Welcome to
MIRA LOMA HIGH SCHOOL
In Pursuit Of Excellence

Our Mission

Embracing diversity and valuing excellence, Mira Loma High School’s mission is to inspire and educate each student toward academic achievement, critical thinking, intrinsic success and responsible contributions to a peaceful international society by providing innovative, rigorous, student-focused instruction through a rich tradition of high quality programs and dynamic activities in a safe, compassionate, and collaborative learning community.

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3738 Walnut Avenue
Carmichael, CA 95608
(916) 971-7700
www.sanjuan.edu

Administration Office
Mira Loma High School
4000 Edison Avenue
Sacramento, CA, 95821
(916) 971-7485
www.sanjuan.edu/miraloma

Welcome to Mira Loma High School
“The Home of the Mighty Matadors”

Setting long-range goals and developing an educational plan to meet those goals is one of the most important steps in a student’s high school career. The first semester of high school is a critical period for many students and the decision as to which type of program to pursue should not be made without serious consideration of the student’s past academic record and his/her future plans.

All students must complete the graduation requirements for Mira Loma High School. There are also necessary courses to be taken for admission to colleges and universities. The planning process must not be taken lightly. Careful consideration must be given not only to the choice of classes but to grades earned, credit awarded, attendance, citizenship, and college admission exams where required.
SAN JUAN UNIFIED SCHOOL DISTRICT

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Michael McKibbin, Ed.D., Vice President
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Saul Hernandez, Member

District Administration
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MIRA LOMA HIGH SCHOOL

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Lynne Tracy, Vice Principal
Sarah Forte, Principal Secretary
Jenny Devries, Vice Principal Secretary

Counselors
Janice Cataldi, Counselor
Kristine Green, Counselor
Jeannine Hall, Counselor
Taneisha Hellon, Counselor
Cheryl Roesser, Counseling Secretary
Lisa Flores, Counseling Secretary

Mira Loma Staff
To Find Staff emails go to:

http://www.sanjuan.edu/staff_directory.cfm?location=49
Forward

This booklet is intended to be a resource to guide parents and students in charting the four year pathway required for graduation and post secondary preparation.

There are a number of questions that should be discussed and answered between the student and parents prior to using this booklet.

Question # 1: What is your primary educational goal at the conclusion of your senior year?
   a. Meet minimum college admission requirements
   b. Enter the community, state, or university college system prepared to take college-credit courses (avoiding remedial math and/or English placement)
   c. Be competitive for admission to an elite university
   d. Gain and enhance career-technical skills and experiences while meeting minimum college admission requirements

Question # 2: What area of study do you want to emphasize, if any?
   Does your student have natural abilities, interest, or a passion for a particular field?

Question # 3: Is there a career your student is interested in pursuing?

   There are three major segments to the booklet which can guide you in developing an appropriate four year plan.

Section 1: This section provides suggestions for each year of high school. This portion also provides the requirements for both high school graduation and college admission.

Section 2: This section describes special programs offered at Mira Loma High School and suggested paths for completing high school and moving towards post-secondary education. There are sample tables illustrating possible student schedules. There is a 4-year planner used to fill out your student’s four-year high school program.

Section 3: This section is dedicated to course descriptions listed by each department. It is important to note that some of the elective courses listed in the guide are not offered every year. Required courses are always offered, but only those elective courses that generate appropriate sign-ups and have adequate staffing are actually taught in any given school year. Please pay particular attention to the pre-requisites that many of the courses require.

Our goal is to provide the best information we can so that parents and students can develop an academic and career preparation plan that best meets our students’ post secondary goals.

Your involvement, knowledge of requirements, and consistent progress monitoring is critical to your student’s success.
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SECTION 1: A MATADOR’S OVERVIEW OF HIGH SCHOOL & BEYOND
“Take the Bull by the Horns”

Freshman Year

1. Meet with your high school counselor. Make an appointment with your counselor to get answers to your questions. You will find the Counseling Office in the “A” Wing. Visit the counseling website: http://www.sanjuan.edu/MiraLoma.cfm?subpage=784

2. Now is a good time to start volunteering in the community and become involved in school extracurricular activities. Join a club!!! Become part of a Matador Athletic or Academic Team!!!

3. Start strong with good study habits, an organized planner (Freshmen can purchase these from ML) and a study space with no distractions (Facebook, phones and video games are rewards for getting the work done!) Remember: C’s or better will get you to college!

4. The transition to high school is a big transition! Some students glide through making friends easily, pass classes and meet their goals. Other students hit bumps in the road. Communication is the key to overcoming these bumps. Meet with a counselor, coordinator or trusted teacher when things are tough.

5. Know your Parent and Student Portal/Q Passwords. Q is our computer Grade and Attendance website. Parents and students should check Q for updates on grades and progress. The student’s pin is: your last name, the first initial of the your first name and the last four digits of your ID number. The student’s password is your eight digit birth date. The counseling office can assist with Q pins and passwords.

6. Start a summer reading list. Independent reading and study will help you prepare academically for college. This is a good way to develop interests, expand knowledge, and improve your vocabulary and reading comprehension skills needed for college and the SAT or ACT.

Sophomore Year

1. Continue with the good habits of studying and communication you started in your Freshman year! Grades count in the 10th and 11th grade for your college GPA for most CSU/UC (Check admissions for other colleges).

2. Check in with your counselor and coordinators for guidance with your course plan and goal setting.

3. Keep checking Q for grades and attendance.

4. Pass the California High School Exit Exam (CAHSEE) given the first week in February at Mira Loma.

5. Register in September to take the Preliminary Scholastic Aptitude Test (PSAT) and the Preliminary American College Testing (PLAN) assessment. These tests are given in October only. You are the only one to see the scores, so they are good practice.

6. Continue volunteering in the community, be involved in school extracurricular activities, clubs and sports.

7. Visit colleges and the work place with a parent or friend of the family. Visit “NAVIANCE”, a comprehensive career and college website. Your Naviance pin is your ID number and the password is your eight digit birth date.

8. Attend “College Sunday” and a college fair at Mira Loma or other school.
Junior Year:

1. Continue with the good habits of studying and communication! Grades count in the 10th and 11th grade for your college GPA for most CSU/UC (Check admissions for other colleges)
2. Check in with your counselor and coordinators for guidance with your course plan and goal setting AND testing dates and deadlines!
3. Keep checking Q for grades and attendance.
4. Register in early September to take the PSAT, so you can qualify for the National Merit Scholar Program. (See PSAT on the web for more information on this program)
5. Start narrowing your career & college choices by visiting colleges and the work place with a parent or friend of the family. Visit "NAVIANCE", a comprehensive career and college website. Research technical schools, community colleges & universities for “Fit”. Do your GPA and test scores match? Do you like the environment of the campus? Can you afford it? Does it have the best program/s for you?
6. Take SAT Subject Tests (SAT II). It is recommended to take these tests close to completion of the class associated with the subject.
7. Register in early spring to take the SAT Reasoning Test and/or ACT in April, May, or June.
8. Attend “College Sunday” and a college fair in the area. Also, meet with a college representative. The counseling office has a wide variety of college representatives that visit the campus throughout the school year. These are posted in the daily bulletin.

Senior Year:

1. Meet with your counselor and coordinator to make sure you are on track for graduation and special program requirements.
2. Continue checking Q, Communicating with your teachers & families, Exploring Naviance and other websites for career and college ideas and opportunities.
3. KNOW THE MATADOR DEADLINES: Senior Portraits, Ordering invitations & gowns, testing dates, application deadlines, FAFSA (financial aid).
4. Register in SAT Reasoning Test and/or ACT. Most universities require these tests be completed no later than October or December (Check colleges for more information).
5. Submit fall college applications in: SEPTEMBER-OCTOBER for “Early Admission” & “Early Decision”, NOVEMBER for University of California, OCTOBER-NOVEMBER for California State University, WINTER for community colleges, OCTOBER-FEBRUARY for Private universities (check their websites).
6. Watch for scholarships listed in the high school counseling office and on “NAVIANCE”
7. JAN 1 – Apply online or send the Free Application for Federal Student Aid (FAFSA) form as soon as possible after January 1. MARCH 2- Cal Grant applications are due (see counseling or the FAFSA website).
8. DO NOT FALL VICTIM TO “SENIOR-ITIS”. Enjoy your time as a senior but work hard. You are in the final stretch to meeting your goals.
MATADOR GRADUATION & COLLEGE REQUIREMENTS

I. 220 credits including the following required subjects:
(Five credits earned for successful completion of each course every semester when a student receives a D or better)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>40</td>
<td>(grades 09, 10, 11, 12)</td>
</tr>
<tr>
<td>Math</td>
<td>20</td>
<td>Includes successful completing of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Algebra/IM1 (or higher) and 1 additional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>math class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>beyond Algebra/IM1 (Geometry/IM 2 or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>higher).</td>
</tr>
<tr>
<td>Social Science</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>World History</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>US History</td>
<td>10</td>
<td>(grade 11)</td>
</tr>
<tr>
<td>Government/Economics</td>
<td>10</td>
<td>(grade 12)</td>
</tr>
<tr>
<td>Science</td>
<td>20</td>
<td>(must be UC/CSU approved) to include:</td>
</tr>
<tr>
<td>Life Science</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Physical Science</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Social Studies Elective</td>
<td>5</td>
<td>(grades 11, 12)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>20</td>
<td>(grades 9, 10)</td>
</tr>
<tr>
<td>Health</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Visual/Performing Arts</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Additional Credits</td>
<td>110</td>
<td></td>
</tr>
</tbody>
</table>

II. Matadors on the Road to College (CSU/UC Requirements check Private University & Out of State websites for their specific admissions requirements)

<table>
<thead>
<tr>
<th>A-G Subject Areas</th>
<th>California State University</th>
<th>University of California</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) History/Social Sciences</td>
<td>2 Years</td>
<td>2 Years (1 year World History &amp; 1 year US History or 1 semester US/1 semester Am Gov)</td>
</tr>
<tr>
<td>b) English</td>
<td>4 Years</td>
<td>4 Years</td>
</tr>
<tr>
<td>c) Mathematics</td>
<td>3 Years (through Algebra 2/IM3)</td>
<td>3 Years (through Algebra 2/IM3 with 4 years recommended)</td>
</tr>
<tr>
<td>d) Lab Science</td>
<td>2 Years (1 physical &amp; 1 biological)</td>
<td>2 Years (1 physical &amp; 1 biological) (3 recommended)</td>
</tr>
<tr>
<td>e) World Languages</td>
<td>2 Years (same language)</td>
<td>2 Years (same language with 3 years recommended)</td>
</tr>
<tr>
<td>f) Visual and Performing Arts</td>
<td>1 Year</td>
<td>1 Year</td>
</tr>
<tr>
<td>g) Elective Courses</td>
<td>1 Year</td>
<td>1 Year</td>
</tr>
</tbody>
</table>

****Must earn a “C” or better in all the above courses to meet eligibility****
UNIVERSITY OF CALIFORNIA (UC)

The University of California (UC) system includes ten four-year campuses plus one graduates-only campus. The UC campuses offer a variety of BA and BS degrees. To qualify for entrance, students must have a high school diploma or a California Proficiency Certificate. Explore average GPA and test scores for admissions through Naviance [https://connection.naviance.com/fc/signin.php?hsid=miraloma](https://connection.naviance.com/fc/signin.php?hsid=miraloma) as well as individual UC websites.

The University of California system includes: Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, and Santa Cruz. San Francisco does not accept undergraduates.

Students must follow a university preparatory program and must earn ‘C’ or better grades in the required courses. Students must complete 15 college-prep courses (11 by the junior year). In addition students will take the ACT and/or SAT examination. SAT 2 Subject Tests are no longer required for most UC campuses but some departments recommend the SAT 2 Subject Tests (Look to individual campuses and departments for more information). Entrance GPA and requirements may vary depending on the major area of study and the campus selected. Consult your counselor for more information. ** For specific UC/CSU approved course list of Mira Loma High School please visit [https://pathways.ucop.edu/doorways/list/](https://pathways.ucop.edu/doorways/list/)

For general UC information refer to [www.ucop.edu](http://www.ucop.edu) or [www.CaliforniaColleges.edu](http://www.CaliforniaColleges.edu).

CALIFORNIA STATE UNIVERSITY (CSU)

California State University (CSU) includes 23 four-year universities offering a variety of BA and BS degrees. To qualify for entrance, students must have a high school diploma or California Proficiency Certificate.


Students must follow a university preparation program and must successfully complete the required courses with a ‘C’ or better. Explore average GPA and test scores for admissions through Naviance [https://connection.naviance.com/fc/signin.php?hsid=miraloma](https://connection.naviance.com/fc/signin.php?hsid=miraloma) In addition, students will take the ACT and/or SAT examination. CSU planning may be done at the web site at [http://www.csumentor.edu](http://www.csumentor.edu), [www.calstate.edu](http://www.calstate.edu), [www.CaliforniaColleges.edu](http://www.CaliforniaColleges.edu) or make an appointment with your counselor for more information.

English Placement Test (EPT) and Entry Level Math (ELM) testing must be done before registering for classes. These may be satisfied by appropriate scores on the SAT I or ACT tests, achievement tests, SAT II, AP tests, or successful completion of the appropriate community college courses. Students who score 560+ in math on the SAT I and 550+ in English are exempt from taking the EPT and ELM test. Students who don’t pass the test must take remedial classes the first year of college.

The Early Assessment Program is available to students who are juniors and complete the CST during spring of their junior year. The English and math portions are used to determine the placement standards of potential CSU students. Special scores are computed composed of a subset of relevant CST items plus the CSU augmented items. Specified levels of these scores indicate meeting CSU standards. After 11th graders take the test, they will be notified whether they have either met the CSU expectations (and are exempt from any additional CSU placement tests) or whether they need additional preparation in order to be successful in college-level work. Those who need extra work will have their entire senior year to prepare further.
PRIVATE COLLEGES

There are many private colleges and universities. Their entrance requirements are similar to those of the University of California or the California State University systems. Consult your counselor and the individual college admissions offices for information. For further information refer to www.petersons.com.

COMMUNITY COLLEGES

The California Community College system offers AA and AS degrees and certificates, two year transfer programs where the classes taken for credit can be transferred to four year systems, and training in many trades and technical fields. Students who are 18 years of age may attend a community college even though they may not have graduated from high school. For further information refer to http://www.mcli.dist.maricopa.edu/cc, www.losrios.edu.

TECHNICAL AND BUSINESS SCHOOLS

These schools offer certificates for training in a variety of vocational occupations. Most require a high school diploma or its equivalent. Some are available here in the Sacramento area. For further information refer to http://overview.com/colleges.
MATADOR SPORTS
NCAA ELIGIBILITY

Course Work Requirements for NCAA athletics and NCAA scholarships

<table>
<thead>
<tr>
<th>Division I:</th>
<th>Division II:</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 Core Courses</td>
<td>16 Core Courses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Division I</th>
<th>Division II</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 years of English</td>
<td>3 years of English</td>
<td></td>
</tr>
<tr>
<td>3 years of Math (algebra 1 or higher)</td>
<td>2 years of Math (algebra 1 or higher)</td>
<td></td>
</tr>
<tr>
<td>2 years of natural or physical science (including 1 year of lab science if offered)</td>
<td>2 years of natural or physical science (including 1 year of lab science if offered)</td>
<td></td>
</tr>
<tr>
<td>1 year of additional English, math or natural/physical science</td>
<td>1 year of additional English, math or natural/physical science</td>
<td></td>
</tr>
<tr>
<td>2 years of social science</td>
<td>2 years of social science</td>
<td></td>
</tr>
<tr>
<td>4 years of additional courses (any area above, foreign language or comparative religion/philosophy)</td>
<td>4 years of additional courses (any area above, foreign language or comparative religion/philosophy)</td>
<td></td>
</tr>
</tbody>
</table>

**Division I eligibility**
- All students entering college must have completed **16 core courses** in high school.
- Students must earn a minimum required GPA in core courses and a combined SAT or ACT sum score that matches this GPA on a sliding scale, which can be found in the NCAA’s Eligibility Center’s website (www.eligibilitycenter.org)

**Division II eligibility**
- All students entering college must have completed **16 core courses** in high school.
- Standards require a minimum GPA of 2.0 and a combined minimum SAT score of 820 or sum ACT score of 68.

**NCAA Core Grade Point Average**
- Only core courses that appear on the high school’s List of NCAA Courses on the NCAA eligibility Center’s website will be used to calculate your core-course GPA. Use the above list as a guide.
- A four-year college preparatory course: a course at or above the high school’s regular academic level, for example, an AP® class or outside college course.

Remedial course, or those taught at a slower pace or that cover less content are not admissible and not all classes that meet high school graduation requirements meet NCAA course work requirements.

**Help your student check your high school’s list of approved core courses on the Eligibility Center’s website:**
www.eligibilitycenter.org

**Meeting NCAA admission requirements does not guarantee admission into college** — it simply determines whether students may participate in athletics during their freshman year. Students must follow each member college’s admission policies and apply directly to that college.
Useful Websites To Visit

College & Career Resources

www.csumentor.edu  College planning, admissions to CSUs, Campus Tours
www.ucop.edu  College Planning, admissions to UC
www.losrios.edu  Information about local community colleges
http://www.cccco.edu/find/alphabetical.htm  Info on all community colleges in California
www.californi[colleges.edu  Explore colleges, career information, admission
www.smcoe.k12.ca.us/guide_links.html  Information about websites career interests and skills
www.ncaaclearinghouse.net  Info about NCAA requirements and MLHS classes
www.jostens.princetonreview.com  Information to narrow down your choices for college

Scholarship Information

www.collegenet.com  www.finaid.org  www.wiredscholar.com

Financial Aid Workshops

www.fafsa.ed.gov  Free Financial Aid Application (FAFSA)
www.pin.ed.gov  Signature site for filing FAFSA
www.finaid.org  About the financial aid process
www.edfund.org  For seniors applying for financial aid
www.californiacashforcollege.org  For workshops on cash for college
www.csac.ca.gov  Cal Grants for the State of California

SAT/ACT Websites

www.actstudent.org  For ACT registration and information
www.collegeboard.com  For SAT 1/SAT 2 registration and information

Tutoring

Peer Tutoring  – Every Monday, Tuesday Wednesday and Friday in the Library after school 3:00 – 4:00pm – FREE
Need help in Math?  – All math lessons now on-line at www.mrmathblog.com, every class, every lesson
Students must make sound decisions at the time they register for classes. Changes in a student’s schedule are only made if the student is missing a class, needs a class for graduation or has been placed in the wrong level class. Requests for changes for any other reason(s) will be denied as the decisions students and their parents make at the time of registration determine both the number of sections of classes and the assignment of teachers.

Students must stay in the courses that they are registered for unless:

a) They are in a course they took during summer school
b) They didn’t receive a C or better in previous coursework, if required
c) They need to repeat a course they previously failed
d) They are enrolled in a course they have completed

How to make changes: Pick up the Schedule Change Request Form from the counseling office. Write in your requested changes. Submit the form at the counseling office. Your counselor will review your request as soon as possible.

NO CHANGES WILL BE MADE AFTER THE FIRST 2 WEEKS OF BOTH FALL SEMESTER AND SPRING SEMESTER UNLESS A STUDENT / PARENT / TEACHER / ADMINISTRATOR /COUNSELOR CONFERENCE IS HELD AND THERE IS AN AGREEMENT THAT THE MOVE IS IN THE BEST ACADEMIC INTEREST OF THE STUDENT.

The following provisions will serve as guidelines for grading when a student fails to complete a class in which he/she is formally enrolled.

1. Students who enroll in classes are expected to complete those classes on either a semester or year basis.
2. After 20 regular school days of each semester, students may not add a course.
3. Students who drop a course after 20 regular school days or 6 weeks shall receive a drop “F” grade for that class which will appear on the transcript as an “F” grade.
4. Based on the recommendation of the teacher and department chair and concurrent agreement of the administrative designee, a student may change academic levels without penalization of an “F” grade.
5. The final decision concerning a drop “F” for all class changes will be determined by the principal.
SECTION 2: MATADOR PROGRAMS & COURSE PLANNING

Mira Loma prides itself in its special programs. There is a program for every student at Mira Loma High School. Students are encouraged to choose the program that works best for them and may participate in multiple programs.

Our programs include:

International Baccalaureate Middle Years Program (MYP)

Description: The IB MYP is for college bound students in 9th and 10th grade at Mira Loma High School. The program is an honors program that prepares the student for college and the IB Diploma Years Program. The MYP provides 6-8 subjects in which students are taught and assessed using internationally created framework and rubrics. The MYP culminates with the Personal Project in the 10th grade and requires 20 hours of community service in 9th grade and in 10th grade.

Admissions: Student must fill out an MYP application found on the Mira Loma website http://www.sanjuan.edu/MiraLoma.cfm Students should earn A’s and B’s in their middle school and score 85% on a state exams. Contact coordinator or counselors with questions.

Students will complete 6-8 of the subjects below
Language A: MYP Honors English 4 & 5
Language Acquisition: MYP Chinese, French, Japanese, Spanish
Humanities: MYP Honors World History, MYP Honors US History
Mathematics: Geometry/IM2, Alg 2/IM3, Pre-Calculus, AP Calculus
Sciences: Honors Biology, Honors Chemistry, Chemistry, Honors Physics
Arts: IS/MYP Drama, IS/MYP Global Art, IS/MYP Music
MYP PE
Technology (integrated into the arts)

International Baccalaureate Diploma Years Program (DP)

Description: The IBDP is for college bound students in 11th and 12th grade at Mira Loma High School. The program is an honors program that prepares the student for college. DP students choose 6 subjects and Theory of Knowledge (TOK) which are assessed using international standards. DP students must complete an Extended Essay in their 12th grade year and will complete 150 CAS hours (creativity, action and service). Student can choose to participate in the DP as an “Mira Loma Associate” student which includes 4 subjects, TOK and 100 CAS hours (no Extended Essay) or a “Certificate” student which is for student who complete any 1 exam (no CAS hours or Extended Essay).

Admissions: Students must be in good standing in the MYP or other advanced program. Contact coordinator or counselors with questions.

Students will test in 6 of the subjects below (3 or 4 Higher Level-HL & 2 or 3 Standard Level-SL)

Language A: IB English 1 & 2
Language B: IB Chinese, French, Japanese, Spanish
History: History of the Americas & Global Studies, IB Economics
Mathematics: IB Math Studies 1, IB Math Methods 2, IB Math 3&4
Sciences: IB Ecosystems & Society 1 & 2, IB Biology 1 & 2, IB Physics
Arts: IB Theater, IB Art, IB Music

Theory of Knowledge

Higher Level (HL) courses require the students to spend a minimum of 240 hours of instruction/lab time spread over grades 11 and 12. Assessments are more complex and thorough than Standard Level testing.

Standard Level (SL) courses require 150 hours of instruction/lab time spread over grades 11 and/or 12. In general, assessments are less complex and lengthy as their HL counterparts.
**International Studies Program (IS)**

**Description:** The IS Program is a 4-year interdisciplinary program for college bound students. Students in the IS Program work to earn the I.S. Diploma, which requires students to complete the A-G coursework for CSU and UC universities. IS students complete signature interdisciplinary projects called “Touchpoints” which require students to make connections between the knowledge gained in their classes. These projects have been created collaboratively by teachers within the program and are assessed using common rubrics in multiple subjects. Students will complete 100 community service hours. Students can choose to complete the IS Certificate which includes all IS Coursework and 100 IAS hours.

**Admissions:** Student must fill out an IS application found on the Mira Loma website [http://www.sanjuan.edu/MiraLoma.cfm](http://www.sanjuan.edu/MiraLoma.cfm). Contact coordinator or counselors with questions.

Students will take the following IS interdisciplinary courses:

- IS English 1-4
- IS Health & IS Geography
- IS US History
- IS Global Art
- IS Art 2

**International Passport Support Classes**

**Description:** The Passport Support Classes are designed to support students reach their academic goals. The Passport Program provides students with academic support, a sense of belonging on campus, full access to campus opportunities, and campus advocacy. The course emphasizes study skills, 4-year planning, post-secondary preparation, school involvement, career development and assistance with core curricular requirements.

**Admissions:** Contact the coordinator or counselor

**ELL**

**Description:** Mira Loma’s English Language Learner program supports student who are acquiring their English language skills. The coordinator will assess and place the ELL students in to the appropriate courses and will re-evaluate the students as their skills develop.

**Admissions:** CELDT testing will determine placement

**Special Education**

**Description:** Mira Loma’s Special Education Program is for students on and Individual Educational Plan (IEP).

**Admissions:** Students will be placed in Special Educations Classes determined by their IEP and their case manager.
### Sample Course Progressions for Different Post-Secondary Goals

#### PROJECTED COURSES: For Students Planning to attend Community College

<table>
<thead>
<tr>
<th>9&lt;sup&gt;TH&lt;/sup&gt; GRADE</th>
<th>10&lt;sup&gt;TH&lt;/sup&gt; GRADE</th>
<th>11&lt;sup&gt;TH&lt;/sup&gt; GRADE</th>
<th>12&lt;sup&gt;TH&lt;/sup&gt; GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English/Creative Writing for Eng 4 Credit</td>
</tr>
<tr>
<td>World History (9&lt;sup&gt;th&lt;/sup&gt; or 10&lt;sup&gt;th&lt;/sup&gt;)</td>
<td>World History (9&lt;sup&gt;th&lt;/sup&gt; or 10&lt;sup&gt;th&lt;/sup&gt;)</td>
<td>US History</td>
<td>American Gov/Economics</td>
</tr>
<tr>
<td>Earth Science or Biology</td>
<td>Earth Science or Biology</td>
<td>Environmental Studies, Chemistry</td>
<td>Additional Science</td>
</tr>
<tr>
<td>MYP PE</td>
<td>MYP PE</td>
<td>Health (1 semester)</td>
<td>Elective</td>
</tr>
<tr>
<td>Visual/Performing Arts (any year)</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Elective, Passport or Foreign Language</td>
<td>Elective, Passport or Foreign Language</td>
<td>Elective, Passport or Foreign Language</td>
<td>Elective, Passport, Foreign Language, or +ROP</td>
</tr>
</tbody>
</table>

*Regional Occupational Program: See Mr. Nguyen Tuesday or Friday*

#### PROJECTED COURSES: For Students Planning to attend a 4-Year University

<table>
<thead>
<tr>
<th>English or IS English*</th>
<th>English or IS English*</th>
<th>English or IS English*</th>
<th>English/Creative Writing/IS English</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS Health &amp; IS Geography* (IS Diploma students only)</td>
<td>US History or IS US History (1 year)*</td>
<td>International Relations recommended**</td>
<td></td>
</tr>
<tr>
<td>World History (9&lt;sup&gt;th&lt;/sup&gt; or 10&lt;sup&gt;th&lt;/sup&gt;)</td>
<td>World History (9&lt;sup&gt;th&lt;/sup&gt; or 10&lt;sup&gt;th&lt;/sup&gt;)</td>
<td>Social Studies Elective (1 semester)</td>
<td>American Gov/Economics</td>
</tr>
<tr>
<td>Integrated Math 1 or Integrated Math 2</td>
<td>Integrated Math 2 or Integrated Math 3</td>
<td>Integrated Math 2, Integrated Math 3, IB Math 1, Pre-Calculus</td>
<td>Integrated Math 3, IB Math 1, Pre-Calculus, Calculus</td>
</tr>
<tr>
<td>Biology A's &amp; B's in Middle School</td>
<td>Biology or Chemistry (if in IM 3)</td>
<td>Chemistry, Physics, IB Science</td>
<td>Additional Science</td>
</tr>
<tr>
<td>MYP PE</td>
<td>MYP PE</td>
<td>Health (1 semester)</td>
<td></td>
</tr>
<tr>
<td>Visual/Performing Arts (any year)</td>
<td>CP Elective</td>
<td>CP Elective</td>
<td>CP Elective</td>
</tr>
<tr>
<td>IS Global Art (IS Diploma only)*</td>
<td>Visual Performing Arts (any year)</td>
<td>Visual Performing Arts (any year)</td>
<td>IS Art 2 (IS Diploma only)*</td>
</tr>
<tr>
<td>CP Elective, Passport or Foreign Language</td>
<td>CP Elective, Passport or Foreign Language</td>
<td>CP Elective, Passport or Foreign Language</td>
<td>CP Elective, Passport, Foreign Language, or +ROP</td>
</tr>
</tbody>
</table>

*Regional Occupational Program: See Mr. Nguyen*  

#### PROJECTED COURSES: For Students Planning to attend a competitive 4-Year University And/or participate in the International Baccalaureate Program.

<table>
<thead>
<tr>
<th>9&lt;sup&gt;TH&lt;/sup&gt; GRADE</th>
<th>10&lt;sup&gt;TH&lt;/sup&gt; GRADE</th>
<th>11&lt;sup&gt;TH&lt;/sup&gt; GRADE</th>
<th>12&lt;sup&gt;TH&lt;/sup&gt; GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MYP Honors English</td>
<td>MYP Honors English</td>
<td>IB Diploma English</td>
<td>IB Diploma English</td>
</tr>
<tr>
<td>MYP Honors World History</td>
<td>MYP Honors US History</td>
<td>IB History of the Americas</td>
<td>IB Global Studies</td>
</tr>
<tr>
<td>MYP Honors Science</td>
<td>IB Economics (11&lt;sup&gt;th&lt;/sup&gt; or 12&lt;sup&gt;th&lt;/sup&gt;)</td>
<td>IB Math (optional depending on testing pattern) Pre-Calculus, Calculus</td>
<td></td>
</tr>
<tr>
<td>MYP Biology or MYP Honors Chemistry</td>
<td>Hon Bio/ Hon Chem/Hon Physics</td>
<td>IBDP Science</td>
<td>IBDP Science (Optional)</td>
</tr>
<tr>
<td>IB MYP PE</td>
<td>MYP Art/Drama/Music or MYP PE</td>
<td>IB Music, IB Art, IB Theater (optional depending on testing pattern)</td>
<td>IB Music, IB Art, IB Theater (optional depending on testing pattern)</td>
</tr>
<tr>
<td>MYP Foreign Language</td>
<td>MYP Foreign Language</td>
<td>IB Foreign Language</td>
<td>IB Foreign Language (optional depending on testing)</td>
</tr>
</tbody>
</table>

*Required IS Courses for IS Diploma*

The above course progression for post-secondary goals are SUGGESTIONS ONLY! They are not to imply a rigid schedule of course progressions and are flexible depending on the student’s goals. See your counselor to set your plan to meet your unique planning needs.
## Four Year Planner

**Name:** _______________  **Student #:** _______________  **Class of:** _______________

**Date:** _______________  **Counselor:** Cataldi  Green  Hall  Hellon

### A. Social Studies
- **Grade 9:** World History/MYP Hon 4
- **Grade 10:** World History/Hon US History
- **Grade 11:** US History/#
- **Grade 12:** IB History 1 (HOA)

### B. English
- **Grade 9:** English 1/IS Eng / MYP Eng 4
- **Grade 10:** English 2/IS Eng 2 /MYP Eng 5
- **Grade 11:** English 3/IS Eng 3/IB Eng 1
- **Grade 12:** English 4/C. Writing/IB Eng 2

### C. Math
- **Grade 9:** Alg1B/Algebra 1/Integrated Math 1/Integrated Math 2, Geometry/Integrated Math 3, Algebra 2/Pre Calculus
- **Grade 10:** Alg1B/Algebra 1/Integrated Math 1/Integrated Math 2, Geometry/Integrated Math 3, Algebra 2/Pre Calculus
- **Grade 11:** Integrated Math 2, Geometry
- **Grade 12:** Integrated Math 2, Geometry

### D. Science Life & Physical
- **Grade 9:** Earth Science / Biology Honors Biology/Hon Chemistry
- **Grade 10:** Earth Science/Biology/Hon Bio Chemistry/Hon Chem Physics /Hon Physics
- **Grade 11:** Biology/Chemistry/Physics
- **Grade 12:** Biology/Chemistry/Physics

### E. Language
- **Grade 9:** Chinese / French / Japanese Spanish
- **Grade 10:** Chinese / French / Japanese Spanish
- **Grade 11:** Chinese / French / Japanese Spanish
- **Grade 12:** Chinese / French / Japanese Spanish

### F. VAPA
- **Grade 9:** Beg Ceramics/Beg Drawing Band/Choir/Guitar Mixed Media/Stage Craft MYP Drama
- **Grade 10:** Beg, Adv Ceramics/Beg,Ad Draw Band/Choir/Guitar/Mixed Media Stage Craft/ MYP Global Art Adv Choir/MYP, Adv Drama Health Services
- **Grade 11:** Beg, Adv Ceram/Beg,Ad Draw Band/Choir/Guitar/Mixed Media Stage Craft/IB Art/IB Theatre Adv Choir/MYP, Adv Drama Medical Careers
- **Grade 12:** Beg, Adv Ceram/Beg,Ad Draw Band/Choir/Guitar/Mixed Media Stage Craft/IB Art/IB Theatre Adv Choir/MYP, Adv Drama ROP Work Experience – Medical Assistant Program

### G. Acad. Elective
- **Grade 9:** 5
- **Grade 10:** 5
- **Grade 11:** Psychology/You & the Law
- **Grade 12:** Psychology

### PE
- **Grade 9:** 20
- **Grade 10:** PE 1
- **Grade 11:** PE 2
- **Grade 12:** PE

### Elective
- **Grade 9:** Creative Writing/Digital Art Honors Concert Band Passport/Student Government Yearbook
- **Grade 10:** Creative Writing/Digital Art Honors Concert Band Passport/Student Government Weight Training /Yearbook
- **Grade 11:** Creative Writing/Digital Art Honors Concert Band Passport/Student Government Weight Training /Yearbook
- **Grade 12:** Creative Writing/Digital Art Honors Concert Band Passport/Student Government Weight Training/Yearbook/TOK

### Summer School
- **Grade 10:** 5

### Yearly Credit Total
- **Grade 9:** 220

*Students are required to pass the California High School Exit Exam (CAHSEE) in both Math and Language Arts (taken in 10th grade)*

**Career/Educational Plans:**
- 4-Year college _____ (Grades of “C” or better required in “A-G” requirements)
- 2-Year College _____
- Military _____
- Undecided_____
- Other _____

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# International Studies 4-year Planner

## IS Diploma Requirements

*Meets all graduation, IS Certificate, IS Diploma, and CSU/UC prerequisites.*

<table>
<thead>
<tr>
<th></th>
<th>Freshmen</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>IS English 1</td>
<td>IS English 2</td>
<td>IS English 3</td>
<td>IS English 4</td>
</tr>
<tr>
<td>2</td>
<td>IS Health / IS Geography</td>
<td>IS Global Art</td>
<td>IS American History</td>
<td>IS Global Art 2</td>
</tr>
<tr>
<td>3</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math or Science</td>
</tr>
<tr>
<td></td>
<td>Students must at least pass Algebra 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Science or World Language</td>
<td>Science / World History</td>
<td>Science</td>
<td>Economics / American Government</td>
</tr>
<tr>
<td></td>
<td>Students must take Biology and either Chemistry or Physics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>P.E.</td>
<td>P.E.</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>6</td>
<td>World History / Elective / Science / World Language</td>
<td>World Language</td>
<td>World Language</td>
<td>World Language (recommended)</td>
</tr>
</tbody>
</table>

*Community Service Hours* -- Can be done during the regular school year and/or during summer time.

**Enrollment in IB Music and IB Theatre are based on teacher recommendation only. IB Theatre is a 2-year course for students who wish to test at an IB level.**

**The International Studies Diploma Path:** Students fulfill all CSU and UC college entrance requirements, completion of 100 hours of Community Service and a minimum GPA of 3.0 to earn this diploma. At graduation they’ve earned the privilege of wearing distinctive International Studies Diploma Regalia signifying their dedication and achievement. The IS Diploma graduate transcripts also reflect that the student earned the IS Diploma.

**The International Studies Certificate Path:** Students complete all high school graduation requirements; pass all IS classes with a C or higher, completion of 100 hours of Community Service, and a minimum GPA of 2.5 to earn the IS Certificate. At graduation they’ve earned the privilege of wearing the International Studies Certificate Regalia signifying their dedication and achievement.
SECTION 3: MATADOR COURSE DESCRIPTIONS

These descriptions are provided as a guide to assist parents and students in academic planning. Courses offered are designed to meet high school graduation, vocational planning and college admissions. Course availability is determined by student interest and need derived from pre-registration each spring. If there are not enough students requesting a class, or if an appropriate teacher is not available, it may not be offered.

Although the counseling staff tries hard to accommodate student requests, it is impossible to guarantee that a student will be placed in a particular class. We do guarantee they get what they need to graduate over the four year period and move on to the next level of post-secondary education.

All courses receive 5 credits each semester. Regional Occupational classes (R.O.P.) receive between 5 and 15 credits each semester. If you receive credit for a course then repeat that course to improve your grade, you do not receive duplicate credit.
SOCIAL SCIENCE DEPARTMENT

Course Name: **WORLD HISTORY**
Grade Level: 9th – 10th
Duration: 2 semesters
Prerequisites: None.
Graduation Req.: Meets World History graduation requirement.

Meets UC "a" requirement and CSU "elective History" requirement. Meets NCAA eligibility.

This course is fully aligned with the California State History/Social Sciences Standards. It is required for high school graduation. In this course students examine major turning points in the shaping of the modern world, from the late eighteenth century to the present. Students will apply their knowledge of western political thought, revolutions, industrialism, imperialism, the great wars and nation building to enhance their critical thinking and writing skills.

Course Name: **(SDAIE) WORLD HISTORY (odd years only, 2016-2017, 2018-2019)**
Grade Level: 9th – 12th
Duration: 2 semesters
Prerequisites: English Language Learners in ELD
Graduation Req.: Meets World History graduation requirement.

Meets UC "a" requirement and CSU "elective History" requirement. Meets NCAA eligibility.

(SDAIE) Specially Designed Academic Instruction in English. This class is taught by a CLAD or similarly credentialed teacher who has training in teaching English as a Second Language Learners. Teachers use various sheltered techniques such as: Pacing, Visuals, TPR total physical response, Realia, Comprehensible Inputs and Graphic Organizers. This course is aligned with state social science standards. This course meets the graduation requirements for World History. In this course students examine major turning points in the shaping of the modern world, from the late eighteenth century to the present. Students examine the relationships between current issues and their historical, geographic, political, economics, and cultural contexts and grow to understand that contemporary issues exist in political, economic, social, cultural, geographic, and historical aspects.

Course Name: **MYP HONORS WORLD HISTORY**
Grade Level: 9th
Duration: 2 semesters
Prerequisites: Approval based on district criteria.
Graduation Req.: Meets World History graduation requirement.

Meets UC "a" requirement and CSU "elective History" requirement. Meets NCAA eligibility.

Weighted: Yes

This course meets and exceeds the California State History/Social Sciences Standards with an emphasis on extensive use of primary and secondary source reading materials. It is required for the high school graduation and the International Baccalaureate Middle Years Program Certificate. In this course students examine major turning points in the shaping of the modern world, from the late eighteenth century to the present. Students will apply their knowledge of western political thought, revolutions, industrialism, imperialism, the great wars and nation building to enhance their critical thinking and writing skills.
Course Name: IS GEOGRAPHY
Grade Level: 9th
Duration: 1 semester
Prerequisites: None
Graduation Req.: Meets Social Studies graduation requirement.

In this course, students will investigate the world’s geographic regions and how they relate to events in today’s rapidly changing world. Students will develop certain basic geography skills, including map reading, place, name, identification, and the interpretation of charts and diagrams. IS students work cooperatively with students in the IS Health course and IS English 1 and examine the role health plays in international locations and issues. Text: Geography Alive! Regions and People, Teachers’ Curriculum Institute

Course Name: U.S. HISTORY
Grade Level: 11th
Duration: 2 semesters
Prerequisites: None.
Graduation Req.: Meets U.S. History graduation requirement.
Meets UC "a" requirement and CSU "U.S. History" requirement. Meets NCAA eligibility. This course is fully aligned with state standards. U.S. history is required for high school graduation and for admission to colleges and universities.

In this course students examine major turning points in American history in the twentieth century. A brief review of key concepts from eighteenth and nineteenth century history is also included. During the year the following themes are emphasized: the expanding role of the federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the role of the federal government and Federal Reserve System in the economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for racial minorities and women; and the role of the United States as a major world power. In each unit students examine American culture, including religion, literature, art, drama, architecture, education, and the mass media.
Course Name: **(SDAIE) U.S. HISTORY (even years only, 2015-2016, 2017-2018)**
Grade Level: 11th – 12th
Duration: 2 semesters
Prerequisites: English language Learners in ELD

(SDAIE) Specially Designed Academic Instruction in English. This class is taught by a CLAD or similarly credentialed teacher who has training in teaching English as a Second Language Learners. Teachers use various sheltered techniques such as: Pacing, Visuals, TPR total physical response, Realia, Comprehensible Inputs and Graphic Organizers. SDAIE classes often have translators assigned to assist the teacher and students during their class work. This course is fully aligned with state standards. U.S. history is required for high school graduation and for admission to colleges and universities. In this course students examine major turning points in American history in the twentieth century. A brief review of key concepts from eighteenth and nineteenth century history is also included. During the year the following themes are emphasized: the expanding role of the federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the role of the federal government and Federal Reserve System in the economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for racial minorities and women; and the role of the United States as a major world power. In each unit students examine American culture, including religion, literature, art, drama, architecture, education, and the mass media.

Course Name: **MYP HONORS U.S. HISTORY**
Grade Level: 10th - 11th
Duration: 2 semesters
Prerequisites: Honors World History and Honors English with a minimum grade of C or higher or Regular World History with a minimum grade of A and Department Chair approval.
Weighted: Yes

Students will examine major turning points in American History during the nineteenth and twentieth century. During the year certain themes will be emphasized: the expanding role of the federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for racial minorities and women; and the role of the United States as a major world power. Students will evaluate and explain historical events through the five Areas of Interaction. Students will develop intellectual and social skills critical to the development of a well-balanced individual. Students will recognize relationships between school subjects and the outside world by combining knowledge, experience, and critical observation. The students will understand and explain the State of California United States History standards. In addition, the students will be given guidance with their IBMYP Personal Project.
Course Name: IS U.S. HISTORY
Grade Level: 11th
Duration: 2 semesters
Prerequisites: None.
Graduation Req.: Meets U.S. History graduation requirement.
Meets UC "a" requirement and CSU "U.S. History" requirement. Meets NCAA eligibility. This course is fully aligned with state standards. U.S. history is required for high school graduation and for admission to colleges and universities.

In this course students examine major turning points in American history in the twentieth century. A brief review of key concepts from eighteenth and nineteenth century history is also included. During the year the following themes are emphasized: the expanding role of the federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the role of the federal government and Federal Reserve System in the economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for racial minorities and women; and the role of the United States as a major world power. In each unit students examine American culture, including religion, literature, art, drama, architecture, education, and the mass media. This course works inter-disciplinarily with I.S. English 3.

Course Name: IB HISTORY OF THE AMERICAS/IB GLOBAL STUDIES (HL)
Grade Level: 11th – 12th
Duration: 4 semesters
Prerequisites: C or higher in MYP US History and MYP World History, C or higher in IB HOA (Global Studies only).
Weighted: Yes

This two year IB History course covers the major historical events in the Americas (year 11) and the major historical events in the 20th Century (year 12). This course involves a thorough examination of our modern world with an emphasis on the interaction of people and events; the formation of students’ own opinions of events and analysis of the progression of history over time. The primary aim and focus of the course is to guide students towards independent historical analysis. Skills emphasized include: primary and secondary source analysis, formation and completion of independent research, understanding of historical cause and effect, ability to articulate knowledge and opinions orally and in writing, synthesis of information and the ability to use that information to analyze new information. The junior year (HOA) will focus on the history of Latin America from Independence to the advent of modern day democracies. The senior year (Global Studies) will focus on topical units such as Communism in Crisis, Arab- Israeli Conflict and Peacekeeping and Peacemaking in the Intra War Years. At the end of this course, students will take the IB Higher Level exam where they can earn college credit for a passing score.
Course Name: **PSYCHOLOGY**
Grade Level: 11th – 12th
Duration: 1 semester
Prerequisites: Meets Social Studies graduation requirement.
Graduation Req.: Meets UC "f" requirement and CSU "elective Social Science" requirement.
Meets NCAA eligibility.

An introductory course in Psychology which covers its history, modern psychological trends, psycho biology and human developmental psychology from birth to death. The course explores states of consciousness, learning, memory, intelligence, emotions, personality and abnormal behavior. Requirements include written assignments on a regular basis and a major research paper.

Course Name: **CONSTITUTIONAL RIGHTS AND CRIMINAL LAW**
Grade Level: 10th – 12th
Duration: 2 semesters
Prerequisites: Meets Social Science graduation requirement.
Graduation Req.: Meets Social Science graduation requirement.

Constitutional Rights and Criminal Law is a class that explores the American criminal justice system. Students will participate in varies mock trials and simulations, to learn the various roles in which citizens participate in the legal process.

Course Name: **IB ECONOMICS (SL)**
Grade Level: 11th – 12th
Duration: 2 semesters
Prerequisites: C+ or higher in MYP US and MYP World History
Graduation Req.: Meets Social Science elective credit and UC/CSU "g" requirement.
Weighted: Yes

IB Economics is a college level course which focuses on international economic issues. Students will learn the tools of economic analysis and apply those tools to current issues. Students who successfully complete IB Economics can take a standard-level IB examination in May.
Course Name: **ECONOMICS**  
Grade Level: 12th  
Duration: 1 semester  
Prerequisites: Senior status.  
Graduation Req.:  
Meets Social Studies graduation requirement.  
Meets UC "f" requirement and CSU "elective Social Science" requirement.  
Meets NCAA eligibility.

This semester course is fully aligned with state standards. Economics is a required course for high school graduation and for admission to colleges and universities.  
In this course, students deepen their understanding of the economic problems and institutions of the nation and world. They learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners and managers, and members of civic groups. This is a social science course, enriching student understanding of the operations and institutions of economic systems, rather than a course in household or business management or budgeting.

Course Name: **AMERICAN GOVERNMENT**  
Grade Level: 12th  
Duration: 1 semester  
Prerequisites: Senior status.  
Graduation Req.:  
Meets graduation requirement.  
Meets UC "a" requirement and CSU "Government" requirement. Meets NCAA eligibility.

This semester course is fully aligned with state standards. American Government is a required course for high school graduation and for admission to colleges and universities.  
In this course students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American government. In addition, they draw on their studies of American history and of other societies to compare different systems of government in the world today. This course should be viewed as the culmination of the civic literacy strand that prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities.
ENGLISH DEPARTMENT

Course Name: ENGLISH 1
Grade Level: 9th
Duration: 2 semesters
Prerequisites: None
Graduation Req.: Meets English graduation requirement.
               Meets UC "b" requirement and CSU "English" requirement. Meets NCAA eligibility.

In English I students continue to apply the knowledge and skills acquired in the earlier grades but in more refined and sophisticated ways. Emphasis is centered on analyzing literature in greater depth, analyzing career-related and other informational discourse, completing more complex writing assignments, and giving more extensive oral presentations.

The standards approved by the California Board of Education form the outline for this course, as indicated below. State standards for English I and English II are the same, with concepts being introduced in the first year and mastered in the second. English I is required for high school graduation and for admission to all colleges and universities. The curriculum in this course prepares students for both the annual state testing and for the High School Exit Exam.

Course Name: IS ENGLISH 1 (International Studies)
Grade Level: 9th
Duration: 2 semesters
Prerequisites: None
Graduation Req.: Meets English graduation requirement.
               Meets UC "b" requirement and CSU "English" requirement. Meets NCAA eligibility.

In IS English I students continue to apply the knowledge and skills acquired in the earlier grades but in more refined and sophisticated ways. Emphasis is centered on analyzing literature in greater depth, analyzing career-related and other informational discourse, completing more complex writing assignments, and giving more extensive oral presentations. Students complete interdisciplinary TouchPoints with IS Health and IS Geography.

Course Name: IB MIDDLE YEARS PROGRAM YEAR 4 (Honors English 1)
Grade Level: 9th
Duration: 2 semesters
Prerequisites: Acceptance into the IB MY Program.
Graduation Req.: Meets English graduation requirement.
                Meets UC "b" requirement and CSU "English" requirement. Meets NCAA eligibility.
Weighted: Yes

The course has been developed in conjunction with the course requirements set by the International Baccalaureate Organization. The course provides an introductory study of archetypes, mythology, the hero’s journey, utopian ideals, how to evaluate and conduct proper research, as well as the elements of literature and the elements of style as explored through a variety of novels, drama, poetry and short stories. The students will begin to develop their ability to analyze literature through analytical writing as well as oral presentations. This process will continue in MYP5 in order to ultimately prepare them for the Diploma Program. Framing the curriculum are unit guiding questions, the IB Learner Profile, and the “Areas of Interaction.”
In English II students continue to apply the knowledge and skills acquired in the earlier grades but in more refined and sophisticated ways. Emphasis is centered on analyzing literature in greater depth, analyzing career-related and other informational discourse, completing more complex writing assignments, and giving more extensive oral presentations. The standards approved by the California Board of Education form the outline for this course, as indicated below. State standards for English I and English II are the same, with concepts being introduced in the first year and mastered in the second. English II is required for high school graduation and for admission to all colleges and universities. The curriculum in this course prepares students for both the annual state testing and for the High School Exit Exam.

The course focuses on international literature and will be taught as one part of an integrated humanities curriculum (English, Art and History). These courses will present the curriculum through thematic approach looking at international issues with the hope that students will become global thinkers. The course emphasizes college preparatory work in analytical writing, oral presentations and reading strategies and grammar. Students complete interdisciplinary TouchPoints with IS Global Art.

The course has been developed in conjunction with the course requirements set by the International Baccalaureate Organization. Framing the curriculum is the IB Middle Years “Areas of Interaction”. The course includes a study of literature and the instrumental function of a language where listening, viewing, speaking, reading and writing skills are emphasized. The course provides an in-depth study of literary archetypes, the elements of literature and the elements of style throughout novels, drama, poetry and short stories. The students will continue to develop their ability to analyze literature through analytical writing as well as oral presentations. In addition, the students will be given guidance with their IBMYP Personal Project.
Course Name: ENGLISH 3
Grade Level: 11th
Duration: 2 semesters
Prerequisites: Junior status.
Graduation Req.: Meets English graduation requirement.
               Meets UC "b" requirement and CSU "English" requirement. Meets NCAA eligibility.

The standards for the 11th and 12th grades are the pinnacle of all the standards for the language arts. Most of the
standards at this level are sophisticated extensions of the knowledge and skills previously targeted in the earlier
grades and highlight the interrelationship among the different domains of language arts: reading, writing,
conventions (grammar and usage), and speaking and listening.

The standards approved by the California Board of Education form the outline for this course, as indicated below.
State standards for English III and English IV are the same, with concepts being introduced in the first year and
mastered in the second. English III is required for high school graduation and for admission to all colleges and
universities. The curriculum in this course prepares students for annual state testing and reviews knowledge and
skills that are included in the High School Exit Exam.

Course Name: IS ENGLISH 3 (International Studies)
Grade Level: 11th
Duration: 2 semesters
Prerequisites: Junior status.
Graduation Req.: Meets English graduation requirement.
               Meets UC "b" requirement and CSU "English" requirement. Meets NCAA eligibility.

The standards for the 11th and 12th grades are the pinnacle of all the standards for the language arts. Most of the
standards at this level are sophisticated extensions of the knowledge and skills previously targeted in the earlier
grades and highlight the interrelationship among the different domains of language arts: reading, writing,
conventions (grammar and usage), and speaking and listening. Students complete interdisciplinary TouchPoints
with IS US History.

Course Name: IB ENGLISH 1 (Honors English 3)
Grade Level: 11th
Duration: 2 semesters
Prerequisites: Completion of English Honors 2 with a grade of "B" or teacher recommendation.
Graduation Req.: Meets English graduation requirement.
               Meets UC "b" requirement and CSU "English" requirement. Meets NCAA eligibility.
Weighted: Yes

The course provides an in-depth study of narrative techniques employed by novelists and playwrights from diverse cultures
and times. Students examine such elements as style, point of view, use of time, structure, dialogue, and characterization.
Course requirements include an in-depth study of three translated novels, and three other novels, which are the basis of their
Individual Oral Presentation, which is done in the fall. The translated works will be the basis of their World Literature paper, a
requirement for the IB Diploma. Speaking and writing emphasize critical thinking and comparative literary analysis. In
addition, students will practice and prepare for formal oral exams in the spring of their senior year. Literature selections,
writing assignments, and oral presentations for the IB English 1 course fulfill the IB/AP course requirements for the senior
year. Students will receive weighted credit.
All students need continuing education in language arts. By the senior year of high school, students have been provided instruction in most aspects of this discipline. The English 4 class provides students the additional opportunity to acquire language skills and knowledge which they may not have learned, and additionally, just as important, the opportunity to explore the ways that the skills and knowledge will have practical application in their lives. The literature covered in this course includes excerpts from *Holt Reinhart, 2003, Literature and Language Arts, 1984, Brave New World, Einstein’s Dreams, Like Water For Chocolate, and The Color Purple*. The course puts emphasis on research, oral presentation, writing and reading skills. Essays include expository, literary analysis, persuasive, reflective, and business writing.

This is a survey course designed to give both beginning and experienced writers an opportunity to explore their own writing while discovering new methods of style, language, voice and cadence and apply these techniques to their craft. Each unit will attempt to feature a guest speaker or film presentation relevant to the genre. By year’s end, each student will create and publish a work or collection suitable for the writing market.

IS English IV is an Interdisciplinary California Standards-based course taken concurrently with IS Global Art II. Writing skills are polished through analysis of classic literary works, the study of advanced sentence patterns, persuasive writing, reflective writing, business writing, and publishing. The course puts emphasis on research, oral presentation, writing and reading skills associated with literature, government, and visual arts.

The course continues the in-depth study of narrative techniques employed by novelists and playwrights from diverse cultures and periods begun in IB English Year 1. Students continue to examine literary elements such as style, point of view, setting, structure, dialogue, and characterization. Students will complete an individual oral commentary assessment in the fall. Students will spend the second semester preparing for the IB examination in May. Students will receive weighted credit.
Course Name: **ENGLISH AS A SECOND LANGUAGE (ESL Core)**  
Grade Level: 9th - 12th  
Duration: 2 semesters  
Prerequisites: The student has been tested on the California English Language Development Test (CELDT) and scored LEP 1 (Emerging: entry)  
Graduation Req.: Meets English graduation requirement.

Designated ELD course for the “emerging” **entry** level student with little or no English language. Curriculum based on CCSS/ELA/ELD framework and ELD standards: 1) Critical principals for developing language and cognition in academic contexts 2) Interacting in meaningful ways 3) Learning About how English Works 4) Using Foundational Literacy Skills. Taken concurrently with ESL Support.

Course Name: **ENGLISH AS A SECOND LANGUAGE (ESL Support)**  
Grade Level: 9th - 12th  
Duration: 2 semesters  
Prerequisites: The student has been tested on the California English Language Development Test (CELDT) and scored LEP 1 (Emerging: entry)  
Graduation Req.: Meets elective graduation requirement.

Supports the core Designated ELD course for the “emerging” **entry** level student with little or no English language. Curriculum based on CCSS/ELA/ELD framework and ELD standards: 1) Critical principals for developing language and cognition in academic contexts 2) Interacting in meaningful ways 3) Learning About how English Works 4) Using Foundational Literacy Skills. Taken concurrently with ESL Core.

Course Name: **ENGLISH - I Transition (Core)**  
Grade Level: 9th - 12th  
Duration: 2 semesters  
Prerequisites: Student is LEP and is Level 1 on the CELDT and/or has successfully completed ESL Core and ESL Support.  
Graduation Req.: Meets English graduation requirement.


Course Name: **ELD- I (Support)**  
Grade Level: 9th - 12th  
Duration: 2 semesters  
Prerequisites: Student is LEP and is Level 1 on the CELDT and/or has successfully completed ESL Core and ESL Support.  
Graduation Req.: Meets elective graduation requirement.

Supports the core Designated ELD course for the “emerging” **exit** level student with some familiarity of the English language. Curriculum based on CCSS/ELA/ELD framework and ELD standards: 1) Critical principals for developing language and cognition in academic contexts 2) Interacting in meaningful ways 3) Learning About how English Works 4) Using Foundational Literacy Skills. Taken concurrently with English- I Transition.
Course Name: **ENGLISH- II Transition (Core)**
Grade Level: 9th - 12th
Duration: 2 semesters
Prerequisites: Student is LEP and is Level 2 on the CELDT and/or has successfully completed English -I Transition and ELD-I Support.
Graduation Req.: Meets English graduation requirement.


Course Name: **ELD- II (Support)**
Grade Level: 9th - 12th
Duration: 2 semesters
Prerequisites: Student is LEP and is Level 2 on the CELDT and/or has successfully completed ELD- I Support and English-I Transition.
Graduation Req.: Meets elective graduation requirement.


Course Name: **ENGLISH- III Transition**
Grade Level: 9th - 12th
Duration: 2 Semesters
Prerequisites: Student is LEP and is Level 3, 4, or 5 on the CELDT and/or has successfully completed English-II Transition and ELD –II Support.
Graduation Req.: Meets English graduation requirement or elective credit (by petition based on student need) and A-G.

Designated ELD for the “expanding/bridging” entry and exit level student with some familiarity with the English language. Curriculum based on CCSS/ELA/ELD framework and ELD standards: 1) Critical principals for developing language and cognition in academic contexts 2) Interacting in meaningful ways 3) Learning About how English Works 4) Using Foundational Literacy Skills. Taken concurrently with grade level English.
Course Name: **ELD English- Bridging 4**
Grade Level: 9th - 12th
Duration: 2 Semesters
Prerequisites: Student is LEP and is Level 4 or 5 on the CELDT and/or has successfully completed English-III Transition.
Graduation Req.: Meets English graduation requirement or elective credit (by petition based on student need). Pending A-G approval.

Designated ELD for the “bridging” level student to meet the specific needs of English Learners who fit the traditional English Learner placement protocol. Curriculum based on CCSS/ELA/ELD framework and ELD standards: 1) Critical principals for developing language and cognition in academic contexts 2) Interacting in meaningful ways 3) Learning About how English Works 4) Using Foundational Literacy Skills. Taken concurrently with grade level English.

Course Name: **ELD - LTEL**
Grade Level: 9th - 12th
Duration: 2 Semesters
Prerequisites: Student is LEP and is Level 3, 4, or 5 on the CELDT and LTEL: 6+ years in US schools, 2 or more years on the same CELDT level (or downward movement), not reclassified; or At Risk of becoming LTEL: 5+ years in US schools, 2 or more years on the same CELDT level (or downward movement), not reclassified. Ds and Fs in two core classes.
Graduation Req.: Meets English graduation requirement or elective by petition based on student need. Pending A-G approval.

Designated ELD to meet the specific needs of English Learners who fit the description of LTEL or At Risk for becoming LTEL. Curriculum based on CCSS/ELA/ELD framework and ELD standards: 1) Critical principals for developing language and cognition in academic contexts 2) Interacting in meaningful ways 3) Learning About how English Works 4) Using Foundational Literacy Skills. Taken concurrently with grade level English.
MATH DEPARTMENT

Course Name: ALGEBRA 1B
Grade Level: 10th – 12th
Duration: 4 semesters
Prerequisites: None
Graduation Req.: The two year program meets Math graduation requirement. The two year program meets NCAA eligibility for 1 year of Algebra. Not for credit if student has completed Algebra 1.

In this two-year course (4 semesters); students will study Algebra 1 and its application to the real world. Students will be required to demonstrate proficiency in the content in order to pass the course.

Symbolic reasoning and calculations with symbols are central in Algebra 1. Through the study of Algebra 1, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.

The standards for this course are the California Algebra 1 Mathematics Standards as approved by the California Board of Education. The curriculum for this course prepares students for both the annual state testing and the High School Exit Exam.

Students who earn a C or better in all 4 semesters will be prepared for Geometry.

Course Name: ALGEBRA 1
Grade Level: 11th – 12th
Duration: 2 semesters
Prerequisites:
Graduation Req.: Meets Math graduation requirement.
Meets UC "c" requirement and CSU "Math" requirement. Meets NCAA eligibility.

In this two-semester course, students will study Algebra 1 and its application to the real world. Students will be required to demonstrate proficiency in the content to pass the course.
Symbolic reasoning and calculations with symbols are central in Algebra 1. Through the study of Algebra 1, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.

The standards for this course are the California Algebra 1 Mathematics Standards as approved by the California Board of Education. The curriculum for this course prepares students for both the annual state testing and the High School Exit Exam.

Students who earn a C or better in Algebra 1 will be prepared for Integrated Math 2/Geometry.
Course Name: INTEGRATED MATHEMATICS 1
Grade Level: 9th – 12th
Duration: 2 semesters
Prerequisites: None
Graduation Req.: Meets Math graduation requirement.

The fundamental purpose of Mathematics I is to formalize and extend students’ understanding of linear functions and their applications. The critical topics of study deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Students build on their prior experiences with data, developing more formal means of assessing how a model fits data. Students use regression techniques to describe approximately linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit. Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades.

Course Name: INTEGRATED MATHEMATICS SUPPORT
Grade Level: 9th – 12th
Duration: 1 semester, can be taken twice for elective credit
Prerequisites: None
Graduation Req.: Meets Math graduation requirement.

The purpose of Integrated Mathematics 1 Support is to strengthen and develop the understanding of the fundamental math concepts taught in CCSS Math 7 and CCSS Math 8. Instructional time should focus on four critical areas: (1) basic number sense; (2) linear equations, inequalities and functions; (3) radicals; and (4) exponents. Students also work toward fluently solving linear equations of any form.

Course Name: REAL LIFE MATH
Grade Level: 11th – 12th
Duration: 2 semesters
Prerequisites: Passed Algebra 1 or Algebra 1B.
Graduation Req.: Meets Math graduation requirement.

In this two-semester course, students will study the topics from the four mathematical standards of Number Sense and Operations, Algebra and Functions, Geometry and Measurement, Data, Statistics and Probability and Mathematical Reasoning. Students will explore the mathematics and their application to the real world. Students will be required to demonstrate proficiency in the content to pass the course.

The standards for this course are the California Exit Exam Mathematics Standards as approved by the California Board of Education. The curriculum for this course prepares students for the High School Exit Exam.
**Course Name:** INTEGRATED MATH 2/PLANE & SOLID GEOMETRY  
**Grade Level:** 9th – 12th  
**Duration:** 2 semesters  
**Prerequisites:** C or better in Algebra 1, Integrated Math 1 or Algebra 1B.  
**Graduation Req.:** Meets Math graduation requirement.  
Meets UC "c" requirement and CSU "Math" requirement. Meets NCAA eligibility.

In this two-semester course, students will study Integrated Math 2/Geometry and its applications to the real world. Students will be required to demonstrate proficiency in the content to pass the course. The skills and concepts developed in this discipline are useful to all students. Aside from learning these skills and concepts, students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems. The standards for this course are the California Integrated Math 2 Standards as approved by the California Board of Education. The curriculum for this course prepares students for the annual state testing.

Students who earn a C or better in Integrated Math 2 will be prepared for Integrated Math 3/Algebra 2.

**Course Name:** INTEGRATED MATH 3/ALGEBRA 2  
**Grade Level:** 9th – 12th  
**Duration:** 2 semesters  
**Prerequisites:** C or better in Integrated Math 2 and C or better in Algebra 1 or Algebra 1B.  
**Graduation Req.:** Meets Math graduation requirement.  
Meets UC "c" requirement and CSU "Math" requirement. Meets NCAA eligibility.

In this two-semester course, students will study Integrated Math 3/Algebra 2 and its application to the real world. Students will be required to demonstrate proficiency in the content to pass the course. This discipline complements and expands the mathematical content and concepts of Integrated Math 1. Students who master Integrated Math 3 will gain experience with algebraic solutions of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, the complex number system, probability, series/sequences, and conic sections.

The standards for this course are the California Integrated Math 3 Standards as approved by the California Board of Education. The curriculum for this course prepares students for the annual state testing.

Students who pass Integrated Math 3 with a C or better will be prepared for Pre-Calculus.

**Course Name:** IB 1 MATH STUDIES  
**Grade Level:** 11th – 12th  
**Duration:** 2 semesters  
**Prerequisites:** Teacher recommendation completion of Algebra 2 with “C” or better.  
**Graduation Req.:** Meets Math graduation requirement.  
Meets UC "c" requirement and CSU "Math" requirement. Meets NCAA eligibility.  
**Weighted:** Yes

Students of IB 1 Math Studies are generally juniors and seniors in the IB program whose career goals are not within the technical fields of mathematics and/or science. A primary aim of the course is to introduce the applications of such areas as data analysis, probability, geometry, trigonometry, electronic calculator, and statistical techniques. IB students are also responsible for completing a project and sitting for the IB 1 Math Studies exam. Students will receive weighted credit.
Course Name: **STATISTICS**  
Grade Level: 11th – 12th  
Duration: 2 semesters  
Prerequisites: C or better in Integrated Math 3/Algebra 2  
Graduation Req.: Meets Math graduation requirement  
Meets UC/CSU “c” requirement. Meets NCAA eligibility.  
Weighted: No  

This one year course is designed to teach the students the basics of Statistics. Proper methods of collecting, analyzing, displaying and drawing conclusions from real life will be taught. In addition to regular tests, evaluation will be based on computer labs, individual and group projects. A motivated student may be able to take the AP Statistics exam upon completion of the course (the College Board charges a fee for this exam).

Course Name: **PRE-CALCULUS**  
Grade Level: 9th – 12th  
Duration: 2 semesters  
Prerequisites: C or better in Algebra 2.  
Graduation Req.: Meets Math graduation requirement.  
Meets UC "c" requirement and if third year of Math, meets “f” requirement.  

In this two-semester course, students will study Pre-Calculus and Trigonometry and its application to the real world. Students will be required to demonstrate proficiency in the content to pass the course.

The standards for this course are the California Math Analysis and Trigonometry Mathematics Standards as approved by the California Board of Education.

Students who earn a C or better in Pre-Calculus will be prepared for Calculus.

Course Name: **ADVANCED PLACEMENT (AP) CALCULUS**  
Grade Level: 9th – 12th  
Duration: 2 semesters  
Prerequisites: Teacher recommendation, completion of Pre-Calculus with a grade of “B” or better.  
Graduation Req.: Meets Math graduation requirement.  
Meets UC "c" requirement and if fourth year of Math, meets “f” requirement.  
Weighted: Yes  

In this two-semester course, students will study Calculus and its application to the real world. Student will be required to demonstrate proficiency in the content to pass the course.

The standards for this course are the California Calculus Mathematics Standards as approved by the California Board of Education. The curriculum for this course prepares students for the AP Calculus Exam. Students enrolled in this course can take the AP Test in Calculus in order to earn college credits for completion of this course.
Course Name: **IB MATH STANDARD LEVEL (IB 2 – MATH METHODS)**

Grade Level: 11th – 12th

Duration: 2 semesters

Prerequisites: Teacher recommendation and successful completion of Pre-Calculus.

Graduation Req.: Meets Math graduation requirement.

Meets UC "c" requirement and if third year of Math, meets "f" requirement.


Weighted: Yes

Students of IB Math Standard Level are juniors or seniors who have completed Pre-Calculus and have career goals that may include the fields of mathematics, science, business, medicine, and/or law. Besides reviewing concepts from Pre-Calculus, such as vectors, matrices, and trigonometry, this course provides an introduction to differential and integral calculus, probability theory, and statistics. Students must sit for IB Standard Level exam. Students will receive weighted credits.

Course Name: **IB MATH HIGHER LEVEL (IB 3 HIGHER MATH/IB 4 ADVANCED MATH)**

Grade Level: 11th – 12th

Duration: 2 semesters

Prerequisites: Teacher recommendation and successful completion of AP Calculus AB (score of 4 or 5) with a grade of “B” or better.

Graduation Req.: Meets Math graduation requirement.

Meets UC "c" requirement and if third year of Math, meets “f” requirement.


Weighted: Yes

Students of IB Math Higher Level have successfully completed AP Calculus AB with a score of 4 or 5 and have career goals that include mathematics and/or science. This course provides a rigorous treatment of vectors, matrices, parametric equations, probability theory, statistics, numerical analysis, sequences and series, differential equations, and group theory. The IB Math HL exam tests concepts over a two-year period. The first year, IB Math 3 is an introduction to those concepts, and the IB 3 students sit for the AP Calculus BC exam at the end of the first year. Following a second year of instruction, the IB 4 students sit for the IB Math Higher Level exam. A few students choose to also sit for the IB Math Further Level exam. Students will receive weighted credit.
SCIENCE DEPARTMENT

All students must pass 20 credits of science in order to graduate: 10 credits of a life science, 10 credits of a physical science. The science program at Mira Loma will prepare students well for the rigors of college if that is their choice, or for understanding their immediate environment if they choose an occupation not requiring a college background.

MLHS SCIENCE CURRICULUM PATHWAYS

<table>
<thead>
<tr>
<th>GRADE \ 9th Grade Math Level</th>
<th>9th</th>
<th>10th</th>
<th>11th, 12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>↓ 9th Grade Math Level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IM 1</td>
<td>Earth Science (For students who have a C or lower in 8th grade math or English class)</td>
<td>CP Biology</td>
<td>Based on prior performance and instructor recommendation, the following courses are available:</td>
</tr>
<tr>
<td>IM1</td>
<td>CP Biology (For students who have an A or B in 8th grade math and English class)</td>
<td>Earth Science</td>
<td>Earth Science CP Environmental Science (Life) CP Biology</td>
</tr>
<tr>
<td>IM 1 (MYP Candidates)</td>
<td>Honors Biology</td>
<td>MYP Conceptual Physics</td>
<td></td>
</tr>
<tr>
<td>IM 2</td>
<td>CP Biology Honors Biology</td>
<td>CP Chemistry CP Physics Honors Chemistry MYP Conceptual Physics</td>
<td>CP Chemistry or Honors Chemistry CP Physics or Honors Physics IB Biology (HL-2 yrs) IB Chemistry (SL-1 yr) IB Ecosystems &amp; Society (SL-2 yrs) IB Physics (SL-1 yr)</td>
</tr>
<tr>
<td>IM 3, Algebra 2 or higher</td>
<td>Honors Chemistry</td>
<td>CP Biology Honors Biology CP Physics Honors Physics</td>
<td></td>
</tr>
</tbody>
</table>

Based on performance, a course move may be recommended by the department or instructor at the end of the 1st grading period.

All STARRED (★) courses will be MYP assessed.

IM = Integrated Math
MYP = Middle Years Program (IB)
IB = International Baccalaureate
CP = College Prep
Course Name: **EARTH SCIENCE**
Grade Level: 9th – 12th
Duration: 2 semesters
Prerequisite: Meets Physical Science graduation requirement.

This course is based on the California State Science Content Standards and is designed to give students an understanding of the earth and the universe around it. Earth Science is a detailed look at our planet and the processes that have shaped it. This course will focus on the four disciplines that compose Earth Science: geology, oceanography, meteorology, and astronomy. The varied format of the course includes lectures, laboratories, and activities.

Course Name: **CP BIOLOGY**
Grade Level: 9th – 12th
Duration: 2 semesters
Prerequisite: Must be reading to grade level, Integrated Math 2 recommended.
Graduation Req.: Meets life science graduation requirement
Meets UC "d" requirement and CSU "Science" requirement. Meets NCAA eligibility.

Biology is a two-semester course designed for the average or above average sophomore needing a college preparatory laboratory science. Biology at Mira Loma includes themes in cellular and molecular biology, genetics, evolution and global ecology. Class time will incorporate lecture, demonstrations, discussions of biological science and its applications to the world, experimental design and extensive laboratory activities. An ability to organize time, follow directions and recognize homework as an integral part of the class will help students to succeed. The course satisfies the university requirement for a lab science.

Course Name: **(SDAIE) BIOLOGY**
Grade Level: 10th – 12th
Duration: 2 semesters
Prerequisite: English Language Learners in English Language Development
Grad Req.: Meets life science graduation requirement
Meets UC "d" requirement and CSU "Science" requirement. Meets NCAA eligibility.

(SDAIE) Specially Designed Academic Instruction in English is taught by a CLAD or similarly credentialed teacher who has training in teaching English as a Second Language Learners. The purpose is to maintain ESL students Academic Proficiency until they attain English Language Proficiency. Teachers use various sheltered techniques such as: Pacing, Visuals, TPR total physical response, Realia, and Comprehensible Inputs and Graphic Organizers. SDAIE classes often have translators assigned to assist the teacher and students during their class work...

Biology is a two-semester course designed for the average or above average sophomore needing a college preparatory laboratory science. Biology at Mira Loma includes themes in cellular and molecular biology, genetics, evolution and global ecology. Class time will incorporate lecture, demonstrations, discussions of biological science and its applications to the world, experimental design and extensive laboratory activities. An ability to organize time, follow directions and recognize homework as an integral part of the class will help students to succeed. The course satisfies the university requirement for a lab science.
Course Name: MYP HONORS BIOLOGY
Grade Level: 9th - 10th
Duration: 2 semesters
Prerequisite: Integrated Math 2 or higher.
Graduation Req.: Meets life science graduation requirement.
               Meets UC "d" requirement and CSU "Science" requirement. Meets NCAA eligibility.
Weighted: Yes

MYP Honors Biology is a rigorous, two semester, introductory Biology course for MYP freshman and sophomores. Course topics include: organic chemistry, cellular and molecular biology, evolution, global ecology, genetics, and physiology. These concepts will be explored in depth at a pace appropriate to this course level. Assessments are graded according to IBMYP criterion and may include exams, presentations, essays, technology based projects and guided independent studies. Class time will incorporate lectures, demonstrations, experimental design, laboratory activities, and discussion of biological concepts. An emphasis will be placed on skill development, critical thinking and scientific questioning, group collaboration and application to real world issues. An ability to organize time efficiently, follow directions and recognize that homework is an integral part of the class will help students succeed. This course satisfies the university requirement for a lab science.

Course Name: IB BIOLOGY 1
Grade Level: 11th
Duration: 2 semesters
Prerequisite: Must have completed Chemistry with a grade of "A" or Honors Chemistry with a grade of "B" or above. Required teacher recommendation.
Graduation Req.: Meets life science graduation requirement.
                Meets UC "d" requirement and CSU "Science" requirement. Meets NCAA eligibility.
Weighted: Yes

This course is the first year of a two year IB Biology program. Upon passing the IB Biology test at the end of the second year, the student will have completed the science portion of the IB diploma. The student can expect the material covered to be very challenging, as the course is taught at the first year college level and beyond. The curriculum will include a very detailed biochemical approach to the subject matter. The biochemical basis of life, cells, energy relationships, genetics and biotechnology will be covered this first year. Plant biology is also studied with emphasis on the structure and function of vascular plants, their hormones, and reproduction. The course satisfies the university requirement for a lab science. Students will receive weighted credit.

Course Name: IB BIOLOGY 2
Grade Level: 12th
Duration: 2 semesters
Prerequisite: Biology IB 1.
Grad Req.: Meets life science graduation requirement.
           Meets UC "d" requirement and CSU "Science" requirement. Meets NCAA eligibility.
Weighted: Yes

This final year of IB Biology covers four broad areas of study: Animal biology, plant biology, and ecology and evolution. In animal biology there is a detailed study of the anatomy and physiology of all the important animal systems, such as circulation, excretion, reproduction, etc. Although this is a comparative study, much emphasis is placed on man. The two areas of Ecology and evolution include ecosystems, population ecology, population genetics and evolutionary theory as evidenced in plants and animals. All four broad areas of study include laboratory work. Independent experimental research will also be required. The course satisfies the university requirement for a lab science. Students will receive weighted credit.
Course Name: CP CHEMISTRY  
Grade Level: 10th – 12th  
Duration: 2 semesters  
Prerequisite: Concurrently enrolled in Algebra 2 or above or teacher recommendation.  
Grad Req.: Meets physical science graduation requirement.  
Meets UC "d" requirement and CSU "Science" requirement. Meets NCAA eligibility.

Chemistry usually follows biology in the normal progression of courses for college preparatory students. The properties and interactions of matter are examined through careful reading, experimentation, observation of demonstrations, and the solving of qualitative and quantitative problems. The course includes the study of the atomic theory, formula and equation writing, types of chemical reactions, gases, solutions, chemical kinetics, organic and nuclear chemistry. Chemistry in the daily life of the student is always emphasized. This course satisfies the university requirements for a lab science.

Course Name: HONORS CHEMISTRY  
Grade Level: 9th – 12th  
Duration: 2 semesters  
Prerequisite: Freshmen and sophomores concurrently enrolled in Algebra 2 or higher OR teacher recommendation.  
Grad Req.: Meets physical science graduation requirement.  
Meets UC "d" requirement and CSU "Science" requirement. Meets NCAA eligibility  
Weighted: Yes

Students completing this course will qualify for Chemistry 1A at any college. The subjects covered in the course are atomic theory, states of matter, solutions, types of chemical reactions, acid-base chemistry, equilibrium, oxidation-reduction, organic and nuclear chemistry. Thought-provoking problems, provocative demonstrations and stimulating laboratory experiments are utilized continuously in this course. Honors Chemistry moves at a rate faster than regular chemistry and involves more complex relationships and analyses than general chemistry. A thorough working knowledge of algebra is required. In addition, this course will be MYP assessed. The course satisfies the university requirement for a lab science. Students will receive weighted credit.

Course Name: IB CHEMISTRY  
Grade Level: 11th – 12th  
Duration: 2 semesters  
Prerequisite: Concurrently enrolled in algebra 2 or higher and Teacher Recommendation.  
Honors Chemistry or CP Chemistry is recommended.  
Grad Req.: Meets physical science graduation requirement.  
Meets UC "d" requirement and CSU "Science" requirement. Meets NCAA eligibility.  
Weighted: Yes

The Chemistry SL course combines academic study with the acquisition of practical and investigational skills through the experimental approach. Students learn the chemical principles that underpin both the physical environment and biological systems through the study of quantitative chemistry, periodicity, kinetics and other subjects. The chemistry course covers the essential principles of the subject and through the selection of options, allows flexibility in tailoring the course to meet the needs of the students. Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context. Chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation of employment.
Environmental Life Science focuses on how the natural world works at all levels, as well as the connections and interdependence of all species to maintain a healthy, functioning planet. Fundamental core concepts of global issues, ecosystems, biodiversity, and a sustainable future are covered in the course content. In their lives, students will make critical assessments and choices, based on the scientific knowledge learned in this course; decisions which will be helpful or harmful to our planet’s health and balance. Environmental Life Science satisfied the life science requirement for graduation.

The prime intent of this course is to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students’ attention can be constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues. Environmental Systems is offered as a two year science for IB students wishing to test at the Standard Level or advanced students wanting an in-depth understanding of Ecology and the interrelated sciences associated with this discipline. Subjects covered include human population and carrying capacity, global cycles, analyzing ecosystems, conservation and biodiversity, impacts of resource exploitation and pollution.

Physics is a one-year physical science course that is recommended for college-bound students and requires a working-knowledge of algebra. The basic areas of study are mechanics, thermodynamics, electricity, magnetism and wave motion. Mira Loma's physics course provides a basic understanding and foundation in physics. Laboratory activities are used to support the more day-to-day aspects of physics. The course satisfies the university requirement for a lab science.
**HONORS PHYSICS**

**Grade Level:** 10th – 12th

**Duration:** 2 semesters

**Prerequisite:** Successful completion of Algebra 2 or teacher recommendation.

**Grad Req.:** Meets physical science graduation requirement.

**Weighted:** Yes

Physics is a one-year physical science course that is recommended for students with strong math skills, and normally follows honors chemistry in the student's sophomore year but can be taken by advanced juniors and seniors wanting an in-depth understanding of physics. The basic areas of study are mechanics, thermodynamics, electricity, magnetism and wave motion. Mira Loma's Honors Physics course is designed to prepare students to continue university studies in science or engineering fields. In addition, this course will be MYP assessed. The course satisfies the university requirement for a lab science. Students will receive weighted credit.

**IB PHYSICS**

**Grade Level:** 11th - 12th

**Duration:** 2 semesters

**Prerequisite:** Successful completion of Algebra 2 and teacher recommendation.

**Grad Req.:** Meets physical science graduation requirement.

IB physics is offered as a one-year science course for IB students wishing to test at the Standard Level or advanced students wanting an in-depth understanding of physics. Topics covered in this class include mechanics (motion and energy), waves, electricity and magnetism, thermal concepts, and nuclear physics. This is a laboratory science where students design independent experiments, analyze data and evaluate results in order to adequately draw a conclusion. The course satisfies the university requirement for a lab science. Students will receive weighted credit.

**HEALTH**

**Grade Level:** 9th – 12th

**Duration:** 1 semester

**Prerequisite:** None.

Health Education is a nine week course designed to help students develop the ability to make sound health decisions, as well as improve current health through better understanding and attainment of health knowledge.

**IS HEALTH**

**Grade Level:** 9th

**Duration:** 1 semester

**Prerequisite:** None.

Health Education is an eighteen week course designed to help students develop the ability to make sound health decisions, as well as improve current health through better understanding and attainment of health knowledge. IS students work cooperatively with students in the IS Geography course and examine the role health plays in international locations and issues.
Mira Loma offers a college preparation program in French, Spanish, Chinese and Japanese. Students may choose to pursue an International Baccalaureate diploma by demonstrating their proficiency on the Language B exam in French, Spanish, Chinese or Japanese. In order to prepare students to succeed at the competitive international level, Mira Loma offers an accelerated program, which enables a student to complete five years of language study in four years of high school.

The language program is based on a communicative approach to language acquisition and emphasizes the student's ability to use a second language as a tool for analyzing literature, comparing cultures, discussing contemporary topics, and solving problems in either a written or oral format. This is consistent with the goal of the California State Department of Education's goal, “... to develop students who can communicate effectively and with appropriate cultural sensitivity in at least one language in addition to their native language.”

Course Name: **MYP WORLD LANGUAGE 1**  
Grade Level: 9th – 12th  
Duration: 2 semesters  
Prerequisites: A”B” or higher in previous English class required.  
Graduation Req.: Meets Elective graduation requirement.  
Meets UC “e” requirement and CSU “Foreign Language” requirement. Meets NCAA eligibility.

MYP World Language 1 will introduce the student to listening, speaking, reading and writing skills in the target language. This course will provide the student with basic vocabulary and sentence structure. An introduction to geography, history and culture of the language will also be included.

Course Name: **MYP WORLD LANGUAGE 2**  
Grade Level: 9th – 12th  
Duration: 2 semesters  
Prerequisites: Recommended B or better in same language, MYP level 1 or teacher recommendation.  
Graduation Req.: Meets Elective graduation requirement.  
Meets UC “e” requirement and CSU “Foreign Language” requirement. Meets NCAA eligibility.

MYP World Language 2 will continue to incorporate listening, speaking, reading and writing skills in the target language. This course will continue to build vocabulary and will introduce the student to more advanced grammar structures. Reading and writing will be emphasized. Speaking will become more natural and creative. There is further exposure to geography, history and culture of the language. MYP World Language 1 in the same language is a pre-requisite. Teacher recommendation and the Mira Loma student placement exam may also allow a student to begin at this level.
Course Name: MYP WORLD LANGUAGE 3
Grade Level: 10th - 12th, as eligible
Duration: 2 semesters
Prerequisites: Recommend B or better in same language, level 2 or teacher recommendation.
Graduation Req.: Meets Elective graduation requirement.
Meets UC "e" requirement for the first two years. Third year meets "g" requirement.
Meets CSU "Foreign Language" requirement. Meets NCAA eligibility.

MYP World Language 3 will enhance the skills learned in MYP language I and in MYP language II. Students will review grammar in a more comprehensive manner. Students will also be introduced to new advanced grammar concepts and verb tenses. There is an emphasis on more complex reading selections that may include contemporary and/or traditional literature. Writing will also become more formal to include essay writing. Students will develop a greater understanding for the culture of the target language through the knowledge of the geography and history of the culture. MYP World Language 2 in the same language is a pre-requisite. Teacher recommendation and the Mira Loma student placement exam may also allow a student to begin at this level.

Course Name: MYP WORLD LANGUAGE 4
Grade Level: 10th – 12th, as eligible
Duration: 2 semesters
Prerequisites: Recommend B or better in same language, level 3 or teacher recommendation.
Graduation Req.: Meets Elective graduation requirement.
Meets UC "e" requirement for the first two years. Third year or higher meets "g" requirement.
Meets CSU "Foreign Language" requirement. Meets NCAA eligibility.

MYP World Language 4 will enhance the skills learned in MYP language 1, MYP language 2 and in MYP language 3. Students will review grammar in a more comprehensive manner. Students will also be introduced to new advanced grammar concepts and verb tenses. There is an emphasis on more complex reading selections that will include a minimum of 4 contemporary, traditional and/or modern literatures. Students will be required to do book reports and verbal presentation in the target language on the reading selections read during the academic year. Further oral and written presentation related to newspaper and/or magazine articles will be part of the curriculum. Writing will also become more formal to include essay writing, formal letters, employment applications, resume building and speeches. Students will develop a greater understanding for the culture of the target language through the knowledge of the tradition and history of the culture by means of cultural comparisons. MYP World Language 3 in the same language is a pre-requisite and/or teacher recommendation.
ACCELERATED WORLD LANGUAGE COURSES: INTERNATIONAL BACCALAUREATE

Mira Loma High School is the only school in the SJUSD that offers an accelerated course of study in French, Spanish, Chinese and Japanese. This accelerated curriculum prepares students to succeed on the globally competitive International Baccalaureate Exam.

Course Name: **IB WORLD LANGUAGE 1**  
Grade Level: 11th  
Duration: 2 semesters  
Prerequisites: Recommend a grade of “B” or better in MYP 2, 3, or 4 in the same language.  
Graduation Req.: Meets Elective graduation requirement.  

IB 1 will be taught as preparation for the following year’s Language B exam. Students will discuss literature, current events, and culture in the target language. Additionally, they will learn elements of grammar not taught at the previous levels. Emphasis will be on correct usage of the language to communicate orally and in writing. This is an honors class and students receive a weighted G.P.A. Students will receive weighted credit.

Course Name: **IB WORLD LANGUAGE 2**  
Grade Level: 12th  
Duration: 2 semesters (20 credits)  
Prerequisites: Recommend a grade of “B” or better in IB 1 in the same language.  
Graduation Req.: Meets Elective graduation requirement.  

In this course students will refine their verbal and written language skills as they discuss or debate contemporary issues, analyze the literature, perfect their command of structure and idiomatic usage, and prepare for the IB exam. Students will increase their comprehension and proficiency, which should enable them to do well on the International Baccalaureate exam. The course also receives a weighted G.P.A. at either the Standard Level, or with teacher recommendation, students may take the Higher Level IB exam. Students will receive weighted credit.
BEGINNING CERAMICS

Grade Level: 9th – 12th
Duration: 2 semesters, may not be repeated for credit
Prerequisites: None
Graduation Req.: Meets Visual/Performing Arts graduation requirement. Meets UC “f” requirement and CSU “Visual/Performing Arts” requirement.

Students in this class will learn ceramic techniques and processes. They will be introduced to a variety of building and decorating techniques along with principles of form and design. The main emphasis of the class is to build original art from clay. Projects may include: pinch pots, coil pots, building projects out of slab, research on artists and techniques, critique, and throwing on the wheel. Students will also be taught the skills needed to maintain a working ceramic studio, including recycling clay and facilities management skills. If students create items in class and wish to take these items home, they will be allowed to do so if they make a donation for the cost of the materials used. This donation will range from $5 to $10 per project, depending upon the amount of clay and glazes used. An alternative to this individual donation is to pay the full semester donation amount of $25, which entitles students to keep all of their projects.

BEGINNING DRAWING AND PAINTING

Grade Level: 9th – 12th
Duration: 2 semesters
Prerequisites: None
Graduation Req.: Meets Visual/Performing Arts graduation requirement. Meets UC “f” requirement and CSU "Visual/Performing Arts" requirement.

In this class, students will learn the basic techniques of drawing and painting in different media. Students will learn about the Elements of Art and Principles of Design, and how to write and speak about art. Students will have hands-on involvement in their own work, along with familiarity with concerns and style of other artists. Portfolios are an important part of this class. They will be used for the storage of all class work and will be reviewed at the end of each semester. This course is open to students with no art background.

DIGITAL ART

Grade Level: 9th – 12th
Duration: 2 semesters
Prerequisites: None.
Graduation Req.: Meets Visual/Performing Arts graduation requirement. Meets UC “f” requirement and CSU "Visual/Performing Arts’ requirement.

This course emphasizes the knowledge and application of the art elements and principles of design as used in visual communications. This course helps students develop skills in artistic perception, critiquing and applications of design strategies through experiences that emphasize solving visual art problems. This course will focus on the creation of art works using a combination of traditional and digital media (Adobe Creative Suite which includes Photoshop, Illustrator and InDesign). In addition to career exploration, students will learn computer-imaging skills using industry standard hardware and software. Students will become adept at understanding art from the present and past as well as other cultures.
**ART STUDIO MIXED MEDIA (SCULPTURE)**

**Course Name:** ART STUDIO MIXED MEDIA (SCULPTURE)  
**Grade Level:** 9th – 12th  
**Duration:** 2 semesters  
**Prerequisites:** None  
**Graduation Req.:** Meets Visual/Performing Arts graduation requirement.  
                      Meets UC "f" requirement and CSU "Visual/Performing Arts" requirement.

This course is an introductory study of three-dimensional art. The student will explore sculpture techniques with such materials as plaster, wood, metal, plastic, stone and clay. Study of historical and contemporary sculpture will be an integral part of this course.

**ADVANCED CERAMICS**

**Course Name:** ADVANCED CERAMICS  
**Grade Level:** 10th – 12th  
**Duration:** 2 semesters  
**Prerequisites:** B or better in Ceramics OR teacher approval.  
**Graduation Req.:** Meets Visual/Performing Arts graduation requirement.  
                     Meets UC "f" requirement and CSU "Visual/Performing Arts" elective requirement.

This course provides an additional opportunity to explore further and to experiment individually with clay. Emphasis will placed on students’ individual abilities to translate creative ideas into visual items. Students will not be denied an educational opportunity if suggested donation is not received. Items created in class may become students’ personal property if purchased for the cost of materials. Suggested donation amount of $25 per semester.

**ADVANCED DRAWING AND PAINTING 1 & 2**

**Course Name:** ADVANCED DRAWING AND PAINTING 1 & 2  
**Grade Level:** 10th – 12th  
**Duration:** 2 semesters  
**Prerequisites:** B or better in Beginning Drawing and Painting OR Art 1 OR teacher approval.  
**Graduation Req.:** Meets Visual/Performing Arts graduation requirement.  
                     Meets UC "f" requirement and CSU "Visual/Performing Arts" elective requirement.

This course if primarily a studio class designed to further develop drawing and painting skills. After passing Beginning Drawing and Painting with an A or B (or with permission of teacher), students may take Advanced Drawing and Painting. In this class, students will gain expertise in advanced drawing and painting techniques and learn to create original and skillful artworks.
IB Visual Art 1& 2 is a studio course designed to direct students in the exploration of their particular art form and to allow them to develop the portfolio for fulfillment of the requirements of International Baccalaureate Art. This class will also stress art history, criticism, and aesthetic valuing. In this course students select and employ materials appropriately leading to a well thought out and developed body of artwork. Through an ongoing process of review, modification and refinement students develop inventive approaches to experimentation and exploration using diverse strategies, ideas, techniques and media. Students make informed reflective and critical judgments. Students learn to evaluate their own studio work and to pose questions and work towards solving their own aesthetic problems with help from the instructor and investigation of master artist works. Students test both internally and externally with a gallery exhibition, oral exam with visiting examiner and presentation of work to IB international.

Directed Project visual arts is for the advanced student with a focused and disciplined approach to art. Students meet with teacher weekly to plan and review individual projects.

In this course, students will learn the visual elements of art and the principles of design and the vocabulary and language that artists use universally. This course also includes lessons in art criticism; students will be able to evaluate their art, their peers’ art and the art of world known artists. Emphasis is placed on the importance of art in the world cultures and how art relates to the individual student. Students complete interdisciplinary TouchPoints with IS English 2.
Course Name: MYP GLOBAL ART
Grade Level: 10th
Duration: 2 semesters
Prerequisites: Program Student and/or teacher approval
Graduation Req.: Meets Visual/Performing Arts graduation requirement.
                      Meets UC "f" requirement and CSU "Visual/Performing Arts" elective requirement.

This course is studied in conjunction with MYP and IS English. It is a creative, hands-on art class that supports the MYP and IS English curriculum by studying the arts of the cultures/countries that are being studied simultaneously throughout 10th grade MYP and IS English. At the same time, it meets the high school and college fine arts requirements. It includes an orientation in the visual elements of art and the principles of design; the vocabulary and language that artists use universally. This course also includes lessons in art criticism; students will be able to evaluate their art, their peers’ art and the art of world known artists. Emphasis is placed on the importance of art in the world cultures and how art relates to the individual student.

Course Name: IS 2 SENIOR ART
Grade Level: 12th
Duration: 2 semesters
Prerequisites: Completion of International Studies Art I
Graduation Req.: Meets Visual/Performing Arts graduation requirement.
                      Meets UC "f" requirement and CSU "Visual/Performing Arts" elective requirement.

This course will expand student understanding of art and visual culture through increased knowledge of the processes, reception, social bases, historical contexts and visual culture. Looking at both Western and non-Western art, past and present. Supported by the International Studies English and Comparative Government courses it explores arts in terms of cultural and political systems, helps students development aesthetic judgment through improved critical thinking and visual literacy. Students develop the ability to research and write about art and art issues, understand their role as a viewer and consumer and are able to understand the profound and often hidden impact of the institutional and commercial visual culture. Projects are directly aligned to interdisciplinary curriculum and provide students with pre-college lecture instruction, independent processing and project assignments.

Course Name: PRODUCTION MANAGEMENT – Stage Craft
Grade Level: 9th – 12th
Duration: 2 semesters
Prerequisites: 
Graduation Req.: Meets Visual/Performing Arts graduation requirement.
                      Meets UC "f" requirement and CSU "Visual/Performing Arts" elective requirement.

Production Management is a creative, hands-on art, set-design class which includes an orientation in the visual elements of art and the principles of set design.
The MYP drama course is studied in conjunction with the International Baccalaureate Middle Years Program (MYP). It is a creative, hands-on theatre class appropriate for the beginning theatre student. During the course of the year, the student will studying theatre arts with a holistic approach, focusing on acting, design, basic playwriting, world theatre, and encouraging awareness of the contribution theatre makes to society and quality of life through expression in different modes - verbal, visual, written and kinesthetic. The course is designed to maintain a comfort level for all class members so that by its completion each person in the class is able to perform before either small or large groups without fear. All students will be expected to maintain a working journal. By using a California State Schools' standards-based text, MYP/IS Drama also ensures that students will be fulfilling all the SJUSD standards for performing arts. Daily participation, reading, performing and attending school plays is mandatory.

Advanced Drama is designed for the student who wishes to continue on in their performance training. Focusing on creative movement and voice and music, the Advanced Drama student engages in a unique and creative curriculum to stretch the inner performing artist. During the course, students will focus on performance techniques, vocal techniques and characterization and learn the practical study backgrounds of performance and the diverse techniques used by its practitioners. Advanced Drama students will collaborate with peers to develop dynamic and original works that encourage collaboration and quick decision making. Physical performance conditioning is a daily activity. Ensemble participation, attendance of external productions, performing, and attending school plays is mandatory. Students will have the opportunity to compete in theatre festivals, work on school productions, and perform in the "Advanced Production" at the end of the year. Advanced Drama accepts students from all programs (IB/MYP/IS/Passport etc). Minimum of one year of IS/MYP/IB drama is required or prior theatrical experience from another school or program.
Course Name: **IB THEATRE**
Grade Level: 11th – 12th
Duration: 2 semesters
Prerequisites: Junior or Senior year and successful completion of MYP Drama or Advanced Drama. MYP Drama highly recommended. Must also gain the approval of the IB coordinator.
Graduation Req.: Meets Visual/Performing Arts graduation requirement.

The IB Theatre course is studied in conjunction with the International Baccalaureate Diploma Program (IB). The purpose of IB Drama is to provide the advanced student an accelerated class designed to motivate and “stretch” the serious theater student. During the course, students will focus on Performance Skills (ensemble work, performance techniques, acting techniques and characterization), World Theatre Studies (the study of non-western theatre traditions and historically significant theatre contributions from all over the world), Play Analysis (active exploration of extracts and complete play texts from a director’s point of view), and Theatre Production (study of the principles and practices of theatre production). Additionally, at the IB level students will have opportunities to compete in theatre festivals, work on school productions in design, management and performance capacities, attend professional productions, and perform for student audiences. IB Theatre also ensures that students will be fulfilling all the SJUSD standards for performing arts. Daily participation, attendance of external productions, reading, performing and attending school plays is mandatory. Students wishing to test in IB Theatre may do so at the Higher and Standard level over the course of one (SL) or two years (SL & HL). Students may only take this course with permission of the instructor.

Course Name: **CONCERT BAND**
Grade Level: 9th – 12th
Duration: 2 semesters
Prerequisites: 1 year experience on band instrument
Graduation Req.: Meets Visual/Performing Arts graduation requirement.

One Year Experience Required. This is a band class for students with at least one year of experience. We play traditional, popular, and world music. The band performs at two - formal concerts a year, San Juan District Festival, and a number of smaller events. The band plays at rallies and football games.

Course Name: **ADVANCED BAND**
Grade Level: 9th – 12th
Duration: 2 semesters
Prerequisites: A minimum of two years of instrumental experience. Enrollment is by audition and teacher approval.
Graduation Req.: Meets Visual/Performing Arts graduation requirement.

High School Advanced concert Band is primarily a performance-oriented class emphasis on major and minor scales, music theory and advanced level literature. Music theory and history as they apply to individual playing techniques will also be emphasized. This band will study and perform music compositions from all periods of music. The band performs at two – four formal concerts a year, San Juan District Festival and a number of smaller events. The band also plays at rallies and football games.
**HONORS CONCERT BAND**

**Grade Level:** 9th – 12th  
**Duration:** 2 semesters  
**Prerequisites:** A minimum of three years of instrumental experience.  
**Graduation Req.:** Meets Visual/Performing Arts graduation requirement. Meets CSU "Visual/Performing Arts" requirement.  
**Weighted:** Yes

High School Honors concert Band is an instrumental music performance class that incorporates in-depth musical analysis, theory, composition, ear training, historical and cultural background concurrently with rehearsal and performance of traditional concert band literature. The band performs at two – four formal concerts a year, San Juan District Festival and a number of smaller events. The band also plays at rallies and football games.

**CONCERT CHOIR**

**Grade Level:** 9th – 12th  
**Duration:** 2 semesters (may be repeated for credit)  
**Prerequisites:** Enrollment is by audition and teacher approval.  
**GraduationReq.:** Meets Visual/Performing Arts graduation requirement. Meets UC “f” requirement and CSU “Visual/Performing Arts” elective requirement.

Open to students that like to sing, who have the ability to sing on pitch. The choir gives a number of concerts a year, both on and off campus and performs at the San Juan District Choral Festival.

**MADRIGAL CHOIR/JAZZ CHOIR**

**Grade Level:** 9th – 12th  
**Duration:** 2 semesters (may be repeated for credit)  
**Prerequisites:** Enrollment is by audition and teacher approval. A minimum of one year of Concert Choir is expected  
**Graduation Req.:** Meets Visual/Performing Arts graduation requirement. Meets UC “f” requirement and CSU “Visual/Performing Arts” elective requirement.

Course offered to advanced vocal students who demonstrate superior skills in vocal techniques and ability, sight reading and part independence. Advanced unaccompanied choral music from the Renaissance through contemporary periods (including vocal jazz literature, gospel, Latin, ballad, bop and swing styles) will be rehearsed and performed.

**GUITAR**

**Grade Level:** 9th – 12th  
**Duration:** 2 semesters (may be repeated for credit.)  
**Prerequisites:** None  
**Graduation Req.:** Meets Visual/Performing Arts graduation requirement. Meets UC "f" requirement and CSU "Visual/Performing Arts" elective requirement.

This class is open to students interested in starting or continuing the study of the guitar. The school supplies an acoustic guitar for class participation. Students are encouraged to purchase their own guitar for practicing at home. Students will learn to read music, tab, and chords.
PHYSICAL EDUCATION DEPARTMENT

Course Name: MYP PE 4
Grade Level: 9th
Duration: 2 semesters
Prerequisites: None
Graduation Req.: Meets required Physical Education graduation requirement.

Fitness for Life is a core course required of all freshmen. A variety of individual, fitness and aquatic activities will be taught. The student will learn the history, rules, and strategies of the sport and will become proficient in the skills related to that sport. An in-depth understanding of the components of total health fitness will be covered in a fitness unit. During this unit, the students will learn physiology of exercise concepts and develop a personalized plan for lifetime fitness by assessing personal needs, interests and abilities.

Course Name: MYP PE 5 - TESTING
Grade Level: 10th
Duration: 2 semesters
Prerequisites: Fitness for Life.
Graduation Req.: Meets Physical Education graduation requirement.

Testing in a variety of physical activities and sports will be introduced in this upper division course. Lifetime sports may include aquatics, basketball, hockey, recreational games, softball, volleyball, tumbling, combatives, football, soccer, capture the flag.

Course Name: MYP PE 5
Grade Level: 10th – 12th
Duration: 2 semesters
Prerequisites: Fitness for Life.
Graduation Req.: Meets Physical Education graduation requirement.

A variety of physical activities and sports will be introduced in this upper division course. Lifetime sports may include aquatics, basketball, hockey, recreational games, softball, volleyball, tumbling, combatives, football, soccer, capture the flag.

Course Name: ADAPTIVE PHYSICAL EDUCATION
Grade Level: 9th – 12th
Duration: Determined by the Individual Education Plan
Prerequisites: Lifelong physical disability or gross motor delays. Student must meet the district and federal law placement criteria. Eligibility for placement is determined by referral, assessment and the Special Education IEP process.
Graduation Req.: Meets Physical Education graduation requirement.

The individualized curriculum is based upon student capability and aligned to district and state standards.
SPECIAL PROGRAMS

Course Name: SPECIAL EDUCATION SERVICES
Grade Level: 9th – 12th
Duration: Varies
Prerequisites: N/A
Graduation Req.: Found eligible for service through assessment; students may qualify for Special Education services through an educational classification of learning disability, emotional disturbance, mental retardation, traumatic brain injury, autism, hearing impairment, visual impairment, orthopedic impairment, or language/speech impairment. Placement will then be determined through an Individualized Education Plan (IEP).

Classes offer academic support and individualized instruction through small group settings in the Resource Program, the Special Day Class, the Independent Living Skills Class, the District Resource Program for the Visually Handicapped, and speech and language services. All classes utilize modified curriculum that is aligned with the California State Standards as well as all district standards. All of these classes are designed to prepare students with mild/moderate and moderate/severe disabilities to fulfill the necessary requirements for either a high school diploma or a certificate of completion and to be successful adult citizens.
PASSPORT

IP Diploma Course of Study

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Course Name: PASSPORT I
Grade Level: 9th
Duration: 2 semesters
Prerequisites: Recommendation
Graduation Req.: Meets Elective graduation requirement.

Passport is a course designed to provide opportunities at Mira Loma High School to students who have traditionally not been academically, socially or personally successful. Passport provides advocacy by connecting a teacher with a group of students who may stay together for 4 years. Passport supports access to high school graduation requirements, the International Studies Program, and the International Baccalaureate Program. Passport provides students with a sense of belonging and connectedness to the community at Mira Loma High School.

Passport I meets five hours per week. Students meet four hours a week with the Career Choices curriculum developing a personal 10 Year Academic/Career Plan and Portfolio. Students receive one hour per week in academic, organizational, and social skills, tutorial based study groups and motivational activities and academic survival skills.

Passport I students learn skills such as time management, Cornell note taking, textbook reading, library research, analyzing data and maintaining the Passport binder and Career Choices 10 Year Plan Portfolio. Students are expected to maintain an organized binder, including an assignment calendar, class and textbook notes, assignments and homework, which is graded regularly.

In Passport I, students also participate in motivational activities including outreach speakers, college and career research, field trips and campus involvement and a character development program powered by "Career Choices and Changes". These activities provide students with the resources they need to learn about many positive opportunities available to them in the community that will impact their future.
Course Name: **PASSPORT II**
Grade Level: 10th
Duration: 2 semesters
Prerequisites: Recommendation
Graduation Req.: Meets Elective graduation requirement.

Passport II is the second year in the series of courses in the Passport program. The theme of the second year is “Reach for the Stars.” This theme builds on the interpersonal skills learned in Passport I as students develop goal setting abilities that will increase academic success.

This is a course designed to provide a variety of students who have traditionally not been academically, socially or personally successful access to many opportunities at Mira Loma High School. Passport II provides advocacy by connecting a teacher and a cadre of students with whom they may remain for all four years of high school. Passport II also provides access to high school graduation requirements, the International Studies Program, the Middle Years Program and the International Baccalaureate Program. Passport II provides students with a sense of belonging and connectedness to the community here at Mira Loma High School. Finally, the course provides the extra support necessary for students to be successful academically, socially and personally.

Passport II meets five hours per week. Students receive two hours per week in academic, organizational and social skills, one hour per week in tutorial based study groups, one hour per week reflecting and updating their personal 10 Year Plan Portfolio and one hour per week in motivational activities and academic survival skills.

Passport II students implement skills such as time management, Cornell note taking, textbook reading, library research, analyzing data and maintaining the Passport binder. Students are expected to maintain an organized binder, including an assignment calendar, class and textbook notes, assignments and homework, which is graded regularly.

On tutorial days, students work in small groups with academic questions. Students are required to take notes during tutorial and use class and textbook notes to inform their discussions.

In Passport II, students also participate in motivational activities including outreach speakers, college and career research, field trips and campus involvement and an academic/career/character development program powered by “Career Choices and Changes”. These activities provide students with the resources they need to learn about many positive opportunities available to them in the community that will impact their future.
Course Name: **PASSPORT III**
Grade Level: 11th
Duration: 2 semesters
Prerequisites: Recommendation
Graduation Req.: Meets Elective graduation requirement.

Passport III is the third year in the series of courses in the Passport program. The theme of this year is "Pay It Forward." This theme builds on the interpersonal and goal setting skills from previous years and promotes students’ community involvement.

This course is designed to provide a variety of students who have traditionally not been academically, socially or personally successful access to many opportunities at Mira Loma High School. Passport provides advocacy by connecting a teacher and a cadre of students with whom they have worked for up to two years of high school. Passport continues access to meet high school graduation requirements, ROP and the International Baccalaureate Program. Passport provides students with a sense of belonging and connectedness to the community here at Mira Loma High School. Finally, Passport provides the extra support necessary for students to be successful academically, socially and personally.

Passport III meets five hours per week. Students receive two hours per week in academic, organizational and social skills, including reflecting and updating their personal 10 Year Plan Portfolio, two hours per week in tutorial based study groups and one hour per week in motivational activities and academic skills.

Passport III students routinely utilize skills such as time management, Cornell note taking, textbook reading, library research, analyzing data and maintaining the Passport binder. Students are expected to maintain an organized binder, including an assignment calendar, class and textbook notes, assignments and homework, which is graded regularly.

On tutorial days, students work in small groups with academic questions. Students are required to take notes during tutorial and use class and textbook notes to inform their discussions.

In Passport III, students also participate in motivational activities including outreach speakers, college and career research, field trips and campus involvement and routine use of “The Seven Habits of Highly Effective Teens”. These activities provide students with the resources they need to take advantage of the many positive opportunities available to them in the community that will impact their future.
Passport IV is the fourth year in the series of Passport program courses. The theme of this fourth year is “Stepping Out.” This theme represents the culmination on the interpersonal, goal setting and service abilities of their previous years. This focus will allow them to demonstrate their pride in themselves and responsibility for their community. This will enable every student to be a contributing member of society.

This course is designed to provide a variety of students who have traditionally not been academically, socially or personally successful access to many opportunities at Mira Loma High School. Passport provides advocacy by connecting a teacher and a cadre of students with whom they have worked for up to two years of high school. Passport continues access to meet high school graduation requirements, ROP and the International Baccalaureate Program. Passport provides students with a sense of belonging and connectedness to the community here at Mira Loma High School. Finally, Passport provides the extra support necessary for students to be successful academically, socially and personally.

Passport IV meets five hours per week. Students receive two hours per week in academic, organizational and social skills, including reflecting and updating their personal 10 Year Plan Portfolio, two hours per week in tutorial based study groups and one hour per week in motivational activities and academic skills.

Passport IV students will have developed master use of skills such as time management, Cornell note taking, textbook reading, library research, analyzing data and maintaining the Passport binder. Students are expected to maintain an organized binder, including an assignment calendar, class and textbook notes, assignments and homework, which is graded regularly.

On tutorial days, students work in small groups with academic questions. Students are required to take notes during tutorial and use class and textbook notes to inform their discussions.

In Passport IV, students also participate in motivational activities including outreach speakers, college and career research, field trips and campus involvement and mastery of “The Seven Habits of Highly Effective Teens”. These activities provide students with the resources they need to take advantage of the many positive opportunities available to them in the community that will impact their future.
OTHER ELECTIVES

Course Name: CREATIVE WRITING
Grade Level: 9th - 12th
Duration: 1 semester or 1 year
Prerequisites: None
Graduation Req.: Meets Elective graduation requirement.
Meets UC “g” requirement and CSU “Elective” requirement.

This is a survey course designed to give both beginning and experienced writers an opportunity to explore their own writing while discovering new methods of style, language, voice and cadence and apply these techniques to their craft. Each unit will attempt to feature a guest speaker or film presentation relevant to the genre. By year’s end, each student will create and publish a work or collection suitable for the writing market.

Course Name: ADVANCED CREATIVE WRITING
Grade Level: 9th - 12th
Duration: 1 semester or 1 year
Prerequisite: Completion of one year of creative writing or by instructor acceptance through a writing sample.
Graduation Req.: Meets Elective graduation requirement.
Meets UC “g” requirement and CSU “Elective” requirement.

For experienced writers who want to hone their craft further, advance creative writing offers specific guidance based on individual desires of writing exploration. In addition to writing with a larger project in mind, students will be expected to publish, perform, submit their work and explore post secondary opportunities and institutions.

Course Name: FILM AND LITERATURE
Grade Level: 11th – 12th
Duration: 1 semester
Prerequisites: None.
Graduation Req.: Meets Elective graduation requirement.
Meets UC “g” requirement and CSU "Elective" requirement.

Students investigate how and what ideas, values and concepts are connected through film. In analyzing film, students will examine elements of plot, setting, style and point of view. Class activities include viewing, listening, researching and analyzing film. The course places an emphasis on the analysis of the visual and aural aspects of selected motion pictures, the dramatic aspects of films and the historical growth and sociological effects of film on our world today.
INTRODUCTION TO THE HEALTH CARE SYSTEM

Grade Level: 10th – 12th
Duration: 2 semesters
Prerequisites: Recommended Health and Biology
Graduation Req.: Meets Elective graduation requirement.

The field of Health Care is promising for current and future employment within the Northern California region. This 180 hour course was designed to serve as an introduction to health care and the health care delivery system as well as careers within the healthcare field. Students will explore regional healthcare systems and local access, research different types of healthcare and health related career opportunities. Students will also receive an introduction to medical terminology, body systems, vital signs, and the history of health care. This course is of modular design to accommodate open entry/open exit school sites.

MEDICAL CAREERS EXPLORATORY COURSE

Grade Level: 11th – 12th
Duration: 2 semesters
Prerequisites: Recommended Health and Biology
Graduation Req.: Meets Elective graduation requirement.

This course is designed to give students experience with a variety of health care professions. Utilizing National Health Care Skills Standards as a benchmark, Medical Careers Exploratory Course provides students with a hands-on approach to learning about human development, health informatics, and diagnostic, therapeutic and support services.

STUDENT GOVERNMENT

Grade Level: 9th – 12th
Duration: 2 semesters
Prerequisites: Must be elected or appointed through Student Government process
Graduation Req.: Meets Elective graduation requirement.

Student Government is an elective leadership class that is for students elected to an Associated Student Body office, elected Class Officers, appointed positions, and students who qualify through an interview and constitution test the summer prior to the upcoming school year. The class is year long. However, there is a one-semester option for certain “officer” positions open to juniors and seniors. The class is responsible for planning and implementing student activities, managing the student body account, and being the governing body for the student body. Additionally, leadership and teamwork training are key components to the class.
**THEORY OF KNOWLEDGE**

**Course Name:** THEORY OF KNOWLEDGE  
**Grade Level:** 12th  
**Duration:** 2 semesters  
**Prerequisite:** Student taking IB Diploma level course  
**Graduation Req.:**  
Meets Elective graduation requirement.  
Meets UC "g" requirement and CSU "Elective" requirement.  
**Weighted:** Yes

The Theory of Knowledge program is central to the educational philosophy of the International Baccalaureate. It challenges students to reflect on diverse ways of knowing and areas of knowledge, and to consider the role which knowledge plays in a global society. It encourages students to become aware of themselves as thinkers, to become aware of the complexity of knowledge, and to recognize the need to act responsibly in an increasingly interconnected world.

As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, the TOK program is composed almost entirely of questions. The most central of these questions is “How do I, or how do we, know that a given assertion is true, or a given statement is well grounded?” Assertions or judgments of this sort are termed “knowledge claims,” while the difficulties that arise in addressing these questions are known as “problems of knowledge” or “knowledge issues.” The program entails the application of this central question to many, yet interrelated, topics.

**WEIGHT TRAINING**

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<th>Course Name:</th>
<th>WEIGHT TRAINING</th>
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<tr>
<td>Grade Level:</td>
<td>11th – 12th</td>
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<tr>
<td>Duration:</td>
<td>1 or 2 semesters</td>
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<tr>
<td>Prerequisites:</td>
<td>MYP PE 4 and 5</td>
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<td>Graduation Req.:</td>
<td>Meets Elective graduation requirement.</td>
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**YEARBOOK**

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<th>YEARBOOK</th>
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<tr>
<td>Grade Level:</td>
<td>9th - 12th</td>
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<tr>
<td>Duration:</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>B in English, typing and/or computer skills preferred plus excellent attendance. <em>Application required</em> and approval from yearbook staff.</td>
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<tr>
<td>Graduation Req.:</td>
<td>Meets Elective graduation requirement.</td>
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The yearbook class produces the yearbook, *Recuerdos*. Staff consists of writers and photographers, all of whom must be independent and self-motivated. They must be responsible and able to meet deadlines. Some after school hours are involved.
WORK EXPERIENCE EDUCATION

Course Name: REGIONAL OCCUPATIONAL PROGRAMS (R.O.P.)
Grade Level: 11th – 12th
Duration: 1 or 2 semesters
Prerequisites: None.
Graduation Req.: Meets Elective graduation requirement (5-15 per semester).

R.O.P. offers high school students job training in over 70 occupational areas, such as:
- Auto Mechanics
- Bakery Decorating Arts
- Banking
- Computer Business Tech
- Construction Technology
- Dental Careers
- Health Services
- Law
- Medical Assistant
- Medical Careers
- Natural Resources-Creek

The Regional Occupational Program (ROP) offers tuition-FREE career preparation training. ROP classes are open to anyone 16 years of age or older. Programs with high enrollment are filled in the following order, seniors, juniors and 16-year old sophomores on a first-come, first-served basis. (The) ROP classes are held at various high schools and training sites throughout Sacramento County. After an initial training component, students will be placed at a community training site (i.e., a local business). Students must provide their own transportation. ROP students can earn high school and, in some cases, even college credits while gaining valuable skills, as well as “real world” experience. Upon finishing the course, students will receive a Certificate of Completion which documents their skills and abilities and assists them in their job search. Program descriptions and information are available from the ROP office/counselor, as well as the counseling office.

Course Name: INSIDE WORK EXPERIENCE (I.W.E./T.A.)
Grade Level: 11th – 12th
Duration: 1 semester
Prerequisites: Must obtain teacher or office staff approval.
Graduation Req.: Meets Elective graduation requirement.

Students provide assistance to either a teacher or office personnel. The purpose of I.W.E. is to teach students job readiness skills, to develop an appreciation for employer expectations, and career exploration.