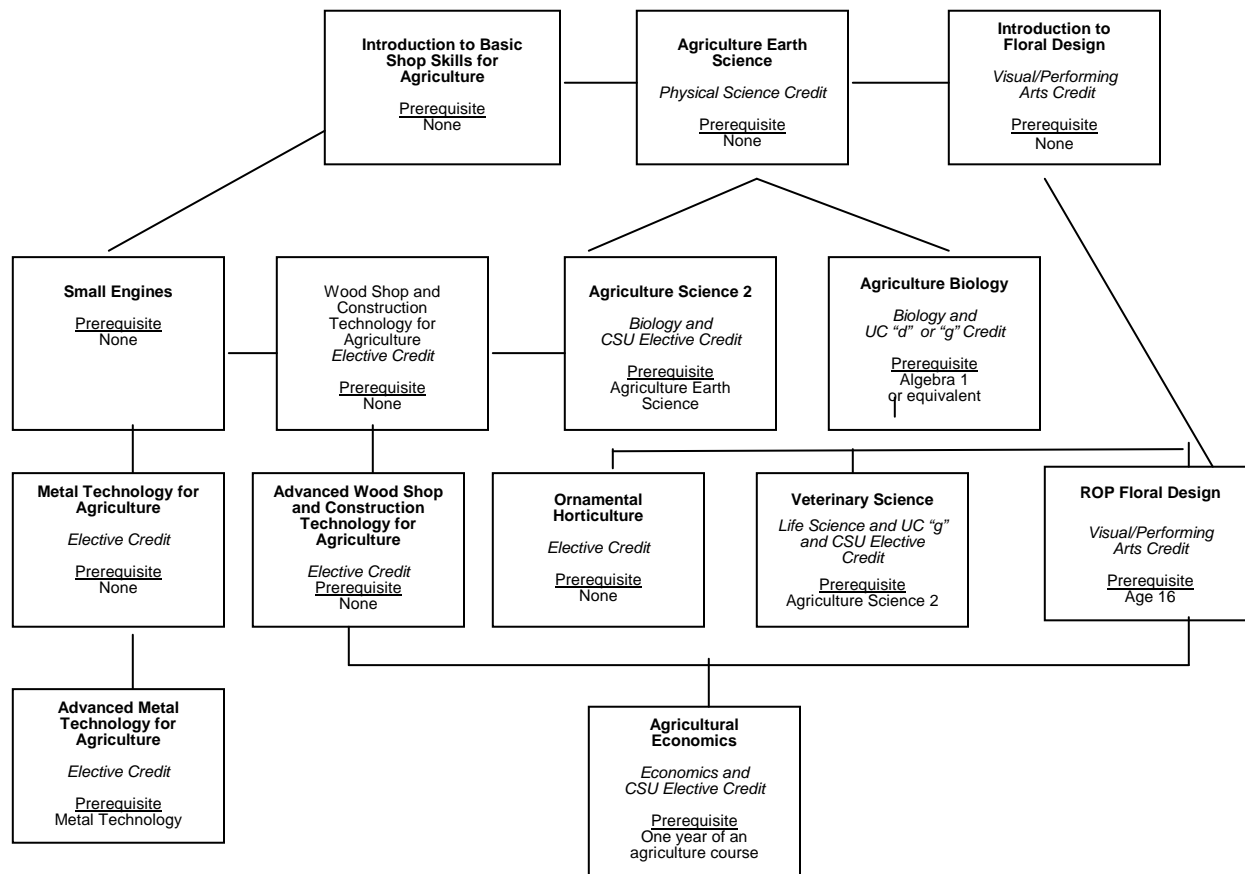
The Academic Tutor class will allow students to earn a letter grade and community service hours for peer tutoring one period per day. Academic Tutor responsibilities will include tutorial training, facilitating tutorials and group discussions, and classroom tasks.

** Approved for UC "g" requirement.

SPECIALIZED PROGRAMS

AGRI-SCIENCE ACADEMIES

Course/Career Paths



FFA Organization provides students with leadership development, public speaking, and competitive activities. Supervised Occupational Experience Program (SOEP) allows students to apply the classroom learning in the field through animal, mechanical, or plant projects.

Evaluation in each course is based upon:

Classroom = 60%

FFA = 20%

SOEP = 20%

Agri-Science Academies

Buena Park, Fullerton Union, La Habra, Sonora, and Sunny Hills High Schools offer a program for students who wish to pursue a specialized course of study that organizes core subjects around the career theme of agriculture. Agri-Science blends the study of agriculture life and physical sciences including biology, chemistry, anatomy, and physiology. Scientific theories are presented in the classroom setting. The school farms serve as a laboratory for career-oriented applications. The curriculum combines technical and academic content and prepares students both for entry-level employment in agri-science and for continuing education in two- and four-year colleges.

The integrated curriculum approach in the Agri-Science Academies allows students to see connections between academic classes and future career choices. Students complete all California and District requirements for high school graduation, community college entrance, and elective offerings allow all students to complete requirements for entrance to a four-year college or university.

Students in the Agri-Science Academy receive a program of instruction that utilizes effective instructional delivery methods and up-to-date industry-relevant curriculum. Fully functioning farms are located on all five campuses and provide exceptional instructional experiences. Students engage in active thinking and problem solving. Instruction includes classroom work, lab work, and field work. Supervised individual agricultural occupational experiences are provided. Through involvement in the student organization, Future Farmers of America (FFA), each student develops advanced skills in leadership and interpersonal communications.

The Fullerton Union and Sonora High Schools programs collaborate with the North Orange County Regional Occupational Program, local businesses, and industry partners. All five Agri-Science programs have a partnership with the Agriculture Departments of Mount San Antonio Community College and California State Polytechnic University, Pomona, and local business and industry partners.

The five Agri-Science Academies are available to all students in grades nine through twelve. A student is eligible from any school within or outside the District. Interested students should call Buena Park High School at (714) 992-8778, Fullerton Union High School at (714) 626-3832, La Habra High School at (562) 266-5078, Sonora High School at (562) 266-2138, or Sunny Hills High School at (714) 626-4374.

Advancement Via Individual Determination (AVID)

Advancement Via Individual Determination (AVID) is an in-school academic honors support program for grades 9 – 12 that prepares students for college eligibility and success. AVID is a program that is open to all students, but targets students in the academic middle. Implemented districtwide, AVID allows students who are academically average the opportunity to enroll in higher level and advanced programs while receiving support. As elective classes, AVID meets daily for one period and are taught by highly trained and skilled teachers. AVID strategies and skills are used in all subject and content areas. A statewide program for over twenty years, AVID is not a remedial program, a niche program or a college outreach program. AVID is for all students who are working towards academic success both in high school and college.

Campus Offerings

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|---------------------|---------------|--------------|---------------------|---|
| 431 | AVID 1 | Year | 9 | None | Buena Park Fullerton Sonora Sunny Hills Troy |

AVID 1 is the first in a four-year elective program in which the common goal is to prepare all qualified students for college admission. The course focuses on enrolling students in a rigorous course of study which meets the “a-g” requirements of the University of California and California State University systems, while providing a strong academic and motivational support system. During the AVID period, students are coached by college/academic tutors twice a week and also work in collaborative groups using a curriculum focused on reading, writing, and inquiry. This course is for elective credit.

| | | | | | |
|------------|---------------|-------------|-----------|---|--|
| 432 | AVID 2 | Year | 10 | AVID 1 or Teacher Recommen- dation | Buena Park Fullerton Sonora Sunny Hills |
|------------|---------------|-------------|-----------|---|--|

AVID 2 is the second in a four-year elective program in which the common goal is to prepare all qualified students for college admission. Students continue a rigorous course of study which meets the “a-g” requirements of the University of California and California State University systems and will be provided with a strong academic and motivational support system. During the AVID period, students are coached by college/academic tutors twice a week and also work in collaborative groups using a curriculum focused on reading, writing, and inquiry. The AVID 2 course focuses on test-taking strategies and college entrance requirements. This course is for elective credit.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|---------------------|---------------|--------------|---|--|
| 433 | AVID 3 | Year | 11 | AVID 2 or Teacher Recommen- dation | Buena Park Fullerton Sonora Sunny Hills |

AVID 3 is the third in a four-year elective program in which the common goal is to prepare all qualified students for college admission. The course focuses on enrolling students in a rigorous course of study which meets the “a-g” requirements of the University of California and California State University systems, while providing a strong academic and motivational support system. During the AVID period, students are coached by college/academic tutors twice a week and also work in collaborative groups using a curriculum focused on reading, writing, and inquiry. The AVID 3 course focuses on test-taking strategies, college entrance requirements, and college writing. This course is for elective credit.

| | | | | | |
|------------|---------------|-------------|-----------|---|--|
| 434 | AVID 4 | Year | 12 | AVID 3 or Teacher Recommen- dation | Buena Park Fullerton Sonora Sunny Hills |
|------------|---------------|-------------|-----------|---|--|

This course follows the weekly structure of all AVID classes with two days of teacher-led curriculum per week, two days of tutorials, and a day allocated for enrichment activities. AVID 4 will assist students in applying for college, researching financial aid and housing, registering for entrance and placement exams, preparing for external examinations, and exploring college majors and career options. This course is for elective credit.

CULINARY ACADEMY

The **Fullerton Union High School** Culinary Academy provides the student with a solid foundation in the basic techniques of professional food preparation and service. The objective is to prepare the student for immediate entry into the food service profession or to continue studies at higher-level culinary institutions.

The food service industry is one of the largest and fastest growing industries in the United States. Orange County is one of the largest culinary growth centers in the country, thus creating thousands of jobs in Anaheim and surrounding resort destination areas.

The curriculum at the Fullerton Union High School Culinary Academy includes menu planning (with emphasis on nutrition and presentation), operation of equipment, safety and sanitation, time management, restaurant management, and advertising. While enrolled in the restaurant course, the student rotates through all restaurant duties including: host/hostess, food server, cook, cashier, beverage server, and maintenance technician.

| Fullerton Culinary Academy Suggested Course of Study | | | | |
|---|---|---|--|--|
| | | | ProStart 2 year industry-based program | |
| | Year 1 | Year 2 | Year 3 | Year 4 |
| Course of Study | Culinary Essentials 1 - Introduction to Basic Cooking Skills, Baking and Pastries, Nutrition and Meal Planning | Culinary Essentials 2 - Dinner Menu Planning and Preparation: Appetizers, Soups, Salads, Rice, Pasta, Meats, Breads, and Desserts; International Cooking | Restaurant 1 – Teamwork, attitude and problem solving are stressed. Off-campus catering/serving events provide real “hands on” experiences. Students cater open houses, luncheons, receptions, community dinners, boxed luncheons and various other events. ProStart I | Restaurant 2 – Full operation of on-campus bakeshop; includes planning, advertising, preparing, serving/selling to staff, students and guests. Job shadowing in local restaurants and off-campus catering/serving provide real “hands on” experience beyond the classroom. ProStart II |

The Culinary Academy experience will include field trips to various area restaurants and food establishments, feature guest speakers, and involve the student in catering and event planning.

The student who completes the academy exhibits leadership skills and demonstrates a sense of accomplishment and pride in his/her work. The ability to work as a team member, solve problems, and use critical thinking skills is developed on a daily basis. Partnerships are established with local businesses to provide internship and training in the food industry. An articulation agreement has been established with Fullerton College and North Orange County ROP's School of Culinary Arts.

The Fullerton Union High School Culinary Academy is supported by local restaurants and food industry partners. The Academy is available to students in grades nine through twelve. A student is eligible from any school within or outside the District. Interested students should contact Fullerton Union High School at (714) 626-3801 or the Home Economics department at (714) 626-3865.

In 2000, the Culinary Academy was awarded the “Golden Bell” by the California School Boards Association.

DIGITAL MEDIA ACADEMY

The Sonora High School Digital Media Academy is a specialized program featuring courses that emphasize the arts, media, and entertainment technical careers and organizes core subjects around the theme of digital media production. The curriculum combines demanding technical and academic content and prepares the student for both entry-level employment in the Arts, Media, and Entertainment industry and for continuing education at the university or community college level. The focus of the academy is to help the student see the connection between academic classes and career choices.

Students are encouraged to enter the Academy in their freshman year, but can begin successfully their sophomore year and continue through their junior and senior year. Students may take ROP Digital Media Art classes offered through the Academy. There are multiple pathways through the Digital Media Academy to accommodate participation in the honors program, athletics, band, and a variety of other Sonora High School activities. An individual plan will be developed based on a student's needs and interests.

Application for the Digital Media Academy must be completed during pre-registration for the fall semester. A student is eligible from any school within or outside of the District. Interested students should contact Sonora High School at (562) 266-2162.

| SONORA DIGITAL MEDIA ACADEMY Recommended Four-Year Plan | | | |
|---|--|---|--|
| 9 th | 10 th | 11 th | 12 th |
| Media Production Prerequisite Course Choose from one of the following: History of Motion Pictures, Theatre 1, Choir, Band, Drawing & Painting, ROP Art in Animation, Computer Graphics or Visual Communication | Video Production 1 (core academy class) | Advanced Video Production (core academy class) | Capstone Class International Baccalaureate Film (core academy class) |
| English 1 | English 2 (with digital media emphasis) | English 3 (with digital media emphasis) | English 4 (with digital media emphasis) |
| Integrated Science 1 | Biology (with digital media emphasis) | Chemistry (with digital media emphasis) | Government/Economics (with digital media emphasis) |
| Introduction to Algebra 1 | World History (with digital media emphasis) | US History (with digital media emphasis) | Advanced Math * |
| Spanish 1 | Algebra 1, Geometry or Advanced Math | Advanced Math * or Science * | Advanced Science ** or Elective |
| PE, Dance, Sports, or JROTC | World Language | World Language or Elective | PE, Dance, Sports, or JROTC |
| | PE, Dance, Sports, or JROTC | *** ROP Career Focus | *** ROP Career Focus |

* Advanced Math levels include: Geometry, Algebra 2, Trigonometry, and Calculus

** Advanced Science electives include: Honors Biology, Science, Biology IB HL 1 and HL 2, Introduction to Anatomy and Physiology, Organic Bio-Chemistry, and Veterinary Science

*** ROP Career Focus courses include: Art in Animation, Computer Graphics & Design or Visual Communication

EARLY COLLEGE COLLABORATION

**Buena Park High School
Advanced Academics Academy (AAA)
“Home of Scholars and Champions”**

WHAT IS EARLY COLLEGE AND AAA?

Buena Park High School is in partnership with California State University Fullerton (CSUF), Fullerton College and Mt. San Antonio Community College. Early College students are provided the educational opportunity to not only earn UC/CSU transferrable college units (at no cost), but also to develop the academically rigorous skills needed to succeed in their post-secondary education. Qualified Early College students are able to enroll in college courses as part of their traditional school day. Students will earn UC/CSU transferrable college credit while meeting their high school graduation requirements. The AAA program is part of Early College.

Early College/AAA is a community of high achieving, motivated students who participate in a specialized honors academic program. The Early College/AAA program focuses students toward earning UC/CSU-transferable college units through Early College coursework and AP Exams. This pathway ultimately leads students toward earning the prestigious Advanced Placement International Diploma (APID).

All courses are instructed by Advanced Placement trained teachers and/or College Faculty who are considered experts in their specific subject areas. All course work meets UC/CSU “a-g” entrance requirements.

The Early College Coordinator in conjunction with the counselors will provide personalized academic advisement to all students to “Realize Tomorrow’s Dreams Today”.

WHO CAN TAKE PART?

Students are qualified through the Early College Placement Exam. Students may remain concurrently enrolled in AAA and Early College. Students may test each spring to qualify for the Early College courses.

COLLEGE BOARD ADVANCED PLACEMENT INTERNATIONAL DIPLOMA (APID)

The Advanced Placement International Diploma (APID) is a globally-recognized certificate for students with an international outlook. The APID challenges a student to display exceptional achievement on AP course work and AP Exams across several disciplines. The APID is used by Universities worldwide in determining admission and placement, as well as providing additional certification of outstanding academic excellence.

In order to earn an APID, students must earn AP Exam scores of three or higher on at least five AP Exams in the following areas:

1. At least two AP Exams from two different languages selected from English and/or other world languages.
2. At least one AP Exam designated as offering a global perspective: World History, Human Geography, Government and Politics-Comparative, Environmental Science, Macroeconomics.
3. At least one AP Exam from the sciences or mathematics content areas.
4. At least one additional AP Exam from among any content area except English or world language.

AP COURSE OFFERINGS

ART

AP-Studio Art
AP-2D Design
AP-3D Design
AP-Music Theory

ENGLISH/LANGUAGE ARTS

AP-English Language
AP-English Literature

MATHEMATICS

AP-Calculus AB
AP-Calculus BC
AP-Statistics

SCIENCE

AP-Biology
AP-Chemistry
AP-Environmental Science

SOCIAL SCIENCE

AP-Government
AP-Comparative Government
AP-European History
AP-US History
AP-Psychology
AP-Macro/Microeconomics

WORLD LANGUAGES

AP-French
AP-Spanish Language
AP-Spanish Literature
AP-Chinese
AP-German

EARLY COLLEGE COURSE OFFERINGS

California State University Fullerton (CSUF)

- Read 202 - Vocabulary for Academic and Professional Success
- Read 201 – Literacy and Learning in the Digital Age
- Read 290 – Critical Reading as Critical Thinking
- Math 150A – Calculus 1
- Math 150B – Calculus 2
- Math 250 – Calculus 3
- Economics 100 – The Economic Environment
- Partnership with AP-English Language and CSUF Writing Center

Fullerton College

- Speech 100 – Public Speaking
- Library 100 – Introduction to Research

Mt. San Antonio College

- Agon 1 – Horticulture Science (CSU transferable credit)
- Agan 1 – Animal Science (UC/CSU transferable credit)

ADDITIONAL INFORMATION

- More college courses are offered each year.
- Free SAT preparation classes offered at Buena Park High School for BPHS students.
- All instructors provide free tutoring each week.
- All Early College and AP teachers provide free Saturday study workshops from January – April.

WHATS SO SPECIAL ABOUT EARLY COLLEGE/AP?

- Skills honed in Early College/AP classes help students improve their work in other courses and provided a significant advantage once they enter college coursework.
- Discussions are intense, probing, thought provoking and demanding.
- Early College/AP work involves all aspects of higher-order thinking in which students analyze rigorous work, are expected to think for themselves, and express their own ideas through rigorous writing.
- Early College/AP classes teach students to analyze, reason, and understand the world from a unique vantage point.
- Students can earn additional college credit by passing AP exams.
- BPHS students are enrolled in over 1100+ Advanced Placement classes.
- BPHS has tripled their enrollment in AP classes over the last four years.
- As enrollment has increased through Open Access, the AP Exam passage rate has also increased.
- Graduates have earned \$50,000 per year for four years through The USC Norman Topping Scholarship.
- Graduates have earned \$30,000 per year for four years through The Cal State Fullerton Presidents Scholarship.
- Graduates have earned \$25,000 per year for four years through The Toyota Scholarship.

Pre-Advanced Placement Courses (Honors) provided a strong introduction into the rigor of Advanced Placement and are typically taken at the 9th and 10th grade level. These courses are provided in English, math, science and social science.

CONTACT INFORMATION

Buena Park High School
8833 Academy Drive
Buena Park, CA 90621
www.buenaparkhs.org

Aaron Riekenberg, Coordinator
ariekenberg@fjuhsd.net
714-992-9995 Office
714-578-0256 Fax

Jim Coombs, Principal
jcoombs@fjuhsd.net
714-992-8602 Office
714-578-0256 Fax

EPIC ENGINEERING ACADEMY

The Engineering Pathways for Innovation and Change (EPIC) Program at **Sunny Hills High School** is set apart from any other high school engineering and technology program in three distinct ways:

1. EPIC uniquely integrates engineering courses into existing International Baccalaureate (IB) and Project Lead the Way (PLTW) curricula.
 - a) Students are able to complete both a comprehensive, four-year engineering curriculum along with all the requirements for the IB Full Diploma (please visit our website for a sample programme).
 - b) PLTW courses lay a foundation by introducing students to engineering tools.
2. EPIC uniquely offers courses at the highest levels of engineering, math and science.
 - a) Mechoptronics-IB combines IB Design Technology HL, A-level Engineering and utilizes both technical theory from the sciences (biology, chemistry and physics) and creativity from the arts.
 - b) Physics-IB (SL and HL) is a two-year sequence with in-depth coverage of core physics topics and an emphasis on experimental data and error analysis.
 - c) Math-IB (HL) serves as a capstone math course and includes calculus (single and multi-variable), differential equations, and statistics.
3. EPIC uniquely focuses on the interface between man and machine.
 - a) The industry-level Lab View suite of hardware and software is used to sense (i.e. force, light, sound) and process (i.e. Fourier transforms, integration) real-world data.
 - b) Particular attention is paid to the conversion between analog and digital signals using Arduino and Matlab, as well as methods to deal with signal noise, aliasing, and attenuation.
4. EPIC uniquely offers a blend of university research, industry experience and practical application.
 - a) Students do not just gain industry experience through available internships with Boeing, Raytheon, and many others but have the opportunity to perform research and participate in joint EPIC-university projects at UCI and CSUF.
 - b) Opportunities exist to become involved in national competitions through which EPIC student teams have proven success – NASA Student Launch Initiative, US First Robotics, Solar Cup, CSUF Engineering Pumpkin Launch, and newly found MIT-Lemelson Design Team and Renesas MCU Rally Team.

PROGRAM ADMISSION

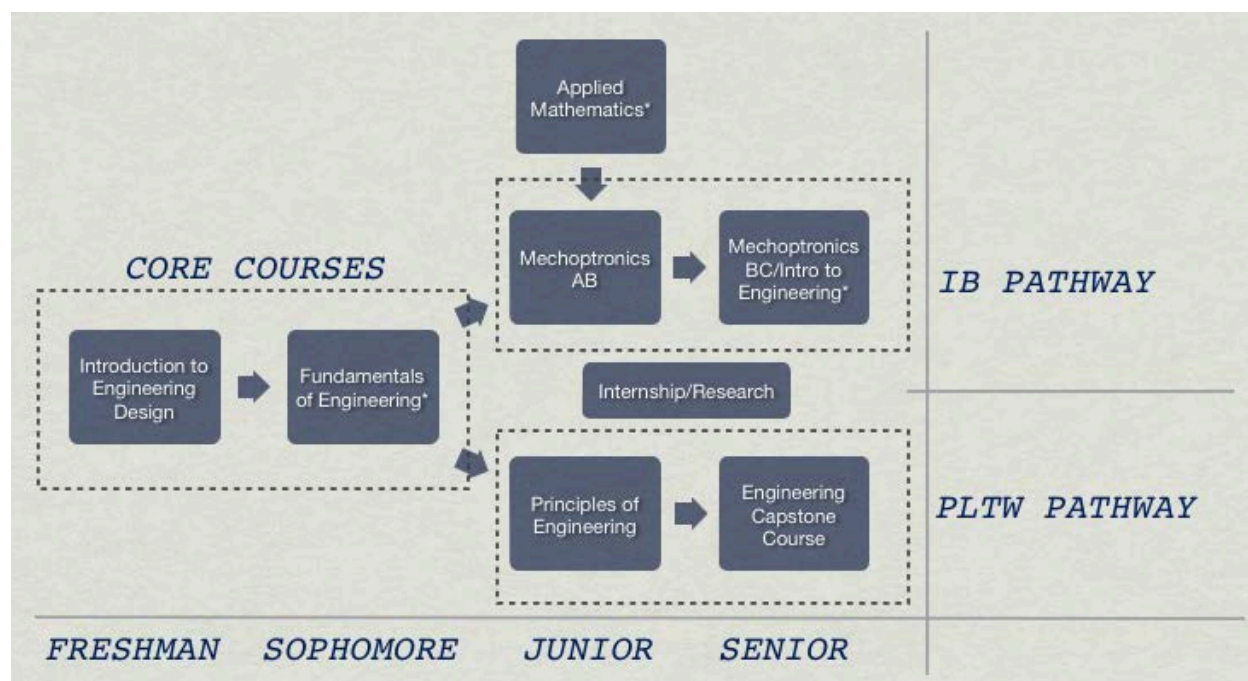
Eighth grade students are eligible to apply to the program through the standard application process. Eligible students must take the EPIC/Honors qualifying examination, and are selected based upon their scores to this performance assessment, previous years academic achievements and teacher recommendations from their core academic courses. Interested students and parents may contact the EPIC Engineering Department Chair at 714-626-4249 and are encouraged to visit the program website at www.sunnyhills-engineering.net.

Current students entering their junior year (Class of 2016) are eligible to join for the 2014-2015 school year. Requirements for this one-time admission are exceptional unweighted GPA, enrollment in Mechoptronics-IB, and letters of recommendation from either the science or math departments. In order to maintain in their status in the EPIC program these students must commit to a summer internship, research, joint EPIC-university project or competition team. Interested students may contact the EPIC Engineering Department Chair at the aforementioned number and encouraged to visit the website.

PATHWAYS

Students proud to call themselves Lancer Engineers will take on a challenging curriculum, requiring one additional course each year. These courses act as an educational thread weaving through each level of the high school curriculum and culminating in a capstone course – Mechoptronics-BC. Students will have the opportunity to earn 12 units of university engineering-elective credit by the end of their programme. In addition, they will engage in the development of an authentic project (from design through deployment) in the fields of scientific research, engineering, applied mathematics, or interactive design/data visualization. Through the support of faculty and over the four-year development of the student, they will present their projects at the Annual Engineering Colloquium to university, industry and organizational partners.

The engineering pathways represented below show the specific “EPIC” thread through the broader high school curriculum. Each pathway aligns horizontally (i.e. PLTW and IB) and grade-level vertically with the opportunity for each student to attend an industry/university internship between the junior and senior years.



Sampling of EPIC courses (for a complete list and description of courses, visit www.sunnyhills-engineering.net).

Fundamentals of Engineering (FOE) – A two semester course that teaches an applied introduction to the major engineering disciplines, their sub-fields, familiarity with the basic tools used in engineering practice and the creative problem-solving/learning process and how to be successful in an undergraduate engineering program of study, broaden the classroom educational strand to university/professionally-affiliated projects and organizations.

Mechoptronics-IB (AB/BC) – Mechoptronics is the advanced interdisciplinary study of mechanical, chemical, optical and electrical systems and processes – involving the analysis, design, synthesis and selection of systems which combine these components, with modern controls and microprocessors. In short, Mechoptronics is the synthesis of the experimental sciences (biology, chemistry and physics) with microprocessor technology to solve challenging engineering problems. Depending on the pathway taken, students will direct their culminating project based on interests in the sciences, technology, engineering, math and design. Following the two-year of study, students will present their design and research to local/industry/university leaders at the Engineering Design Colloquium. This course will also satisfy IB Design Technology SL/HL requirements for IB students and contains curriculum to satisfy CSUF Engineering 100 curricula.

Physics IB HL – The course includes the material covered in the SL course with added rigor (including Calculus) and increased laboratory work. This is a two-year course that will allow students to take Physics IB HL exam as well the AP Physics C exam in Mechanics.

Mathematics for Engineering Applications – This course will provide an overview of the salient math topics most heavily used in the core sophomore-level university engineering courses. These include algebraic manipulation of engineering equations, trigonometry, vectors and complex numbers, sinusoids and harmonic signals, systems of equations and matrices, within the context of an engineering application, and reinforced through extensive examples of their use in the core engineering courses.

HERITAGE HUMANITIES MAGNET

College Preparatory Program

La Habra High School offers the only Humanities-based AP/Honors magnet in the District. Heritage caters to students who, along with their math and science courses, also value rigorous instruction in history, literature and the visual and performing arts. The sciences and technology take on new meaning with the addition of high level arts education. One of the first magnet programs in the District, Heritage was initiated in 1991 and over the years has established a reputation for academic excellence while developing leadership and creativity in students.

Heritage students choose one of two strands: Traditional, or AP/Honors. Both strands showcase rigorous academics and an interdisciplinary (English and Social Science) curriculum – taught by experienced teams of co-teachers.

Enrollment is open to freshman, and to a limited number of sophomores and juniors with the appropriate prerequisites. Apply online through the school website at <http://lahabrahighschool.net/forms/admissions>.

The award-winning Heritage program encourages students to push beyond the state standards to develop their critical thinking and leadership skills, and to create a unique four-year plan that supports their personal talents and interests. Collaborative learning activities foster creative problem-solving and the interpersonal communication skills so highly prized in college and workplace environments. All Heritage graduates complete the “a-g” college entry requirements while those in the AP/Honors strand also prepare for six AP exams.

Blocked class periods and interdisciplinary teaching strategies provide opportunities for students to make connections between areas of study in Language Arts (Humanities) and Social Science. Additional emphasis is placed on student development in the following areas:

- personal organization and study skills (9th grade)
- computer and digital technology management
- critical/creative thinking and problem-solving
- effective interpersonal communication strategies

Students in grade 9 - 11 participate in field trips to universities, museums, and cultural events appropriate to each curriculum while seniors “give back” to the community through their Service/Learning Project in which they mentor students at local elementary schools.

Students who will be successful in Heritage are typically:

- academically-minded and motivated by university acceptance
- reading at or above current grade level
- involved in co-curricular activities: athletics, student government, fine arts, clubs, etc.
- comfortable working on collaborative activities and hands-on projects
- looking for a program that stands out on a college application

NOTE: Because Heritage provides a comfortable and nurturing “home” on what might otherwise seem a very large campus, it has historically welcomed private and home school students, providing a secure transition for those entering the public school system for the first time.

La Habra Heritage Humanities Magnet

Typical courses of study (many options available)

| | AP/HONORS | TRADITIONAL |
|----------------|---|--|
| Ninth Grade | <ul style="list-style-type: none"> • AP Human Geography (required) • English 1 – Honors Humanities (required) • World Language 1 • Geometry –Honors (or as appropriate) • Biology – Honors • PE or Sports | <ul style="list-style-type: none"> • California History – Heritage (required) • English 1 – Humanities (required) • World Language 1 • Algebra 1 (or as appropriate) • Biology – Honors • PE or Sports |
| Tenth Grade | <ul style="list-style-type: none"> • AP European History (required) • English 2 – Honors Humanities (required) • Algebra 2 – Honors (or as appropriate) • Chemistry – Honors • PE or Sports | <ul style="list-style-type: none"> • World History – Heritage (required) • English 2 – Humanities (required) • World Language 2 • Algebra 2 – Honors (or as appropriate) • Chemistry – Honors • PE or Sports |
| Eleventh Grade | <ul style="list-style-type: none"> • AP US History – (required) • AP Language & Composition (required) • AP World Language 3 • Trig/Pre-Calculus (or as appropriate) • Biology – Honors • Fine or Performing Art | <ul style="list-style-type: none"> • US History – Heritage (required) • English 3 – Humanities (required) • World Language 3 • Trig/Pre-Calculus (or as appropriate) • AP Environmental Science • Fine or Performing Art |
| Twelfth Grade | <ul style="list-style-type: none"> • AP Government & Economics (required) • AP Literature & Composition (required) • AP World Language & Literature 4 • AP Calculus (or as appropriate) • AP Physics • PE or Sports or Elective | <ul style="list-style-type: none"> • Government & Economics – Heritage (required) • English 4 – Humanities (required) • World Language 4 or Elective • Statistics (or as appropriate) • Anatomy • PE or Sports or Elective |

- Summer school and zero period offerings will be planned so that the student can have room in the regular 6-period day for participation in such electives as band, journalism, student government, or yearbook.
- Health Education is generally completed in summer school.
- AP Level science, math, music, art, etc. may be included in traditional curriculum.

Application materials will be distributed to students at La Habra High School's component schools. A student is eligible for participation from any school within or outside the District. Any interested student should contact La Habra High School at (562) 266-5200 or (562) 266-5044 for information and application materials.

INTERNATIONAL BACCALAUREATE (IB)

The International Baccalaureate (IB) curriculum is a specialized program with an international emphasis. By completing the integrated, coherent program of study and passing the subsequent IB exams and completing the Extended Essay, the Theory of Knowledge course, and the Creativity, Action, and Service component, a student will receive the prestigious IB diploma from the IB Organization Headquarters in Geneva, Switzerland. Offered in 2,000 schools in over 130 countries, the IB Diploma Program provides students with a balanced education that facilitates geographical mobility and promotes international understanding through a shared academic experience. Since the program's founding over 40 years ago, the IB Diploma has become a symbol of academic integrity and intellectual promise. The student who satisfies its demands demonstrates a strong commitment to learning, both in terms of mastery of subject content and in the development of skills and discipline necessary for success in a competitive world. The majority of universities in the United States have admissions and/or course credit policies regarding individual IB courses and the Diploma. For example, students completing the IB Diploma with 30 points or more will receive essentially one full year of college credit at any UC campus. IB Certificate students are granted 8 quarter units (5 1/3 semester units) for IB Higher Level exams on which they score 5, 6, or 7. Some Higher Level examinations may be considered equivalent to freshman level courses in the same subject area and may be used to satisfy general education or breadth requirements. Information regarding the university policies is available from the individual universities. A list of available courses toward the IB Diploma at a particular high school is available from the school's IB coordinator.

An international group of educators designed the International Baccalaureate Diploma Program curriculum, which requires each student to become proficient in five or six academic subject areas: Language A (language of the school), Language B (second language), Individuals and Societies (social sciences), Experimental Sciences, Mathematics, and the Arts or an approved elective. Depending on the school's offerings, the elective may be an additional world language, a social science, an experimental science, a visual or performing art or computer science. Some subjects offered in the program have course outlines for two levels of achievement: Higher Level Examinations are taken only in the senior year, whereas Standard Level Examinations are taken in the junior and senior years.

The International Baccalaureate Diploma Program requires successful completion of six classes and examinations: three or four at the Higher Level and two or three at the Standard Level. It also requires an approved community service project, the Theory of Knowledge class, and a 4,000-word essay relating to an area of the student's IB Diploma Studies.

Successful completion of the International Baccalaureate Diploma Program provides the student with the strongest possible preparation for future success in college and undoubtedly contributes significantly to the positive evaluation of a student's transcript in the college admission process.

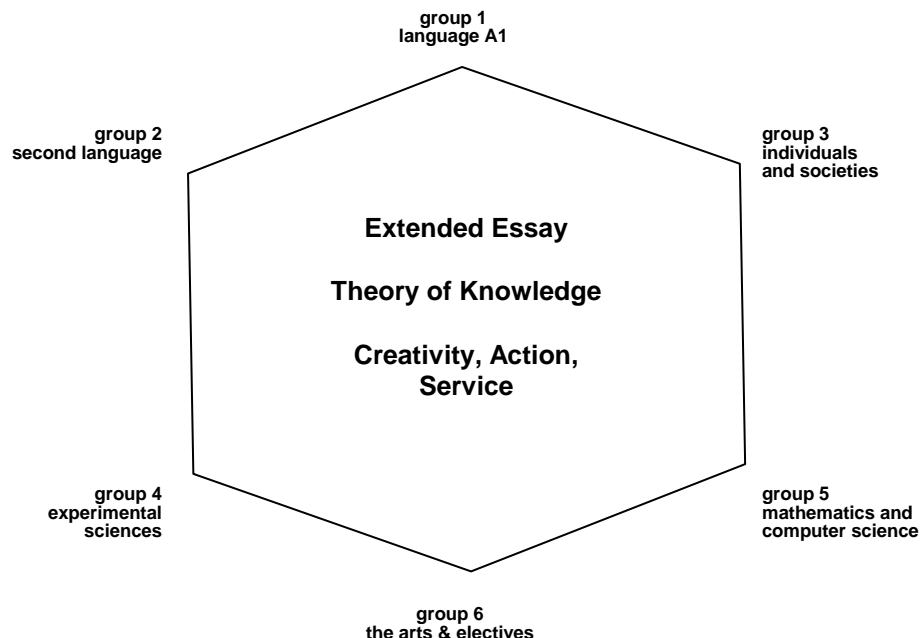
A student may also receive individual certificates for successful completion of Higher Level and/or Standard Examinations.

In addition to the obvious advantages for the college and university-bound student, students enrolled in the program are benefited by the rigor of the classes. Indeed, the presence of an International Baccalaureate Program on a campus raises the academic expectations for the entire school curriculum, which in turn positively impacts the entire student population.

The International Baccalaureate course of study, in many cases, is integrated into existing honors and Advanced Placement courses. The students and their families, under the advisement of the International Baccalaureate Coordinator, will design a program as the student pursues the IB Diploma. The student who satisfactorily completes the required preliminary course of study at a particular campus may enroll in IB courses at the beginning of their junior year. Whereas the structure, guidelines, and course examinations are established and monitored by the IBO, the criteria for enrollment are established by each campus. Qualified sophomores and their parents may meet with the school's IB coordinator to design the most effective program for the student based on the student's interests, abilities, and goals.

If you are interested in the International Baccalaureate Program, please consult the website or contact the IB Coordinator at your campus: Fullerton Union High School at (714) 626-3994, Sonora High School at (562) 266-2013, Sunny Hills High School at (714) 626-4213, or Troy High School at (714) 626-4425.

The International Baccalaureate Diploma: A Comprehensive Educational Experience



| | |
|---|---|
| Language A1 | English HL, the language of the school; the study of selections from world literature. |
| Second Language | Second language – modern or classical. |
| Individuals and Societies | History, Geography, Economics, Philosophy, Psychology, Business and Management, Information Technology in a Global Society. |
| Experimental Sciences | Biology, Chemistry, Physics, Environmental Systems, Design Technology SL. |
| Mathematics and Computer Science | Mathematics HL, Mathematics SL, Math Studies, Computer Science |
| The Arts & Electives | Art, Music, Drama, or a second subject from Groups 3, 4 or 5 |

iSierra Online Academy

The iSierra Online Academy offers a unique educational path for students who want to pursue their diploma in a virtual environment or just need individual courses. While students may choose to become a full time Independent Study or Home School student, through a unique collaboration with our District high schools, students may also choose to blend their schedule to include both on-campus and online courses.

iSierra is ideal for students who:

- Participate in AP/IB, Performing Arts, Academies, or other time-intensive programs – freeing up time in the school schedule.
- Would like more time to pursue career opportunities, while finishing their high school diploma.
- Would like to graduate a semester early.
- Would like a Home School experience.
- Would like to raise a course grade to meet UC/CSU entrance requirements.

iSIERRA OFFERS

Flexible Scheduling: This allows students to take advantage of programs and courses offered throughout the District to create a unique schedule that offers a choice of blended (part-time online and part-time traditional classroom) or full-time enrollment in our virtual program.

Flexible Learning: Course work can be done at the student's time and pace. For example, when a student has a course that requires 5 hours-per-week of class time, that student may do all course work for that week throughout the entire week or simply get it all done in one day. Students may work any time of the day at home, at coffee shops, or wherever internet is accessible.

Multiple Course Pathways: A variety of courses are available to meet the needs of students entering a university, college, a job, trade school, the military, performing arts or wherever they dream to go.

Individualized Instruction: This allows students to work at a time a pace better suited to their own schedule. The student-centered courses promote a high-quality learning environment in which student-teacher interaction is a valued component of the instructional process. Standards-based course content is specifically designed for online delivery, with scaffolding and resources to support effective learning. This allows teachers to differentiate instruction and spend more time working with students one-on-one to address critical challenges.

PROGRAM OPTIONS

Blended: Students maintain their primary school and iSierra as a secondary school as they take original course credit.

Credit Recovery: Students maintain their primary school as they retake courses to raise their grade.

Independent Study: Students participate in a full-time independent study program while maintaining the virtual experience.

COURSEWORK

All courses are created by educational experts and aligned to state and national standards, with instruction managed by NCLB highly qualified teachers. Multimedia instruction motivates and engages students while enhancing the learning process. Assessment opportunities are integrated throughout each course.

In partnership with Apex Learning, ©* iSierra offers multiple course pathways including Common Core, Honors, and Advanced Placement.

To learn more, visit the iSierra online academy website:

http://www.lvlshs.org/apps/pages/index.jsp?uREC_ID=275411&type=d&pREC_ID=610216 or contact your student's academic counselor.

ON-SITE LOCATIONS

iSierra at La Sierra High School
951 N State College Blvd
Fullerton, CA 92831
Principal, Sandi Layana
(714) 447-5501

iSierra at Sonora High School
401 S Palm St
La Habra, CA 90631
Principal, Sandi Layana
(714) 447-5501

JUNIOR RESERVE OFFICERS' TRAINING CORPS (JROTC)

Introduction

The JROTC Program is a voluntary course of instruction designed to offer a learning experience that focuses on Leadership and Citizenship for young men and women. Within FJUHS, five high schools offer JROTC to their students: Buena Park High School (Air Force JROTC), Fullerton Union High School (Army JROTC), La Habra High School (Navy JROTC), Sonora High School (Army JROTC), and Troy High School (Navy JROTC). The JROTC program of instruction offers students:

- **Physical Fitness:** Students are encouraged to begin a lifetime fitness program while participating in a rigorous weekly physical education program. Team calisthenics, group and individual running, team athletic activities and marching provide a firm fitness foundation. Students are also given leadership positions during physical fitness to enhance their self-esteem, confidence and leadership. Health and nutrition instruction supplement physical fitness training so students can apply the concept of maintaining a life-long fitness program.
- **Practical Application:** Students will assume leadership positions that require and exercise personal skill in Organizational Management and Development. JROTC is a Leadership course that reinforces essential leadership character traits such as honor, integrity, personal courage, discipline, and service.
- **Adventure Training and Team Building:** Students that enroll in JROTC will have the opportunity to work together and realize the power of teams. Rope bridging, mountain climbing, rappelling, sailing, horseback riding, map reading, orienteering, hiking, canoeing, archery, rocketry, incentive aircraft flights, summer camps, and marksmanship classes are examples of extra-curricular course offerings that are available to students that enroll in JROTC. Each school's JROTC also offers a wide variety of after-school and weekend activities that provide positive leadership, team building activities and experience.
- **Career Planning and Exploration:** Students are exposed to job opportunities at the local and state level, and at the state and federal government through field trips and guest speakers.
- Satisfactory completion of this program can lead to advanced placement and promotion in senior ROTC programs at the College and University level. Students can also earn advanced rank in the Active Armed Forces, Reserves or National Guard.
- Participation in JROTC also offers an enhanced possibility of appointment to one of the U.S. Services Academies, as well as receipt of a full 4-year ROTC College Scholarship.

Campus Offerings

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|---|---------------|--------------|---------------------|--|
| 944 | INTRODUCTION TO LEADERSHIP DEVELOPMENT, JROTC (FIRST YEAR) | Year | 9-12 | None | Buena Park Fullerton La Habra Sonora Troy |

Introduction to Leadership Development is the first in a four-year/four-course sequence of instruction. Topics include the following: Introduction to ROTC and the Military, Effective Citizenship and its Application in Local Government, Introduction to Leadership Theory and Application, Military History, Drill and Ceremonies, Introduction to Maps and Map Reading, Introduction to Techniques of Oral Communication and Effective Command, Hygiene and First Aid. Physical Fitness and leadership is stressed in small unit, student-run and student-led teams. Successful completion of Introduction to Leadership Development allows a student to earn 10 units of physical education credit.

| Crs. No. | Course Title | Length | Grade | Prerequisite | Location |
|-----------------|---|---------------|--------------|--|--|
| 945 | INTERMEDIATE LEADERSHIP DEVELOPMENT, JROTC (SECOND YEAR) | Year | 10-12 | Intro to Leadership Development, JROTC (First Year) | Buena Park Fullerton La Habra Sonora Troy |

Intermediate Leadership Development is the second in a four-year/four-course sequence of instruction and practical leadership application and is catered to second year JROTC students. Topics of instruction continue to follow a student-run, small-unit leadership track that challenges students to lead, successfully serve as members of a team, and to communicate effectively. Topics of Instruction vary from school to school, but all schools will include classes on Leadership Principles and Application, Effective Citizenship, Drill and Ceremonies, Financial Management, First Aid, Intermediate Map Reading, Military History, Global Studies, Aerospace, Nautical Science and Effective Oral Communication. Successful completion of Intermediate Leadership Development allows a student to earn 10 units of physical education credit.

| | | | | | |
|------------|---|-------------|--------------|--|--|
| 946 | APPLIED LEADERSHIP DEVELOPMENT, JROTC (THIRD YEAR) | Year | 11-12 | Intermediate Leadership Development JROTC (Second Year) | Buena Park Fullerton La Habra Sonora Troy |
|------------|---|-------------|--------------|--|--|

Applied Leadership Development is the third in a four-year/four-course sequence and is directed to third year JROTC students. Third-Year JROTC students are often put in significant classroom and school JROTC leadership positions, such as classroom Company/Squadron Commanders or members of the staff of the Corps of Cadets. Students will be given missions of greater importance and responsibility and held to a higher standard of both physical and academic excellence during their third year in JROTC. Students are taught to "lead from the front," and embody military values and virtues such as duty, respect, loyalty, and integrity. Third-Year students will be involved in planning and training for district-wide JROTC Competitions, Award Ceremonies, Promotion Ceremonies, JROTC Banquets and Balls, and Summer Leadership Camps. Third-Year students will often lead small-unit Physical Education (PE) teams in the pursuit of personal physical fitness excellence, and will lead their teams in community service projects that "give back" to the community. Applied Leadership Development allows a student to earn 10 units of elective social science credit.

| | | | | | |
|------------|---|-------------|-----------|---|--|
| 949 | ADVANCED LEADERSHIP DEVELOPMENT, JROTC (FOURTH YEAR) | Year | 12 | Applied Leadership Development, JROTC (Third Year) | Buena Park Fullerton La Habra Sonora Troy |
|------------|---|-------------|-----------|---|--|

Advanced Leadership Development is the fourth and culminating application of leadership instruction that is offered in a four-year course sequence of JROTC leadership classes. Advanced Leadership Development is designed for seniors and allows experienced cadet leaders the opportunity to sharpen their leadership skills in positions of leadership and greater responsibility within the school's JROTC Corps of Cadets. Seniors will serve as senior commanders and command sergeants major, and will manage and supervise all aspects of the JROTC program. Special emphasis will be placed on career planning, college application processing, and resume writing. Leadership experience earned through four-years of JROTC experience is directly transferred to employment resumes and college applications. Advanced Leadership Development allows a student to earn 10 units of elective social science credit.

HIGHLANDER MARKETING AND BUSINESS ACADEMY

(MBA)

A California Partnership Academy

Located on the campus of **La Habra High School**, the Highlander Marketing and Business Academy is dedicated to producing competent students who are prepared to enter a four-year university and who understand the components necessary for success in business and marketing. With work centered around the business world, classes offer all the standard studies with an emphasis on practical applications.

Students can apply to enter the Academy at any point in their high school career. Students may be enrolled in honors classes or work in the college prep academy classes. All college prep level classes offer enrichment opportunities including guest speakers from our business partners, field trips, expanded use of technology, and project based learning. Students' individual interests and needs are considered as learning plans are built for each student. Currently, the academy starts at the sophomore year and continues through graduation. Ninth graders participate in pre-Academy classes where they are mentored by upper-classmen and participate in Academy activities.

Applications to the **Highlander Marketing and Business Academy** should be completed during pre-registration for the fall semester. Students from any school within or outside the District may apply. For more information, call La Habra High School at (562) 266-5043.

Recommended Four-Year Plan

| Ninth Grade | Tenth Grade | Eleventh Grade | Twelfth Grade |
|---|--|---|--|
| MBA English 1 Introduction to Algebra Concepts/Algebra 1 Science (Biology) Physical Education **Visual Communication or Computer Graphic Design World Language or elective | *MBA English 2 Algebra 1/Geometry *Science (Chemistry) *Careers 10 *World History World Language/ elective/Physical Education | *MBA English 3 *MBA U.S. History *Careers 11 Math *Science World Language/ elective/Physical Education | *MBA English 4 *MBA Economics/ Government *Careers 12 Two Electives (Advanced Math & Science recommended) |
| Summer before: Business Technology Health | Courses as need | Courses as need DO NOT TAKE ECONOMICS OR GOVERNMENT | |

* Denotes MBA Academy class

** Visual Communication satisfies both the high school graduation requirement for Fine art and the UC/CSU "a-g" requirement.

MEDICAL CAREERS ACADEMY

A California Partnership Academy

The **Sonora High School** Medical Careers Academy is a specialized program featuring courses that emphasize medical careers and organizes core subjects around the theme of medical studies. The curriculum combines demanding technical and academic content and prepares the student for both entry-level employment in the medical field and for continuing education at the university or community college level. The focus of the Academy is to help the student see the connection between academic classes and future career choices.

Students are encouraged to enter the Academy in their freshman year but can begin successfully in their sophomore, junior, and senior years. Students sixteen years and older may participate in the ROP Medical Core class offered through the Academy. There are multiple tracks through the Medical Careers Academy to accommodate participation in the honors program, athletics, band, and a variety of other Sonora High School activities. An individual plan will be developed based on a student's needs and interests.

Applications to the Medical Careers Academy must be completed during pre-registration for the fall semester. A student is eligible from any school within or outside the District. Interested students should contact Sonora High School at (562) 266-2162.

| Sonora Medical Careers Academy Recommended Four-Year Plan | | | |
|--|---|---|---|
| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
| Exploring Medical Careers (core academy class) | Medical Careers 1 (core academy class) | Medical Careers 2 (core academy class) | Medical Careers 3/ ROP Career Focus*** (core academy class) |
| English 1 | English 2 (with medical emphasis) | English 3 (with medical emphasis) | English 4 (with medical emphasis) |
| Integrated Science 1 | Biology (with medical emphasis) | Chemistry (with medical emphasis) | Government/Economics |
| Introduction to Algebra, or Algebra 1 | World History (with medical emphasis) | U.S. History (with medical emphasis) | Advanced Math* |
| Spanish 1 | Algebra 1, Geometry or Advanced Math* | Advanced Math* or Science** | ROP First Responder ROP Career Focus*** |
| PE, Dance, Sports, or JROTC | Spanish 2 | Spanish 3 or Elective | Advanced Science** or Elective |
| | PE, Dance, Sports, or JROTC | PE, Dance, Sports, or JROTC | Fundamentals of Nursing |

* Advanced Math levels include: Geometry, Algebra 2, Trigonometry, and Calculus.

** Advanced Science electives include: Honors Biology, Science Seminar, Introduction to Anatomy and Physiology, Organic Bio-Chemistry, and Veterinary Science.

*** ROP Career Focus courses include: Certified Nursing Assistant, Nursing Assistant Medical Careers 3), Long Term and Acute Care, Dental Assistant, Registered Dental Assistant, Emergency Medical Technician, Health Fitness and Sports Medicine Technician, Home Health Aide, Medical Assistant (Clerical and Clinical), Medical Office Transcription, Pharmacy Technician, Orthopedic Technician, and Vocational Nursing.

REGIONAL OCCUPATIONAL PROGRAM (ROP)

North Orange County Regional Occupational Program (NOCROP or ROP) classes are designed to equip the student with work and life skills. ROP career-technical classes offer all students the opportunity to explore career interests, match personal preferences to suitable career choices, and reinforce academic skills through their real world applications. Through hands-on experience, the student will acquire job skills that can help finance college tuition or other post-secondary training. Classes are conducted on local high school campuses, as well as in many community classroom sites in cooperation with local businesses and industries. The classes listed below are courses offered during the regular school day and are open to high school students only.

Many ROP classes articulate with one or more community colleges, including Fullerton, Cypress, Long Beach, Rio Hondo, Orange Coast, Golden West, and LA Trade Tech Colleges, allowing the student with and A or B in the class to earn college credit or advanced placement.

| Number | Course Title | Prerequisite | Location | | | | | | | |
|--------|--|---------------------------------|----------|----|----|----|----|----|----|----|
| | | | BP | FU | LH | SH | SO | TR | LS | LV |
| 0022A | Art in Animation | 9 – 12 grade | | | | | x | x | | |
| 012 | Auto Body Repair | 9 – 12 grade | | x | | | | | | |
| 016A | Automotive Technology, Intro to | 9 – 12 grade | x | x | x | x | x | | | |
| 017 | Automotive Technology 1 | Automotive Technology, Intro to | x | | x | x | x | | | |
| 017A | Automotive Technology 2 | Automotive Technology 1 | | | x | | | | | |
| 006A | Business Technology | 9 – 12 grade | | | x | | | | | |
| 025 | Careers with Children: Preschool Assistant | 9 – 12 grade | | x | x | | | | | |
| 102C | Catering & Event Planning | 9 – 12 grade | | | | | x | | | |
| 025A | Child Development | 9 – 12 grade | | | | | | x | | |
| 024 | Computer Aided Design (CAD) | 9 – 12 grade | x | | | x | | x | | |
| 095 | Computer Graphics & Design | 9 – 12 grade | | | x | | x | x | | x |
| 059 | Culinary Arts, Intro to | 9 – 12 grade | | | x | | x | | | |
| 061 | Culinary Arts, Advanced | 9 – 12 grade | | | x | | x | | | |
| 0064B | Digital Arts & Multimedia 2 | | | x | | | | | | |
| 0064C | Digital Arts & Multimedia 3 | | | x | | | | | | |
| 051 | Emergency Medical Technician | 9 – 12 grade | | | | | | x | | |
| 051A | Emergency Medical Responder | 11 – 12 grade | | | x | | | x | | |
| 024D | Engineering Design, Intro to | Concurrent Algebra 1 or higher | | | | x | | | | |
| 024C | Engineering, Principles of | | x | | | x | | | | |
| 114 | Entrepreneurship | 9 – 12 grade | | | x | | | | | |
| 104 | Fire Technology, Intro to | 9 – 12 grade | | | x | | | | | |
| 058 | Floral Design | 9 – 12 grade | | x | | | | | | |
| 057 | Floral Design Community Classroom | | | x | | | | | | |
| 105 | Forensic Science/CSI, Intro to | 10 – 12 grade | | | | | x | | | x |
| 068 | Health Fitness/Sports Medicine | 9 – 12 grade | x | x | | | | | | |
| 098 | Legal & Law Enforcement Occupations | 10 – 12 grade | | | | | x | | | x |
| 008B | Lifeguard Training | 9 – 12 grade | | | | | | x | | |
| 009 | Marine Diving, Beginning | 9 – 12 grade | | | | | x | | | |
| 008 | Marine Diving, Advanced | Marine Diving, Beginning | | | | | x | | | |
| | | | | | | | | | | |

| Number | Course Title | Prerequisite | Location | | | | | | | |
|--------|---|--------------------------|----------|----|----|----|----|----|----|----|
| | | | BP | FU | LH | SH | SO | TR | LS | LV |
| 075B | Medical Careers 1 | Age 16 | | | | | x | x | | |
| 086 | Medical Careers 2 – Body Diseases & Disorders (Allied Health) | Medical Careers 1 Age 16 | | | | | x | | | |
| 075A | Medical Careers 3 | Medical Careers 1 Age 16 | | | | | x | | | |
| 064 | Multimedia Design & Production | 9 – 12 grade | x | x | | | | | | |
| 084 | Photography, Traditional: Intro to Digital Photography | 9 – 12 grade | | | | x | | | | |
| 025B | Principles of Teaching & Learning | 11 – 12 grade | | | | | | x | | |
| 045 | Retail Careers/General Merchandising | 9 – 12 grade | x | | | | | | | |
| 040 | Safety & Sanitation | 9 – 12 grade | | | | x | x | | | |
| 093 | Stagecraft Technology 1 | 9 – 12 grade | x | | | | | | | |
| 090 | Stagecraft Technology 2 | Stagecraft Technology 1 | x | | | | | | | |
| 106 | Video Production | 9 – 12 grade | x | | | | | | | |
| 095B | Visual Communications | 9 – 12 grade | x | x | x | | x | | | |
| 008A | Water Safety Instructor | | | | | | x | | | |

ROP CLASSES AFTER REGULAR SCHOOL TIME OR AT LOCATIONS OTHER THAN FULLERTON DISTRICT CAMPUSES

Courses with an asterisk (*) have the description inside this catalog under the department heading of: Agriculture, Business Education, Computer Science, Health, Industrial and Technology Education, or Social Science. The description of all other classes may be found in the ROP booklet available from ROP. (See the ROP Career Guidance Specialist for the exact time and location of a class.)

| Course Title | Location |
|--|--|
| AGRICULTURE & NATURAL RESOURCES | |
| Floral Design* | Off campus/Fullerton |
| ARTS, MEDIA & ENTERTAINMENT | |
| Art in Animation * | Sonora/Troy |
| Computer Graphics & Design * | Off campus/La Habra/Sonora/ Troy/La Vista |
| Multimedia Design & Production * | Buena Park/Fullerton |
| Photography, Traditional, Intro to Digital Photography * | Off campus/Sunny Hills |
| Photography, Digital | Off campus |
| Professional Dance | Off campus |
| Professional Dance, Advanced | Off campus |
| Stagecraft Technology 1 * | Buena Park |
| Stagecraft Technology 2 * | Buena Park |
| Video Production | Off campus |
| Visual Communications * | Off campus/Buena Park/ La Habra/Sonora |
| BUILDING TRADES & CONSTRUCTION | |
| Construction Occupations/Carpentry | Off campus/Trident |
| Building Industry Technology Academy (BITA) | Off campus |

| Course Title | Location |
|--|--------------------------------|
| EDUCATION/CHILD DEVELOPMENT | |
| American Sign Language (ASL) I | Off campus |
| American Sign Language (ASL) II | Off campus |
| Careers with Children: Preschool Assistant * | Off campus/Fullerton/La Habra |
| Child Development * | Off campus/Troy |
| Principles of Teaching & Learning * | Off campus/Troy |
| ENGINEERING & DESIGN | |
| Computer Aided Design (CAD) * | Buena Park/Sunny Hills/Troy |
| Engineering Design, Intro to * | Sunny Hills |
| Engineering, Principles of * | Buena Park/Sunny Hills |
| Graphic Design/Web | Off campus |
| FINANCE & BUSINESS | |
| Accounting Occupations | Off campus |
| Business Technology * | La Habra |
| Finance Marketing | Off campus |
| Financial Services/Banking | Off campus |
| HEALTH SCIENCES & MEDICAL TECHNOLOGY | |
| CNA/Long-Term Care | Off campus |
| CPR | Off campus |
| Emergency Medical Technician * | Off campus/Troy |
| Emergency Medical Responder * | Off campus/La Habra/Troy |
| Emergency Medical Responder (EMT) | Off campus |
| Exploring Medical Careers | Off campus |
| Health Fitness & Sports Medicine Technician | Off campus |
| Medical Assistant Clinical (Back Office) | Off campus |
| Medical Assistant – Front Office | Off campus |
| Medical Careers I * | Off campus/Sonora/Troy |
| Medical Careers II (Allied Health) * | Off campus/Sonora |
| Medical Careers III | Off campus/Sonora |
| Medical Core | Off campus |
| Nursing Fundamentals I * | Off campus |
| Pharmacy Technician | Off campus |
| HOSPITALITY, TOURISM & RECREATION | |
| Advanced Marine Diving/Marine Diving Occupations | Sonora |
| Basic Cooking | Off campus |
| Beginning/Marine Diving Occupations | Sonora |
| Cake Decorating | Off campus |
| Catering & Event Planning * | Sonora |
| Culinary Arts, Intro to * | Off campus/La Habra/ Sonora |
| Culinary Arts, Advanced * | Off campus/La Habra/ Sonora |
| Frozen Desserts | Off campus |
| Lifeguard Training | Sonora |
| Pasta/Pasta | Off campus |
| Retail Restaurant/Food Service Marketing Occupations | Off campus |
| Safety & Sanitation Certification * | Off campus/Sonora/Sunny Hills |
| Theme Park – Knott's Berry Farm | Knott's Training Center |
| Water Safety Instructor | Sonora |

| Course Title | Location |
|--|---|
| MANUFACTURING & PRODUCT DEVELOPMENT | |
| CNC Machining | Off campus |
| Design & Fabrication for Engineering Careers | Off campus |
| Welding/Metal Fabrication | Off campus |
| MARKETING, SALES & SERVICES | |
| Entrepreneurship * | Off campus/La Habra |
| Retail Careers/General Merchandising * | Off campus/Buena Park |
| PUBLIC SERVICES | |
| Fire Technology, Intro to | Off campus/La Habra |
| Forensic Science (CSI), Intro to * | Off campus/La Vista/Sonora |
| Legal & Law Enforcement Occupations * | Off campus/Buena Park/ Fullerton/La Vista/Sonora |
| TRANSPORTATION | |
| Auto Body Repair * | Fullerton |
| Automotive Technology, Intro to * | Off campus/Buena Park/ Fullerton/La Habra/Sonora/ Sunny Hills |
| Automotive Technology 1 * | Off campus/Buena Park/ La Habra/Sonora/Sunny Hills |
| Automotive Technology 2 * | Off campus/La Habra |
| Automotive Technology 3 | Off campus |

TROY TECH

Technology-Based Magnet Program For Math, Science, and Computer Science

Troy High School is proud to offer Troy Tech, a technology-based magnet program that emphasizes:

- pathways that lead to smooth school-to-career and school-to-college transitions,
- high academic and performance standards,
- courses that use current technologies,
- active participation and field-based experience with university staff and facilities in math, engineering, technology, and the biological and physical sciences,
- a collaborative and hands-on approach to learning, and
- a college/university preparatory curriculum.

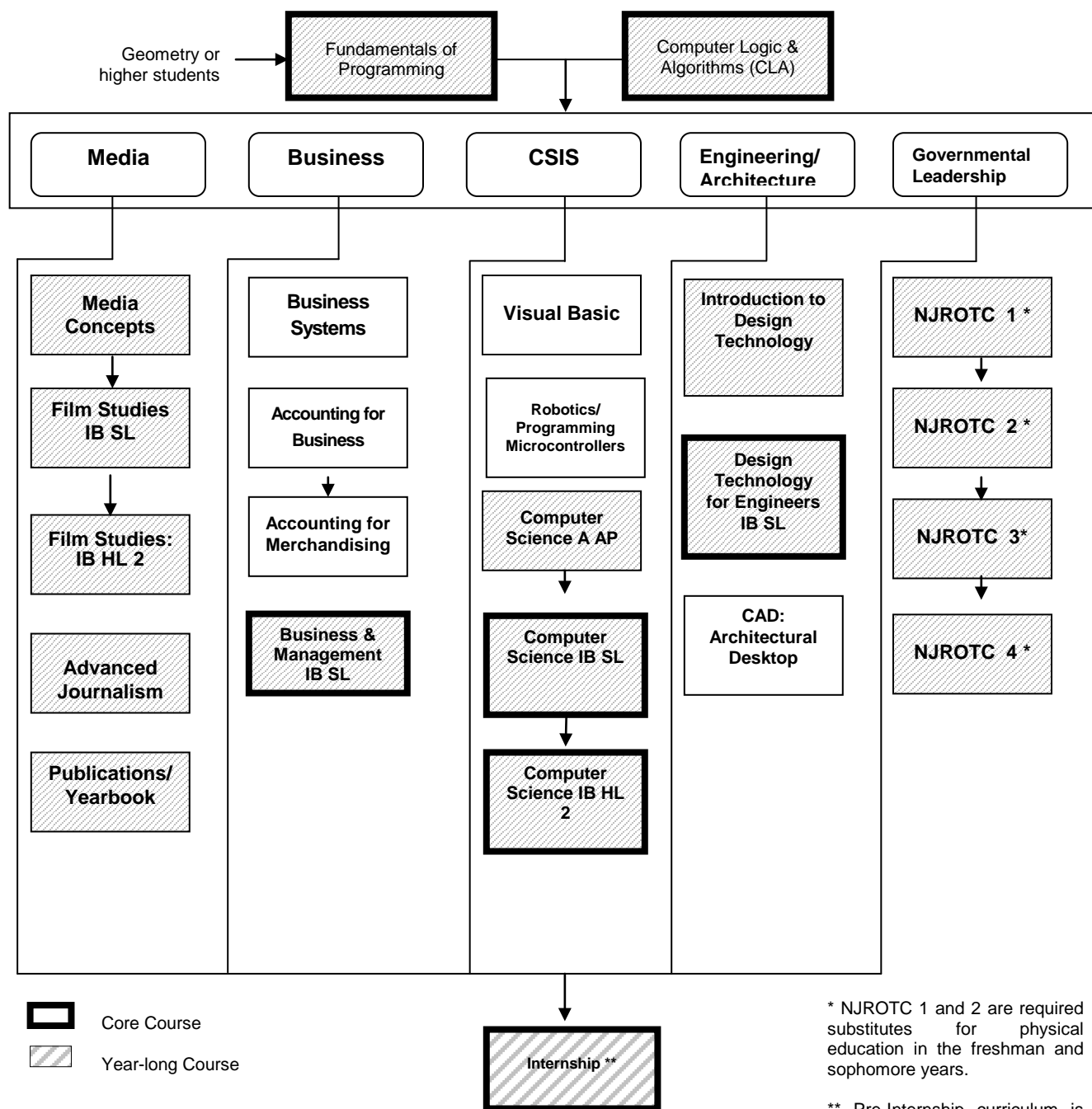
Furthermore, Troy Tech provides a technology-enriched education in math, science, and computer science for the student who meets the program qualifications. Troy Tech students have the opportunity to explore several career pathways or to concentrate on one particular area:

- Media
- Business
- Computer Science and Information Systems (CSIS)
- Engineering and Architecture
- Governmental Leadership (NJROTC)

The student who participates in the Troy Tech Program is involved in a challenging curriculum that requires an additional class each semester. The student is required to complete not only district graduation requirements but also advanced Troy Tech courses in selected areas. Depending on their entering qualifications, Troy Tech students are required to participate in both of the following core courses: Computer Logic and Algorithms (CLA) and Fundamentals of Programming (FOP). In the eleventh grade Troy Tech students complete Pre-Internship curriculum, and in the twelfth grade, students who have obtained the recommendation of the Troy Tech teachers, locate and secure an approved Senior Internship in an individual area of interest. The Troy Tech faculty advisors and program coordinators monitor each intern's project and progress at a participating university or business.

Only eighth grade students are eligible to take the qualifying examination, and they are selected for the program based on the scores that they receive on that test, their past academic performance, and the recommendation that they received from a current academic teacher. Eighth grade students who are interested in the program should contact the Troy Tech office at (714) 626-4425 or refer to the website: www.troyhigh.com for further information.

Troy Tech Pathways 2015/2016



* NJROTC 1 and 2 are required substitutes for physical education in the freshman and sophomore years.

** Pre-Internship curriculum is included throughout the Troy Tech juniors. The Pre-Internship requirement must be completed in order to qualify for senior internship

Students are not limited to one pathway, but may sample courses from several pathways. If students enter Troy Tech with Algebra 1 math placement, the Program Coordinator will make Troy Tech elective recommendations.

TROY TECH – SENIOR INTERNSHIP

The Troy Tech Internship Program is a unique opportunity for the student to experience a school-to-career choice for a minimum of 150 hours. The student may complete the Internship with a professional mentor from a business, industry, or other local facility.

Since preparation for the Internship is a high priority, selected core courses, including Computer Logic and Algorithms (CLA), Fundamentals of Programming (FOP), and Pre-Internship curriculum are required prior to Senior Internship.

CLA is a course for the student who has completed the first year of algebra. In this core course the student is introduced to the basic concepts of microcomputer operations. The skills needed to bridge the gap between hardware and software are mastered as well as basic concepts in digital electronics such as computer-based number systems and combinational, sequential, and arithmetic circuits. During this one-semester course, the student works in both a lab and lecture setting.

FOP is the second of two courses that bridge the gap between hardware and software. In it, the student will learn the basics of software development as he/she is introduced to the concepts of programming in the computer lab setting. Programming topics include input, output, selection, iteration, functions, files, and arrays.

The completion of the Pre-Internship is required for the eleventh grade student in their Troy Tech course. The curriculum emphasizes the skills necessary for the workplace. Students research prospective career fields, complete job applications, resumes and cover letters, develop interviewing skills, fulfill job shadow requirements, and receive guidance in selecting an internship position.

The Internship course is available for the qualified twelfth-grade Troy Tech student. Internship requires that the student exhibit a high degree of personal responsibility, work independently, and demonstrate self initiative. Internships are available through various businesses, industries, and community agencies in Los Angeles and Orange Counties as well as through universities. Interns work in a wide variety of fields of their special interest such as accounting, advertising, computer programming, drafting, management, research and development, animation, sales, health care, and environmental issues.

Upon completion of the internship experience the student will:

- Demonstrate specific skills needed for a successful experience in a chosen field.
- Demonstrate personal qualities necessary for success in the world of work.
- Develop a practical and productive working relationship with professionals in business and industry.
- Understand the levels of career opportunities at the Internship site.
- Understand the relationship between classroom studies and what occurs in the world of work.
- Participate in the Fall Mentor Breakfast.
- Design and complete a project that incorporates technology-based training which will be displayed at the Troy Tech Fair in the spring.

VISUAL AND PERFORMING ARTS PATHWAYS

Fullerton Union High School

Fullerton Union High School offers full programs in all discipline areas of the Arts in both the Visual and Performing Arts. Courses range from introductory through advanced levels, many culminating in Advanced Placement (AP) and/or International Baccalaureate (IB) courses.

Fullerton Union High School also offers three specialized programs within the Arts:

Academy of the Arts

The Academy of the Arts, founded in 1997 and recipient of a Golden Bell in 1999 provides a stage upon which students receive an elevated and accelerated Arts curriculum. Students elect Academy status at the beginning of their sophomore year following successful completion of their arts courses in the freshman year. Academy students have the opportunity to experience diverse educational pathways, which include the correlation of one art form with another. Students are offered the chance to participate in master classes with well-known professionals within the respective arts disciplines. Students also learn and practice career-related skills and are involved in community service projects within the arts. Academy completers, at the conclusion of their senior year, are presented in a showcase in Plummer Auditorium that is attended by noted arts specialists, awarded cords that adorn their graduation cap and gown, and receive special mention on their official high school transcript and in the commencement ceremonies program.

Visual Arts Academy Pathways include: Art – Drawing and Painting, Three Dimensional Design; Photography – Traditional Black and White, Digital; and the Digital Arts and Humanities program.

Performing Arts Academy Pathways include: Choral/Vocal Music; Instructional Music; Jazz Studies; Class Guitar and Piano; Theatre; and Dance.

Advance Courses Chart

| Area of Study | Sophomore | Junior | Senior |
|--------------------|---|--|--|
| Dance | Intermediate Dance or Dance Company or Dance Production | Dance Company or Dance Production | Dance Company or Dance Production |
| Instrumental Music | Symphonic Band or Jazz Ensemble | Symphonic Band or Jazz Ensemble | Symphonic Band or Jazz Ensemble |
| Theatre Arts | Theatre 2/3 | Theatre Arts HL1 (3 IB) | Theatre Arts HL2 (4 IB) |
| Photography | Foundations | Advance Photo/Digital | Advance Photo/Digital AP Studio Art |
| Vocal Music | Women's Ensemble or Vocal Ensemble or Jazz Choir | Women's Ensemble or Vocal Ensemble or Jazz Choir | Women's Ensemble or Vocal Ensemble or Jazz Choir |
| Visual Arts | Communication Design | Special Studies in Drawing or Painting | AP Studio Art |
| Digital Arts | Digital Media 1 Courses | Digital Media 2 Courses & Class Project | Digital Media 3 Courses & Senior Project and Portfolio |
| Jazz Studies | Jazz Ensemble or Jazz Choir | Jazz Ensemble or Jazz Choir | Jazz Ensemble or Jazz Choir |

Digital Arts and Humanities

Fullerton Union High School was the recipient of a Specialized Secondary Program (SSP) grant from the California Department of Education to create the Digital Arts and Humanities program. The Digital Arts is a small learning community which integrates the humanities curriculum (English and Social Science) with the arts, and this begins in the student's sophomore year. Students experience project-based learning that prepares them for academic and career endeavors in the Digital Arts.

Performing Arts Pathway “Triple Threat Program”

Students elect to participate in the Triple Threat Pathway beginning in their freshman year. These students receive instruction in Vocal Music, Theatre, and Dance all four years, creating the singer/actor/dancer that is highly trained in all three areas. This program prepares the young performing arts student for the demands of a post secondary education and a career in the Performing Arts. Students in the Triple Threat program receive core subject instruction that meets the a–g requirements. Triple Threat students also become Academy students at the beginning of their sophomore year.

All of the Visual and Performing Arts courses at Fullerton Union High School are enhanced through facilities that meet the needs of a rigorous career oriented program.

- Full access dark room
- Digital Photography lab
- Multi-media lab with state of the art software
- Green screen room (for motion picture special effects)
- 200 seat Little Theatre (performances and tech work)
- Plummer Auditorium (performances and tech work)
- Two dance studios
- Midi lab for piano and AP Music Theory courses
- Multi-use choral music facility including recording facilities, full mirrored wall, practice rooms, and black box performing space

The Visual and Performing Arts Departments are comprised of ten full-time faculty members and vital adjunct faculty who are committed to providing high-quality arts education. The Visual and Performing Arts staff believes in on-going professional development within their related arts fields. This includes membership and participation in professional development organizations at the local, state, and national levels.

The Fullerton Academy of the Arts Foundation (FAAF) provides financial support for the Arts at Fullerton Union High School. Numerous booster clubs also support the various programs. The Visual and Performing Arts are open to all students in all grade levels, from the novice explorer to the most talented artist.

For more information, please contact Maggie Crail, Visual Arts Department Chairperson at 714-626-3979, email at mcraill@fjuhsd.net or Scott Hedgecock, Performing Arts Department Chairperson at 714-626-3984, email at shedgecock@fjuhsd.net. You can also visit us at www.fullertonhigh.org.

THE ARTS AT FULLERTON UNION HIGH SCHOOL.....There is a place for everyone!

NONDISCRIMINATION NOTICE

The Fullerton Joint Union High School District does not discriminate on the basis of race, color, national origin, sex, handicap, or age in any of its policies, procedures, or practices. This nondiscrimination policy covers admission and access to all curriculum, including vocational education; employment and treatment of staff; and all District programs and activities. Inquiries regarding the equal opportunity policies of the District may be directed to the Deputy Superintendent.

Title IX Coordinator

Issues concerning staff:

Deputy Superintendent
(714) 870-2803

Issues concerning students:

Assistant Superintendent, Education and Assessment Services
(714) 870-2840

Address: Fullerton Joint Union High School District
1051 West Bastanchury Road, Fullerton, CA 92833-2247

"Section 504 Coordinator" (The Rehabilitation Act of 1973)

Issues concerning staff:

Deputy Superintendent
(714) 870-2803

Issues concerning students:

Assistant Superintendent, Education and Assessment Services
(714) 870-2840

Address: Fullerton Joint Union High School District
1051 West Bastanchury Road, Fullerton, CA 92833-2247

Contact the Section 504 Coordinator to obtain information as to the existence and location of services, activities, and facilities that are accessible to and usable by handicapped persons.

NOTES

| Last Name | First | Middle | Birthdate | School | Grade Level |
|-----------|-------|--------|-----------|--------|-------------|
| | | | | | |

Summer School - First Session

| Crs. No. | Course Title | Alternate Crs. No. | Alternate Course Title |
|----------|--------------|--------------------|------------------------|
| | | | |

Summer School - Second Session

| Crs. No. | Course Title | Alternate Crs. No. | Alternate Course Title |
|----------|--------------|--------------------|------------------------|
| | | | |

First Semester

| | Crs. No. | Course Title | Alternate Crs. No. | Alternate Course Title |
|---|----------|--------------|--------------------|------------------------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |

Second Semester

| | Crs. No. | Course Title | Alternate Crs. No. | Alternate Course Title |
|---|----------|--------------|--------------------|------------------------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |