

# ACE - LIFE

## California Partnership Academy

### "School within a School"

**WHAT IS ACE-LIFE?** ACE-LIFE is a California Partnership academy that includes a 3 or 4 year sequence of courses preparing students for careers related to *education, working with children, seniors, and human services occupations, such as coaches, athletic trainers, emergency service personnel, counselors*, etc. This is a grant-funded program in its tenth year of implementation. All students have current texts, instructional resources, and access to tutoring, mentors, and field trips. Each student is treated as a unique individual and works with a team of teachers that help him or her focus on their future and determine if this is a viable career pathway for him or her. Academic skills are matched with real-life training and lessons to make a rich and meaningful experience for students. The freshman and sophomore years offer broad-based career exploration, job shadows, field trips, and career/college planning. The junior and senior years focus on bridging the gap between high school, postsecondary education, and careers. Students are placed with community mentors and work in settings related to possible future employment. Students experience first-hand what it's like to be part of an ambulance crew, a city firefighter, a fish and game officer, a mental health counselor, a police officer, an elementary school teacher, etc...in order to make a determination about whether that career is of serious interest to him or her. Below is the suggested sequence of courses in the Academy. See the ACE-LIFE brochure for more detailed information or contact Amanda Ellis or Laura Dietle at Pleasant Valley High School. The courses below are integrated to provide cross-over learning. Students enrolled in the ACE-LIFE Academy are eligible for CSU and UC entrance. Students who complete all four years receive 9 units of college credits transferable through Butte College (2+2+2) and into the CSU System.

#### ACE-LIFE California Partnership Academy Courses

<i>9<sup>th</sup> grade</i>	English or Honors 9	Life Management (Health credit)	Phys. Ed.	
<i>10<sup>th</sup> grade</i>	English 10 or Honors 10	Human Development	World History	<i>Biology is suggested</i>
<i>11<sup>th</sup> grade</i>	English 20 <sup>th</sup> Century Literature	Careers with Kids or HERO in Human Service 11	US History	
<i>12<sup>th</sup> grade</i>	English ACE-LIFE World Literature	Careers with Kids or HERO in Human Service 12 or Medical Services		

# Advanced Placement Programs

The Advanced Placement program at Pleasant Valley High School offers the achieving student an opportunity for acceleration and the potential of earning college/university credits through examination.

## WHO SHOULD CONSIDER THE COURSES?

- The student with above average skills
- The student with above average grades
- The student who is self-motivated and disciplined
- The student with good writing habits
- The student with academic curiosity
- The student with parental support and encouragement
- The student with good reading skills

## WHY SHOULD THE STUDENT CONSIDER AP COURSES?

The student will be challenged with a course of study consistent with university courses. Student learning will be led by staff members exceptionally well prepared to provide the level of challenge necessary for advanced academic work. The course will enable the student to compete in exams that may provide the student with advanced level placement upon college entrance. Enrollment in an AP course may assist in gaining admission to colleges even though test scores are not reported until July.

## WHEN TO TAKE AN AP COURSE?

Usually during the junior and senior years courses are available for the qualified student. Students may elect to take one or more of the courses offered and should not typically find the load to be overwhelming.

The Advanced Placement exams are given in May. The exam fee is payable online and there is a non-refundable deposit and applicable late fees. For further information about Advanced Placement classes, please call the Counseling Office at 891-3050 ext. 225.

## Advanced Placement Course Descriptions

COURSE TITLE	COURSE DESCRIPTION	TERM	GRADE	A-G REQ	CREDIT INFORMATION
<b>AP ENGLISH LANGUAGE &amp; COMPOSITION</b>  <i>Prerequisite: Successful completion of Honors English 10 or recommendation of the English Teacher.</i>	This course is an honors class equivalent to a college freshman course. It is designed to help students become skilled at reading and writing rhetorical strategies through a variety of genres including literature, non-fiction, poetry, and visual media. Students should expect rigorous study of text and extensive expository, analytical and argumentative writing. At the completion of the course the student will be able to achieve an adequate score on the College Board's Advanced Placement English Language and Composition Test, which will earn the student as much as six	Year	11-12	'B' UC/CSU	5 English credits per semester

	units of college credit at most colleges and universities.				
<b>AP ENGLISH LITERATURE AND COMPOSITION</b>  <i>Prerequisite: B+ average in English required</i>	An honors class reasonably equivalent to college freshman English, this course is designed to help the student polish his language arts skills to enable him to perform well on the Advanced Placement or similar tests and to succeed in demanding college-level and university courses where writing and language skills are required. The course requires the study and practice of writing. In addition, the student learns to read works of literature perceptively and how to express responses to them. The student will study intensively a representative sampling of works from several genres and literary periods.	Year	12	'B' UC/CSU	5 English credits per semester
<b>AP FRENCH LANGUAGE</b>  <i>Prerequisite: Successful completion of French III with a grade of "B" or better</i>	This course is designed for the exceptional language student who wishes to continue with a program of comprehension, speaking, reading, and writing skills. A sophisticated, in-depth study of French culture and media will make up the majority of the year of study. Students are presented with all preparatory materials for the AP French Language exam.	Year	11-12	'E' or 'G' UC/CSU	5 CTE/Fine Arts/Foreign Language credits per semester
<b>AP JAPANESE LANGUAGE &amp; CULTURE</b>  <i>Prerequisite: Successful completion of Japanese III with a grade of "B" or better and teacher recommendation</i>	This course is designed for the exceptional language student who wishes to continue on with a program of reading, writing, and speaking in Japanese. The primary focus of this course is preparation for the AP examination through a focused and rigorous study of Japanese language and culture. Emphasis is on accurate understanding of Japanese sentence structure in newspaper and readings from other genres (fiction, poetry, and essays). Emphasis is on more sophisticated language usage (keigo, kanji in context, more advanced grammatical structures, and a variety of	Year	11-12	'E' or 'G' UC/CSU	5 CTE/Fine Arts/Foreign Language credits per semester

	communication situations.) Additional practice is provided for students through computer usage in preparation for the AP test. Students are presented with all preparatory materials for the AP exam.				
<b>AP SPANISH LANGUAGE</b>  <i>Prerequisite: Successful completion of Spanish III with a grade of "B" or better and teacher recommendation</i>	This course is designed for the exceptional language student who wishes to continue on with a program of reading, writing, and speaking in Spanish. This course has a special emphasis on studying Spanish via thematic units, using classical and contemporary literature, along with authentic materials from the Spanish-speaking world. Grammar and vocabulary acquisition are continued. Students are presented with all preparatory materials for the AP Spanish Language exam. Texts: Pasajes, Repaso, Nuevas Vistas, Galeria and Album.	Year	11-12	'E' or 'G' UC/CSU	5 CTE/Fine Arts/Foreign Language credits per semester
<b>AP CALCULUS AB-P</b>  <i>Prerequisite: Trigonometry/Pre-Calculus with a grade of "C" or better and teacher recommendation</i>	Equivalent to first semester college Calculus, this course is designed to prepare students to take the Advanced Placement Calculus AB Exam. Topics include limits, derivatives, applications of derivatives, integrals, and applications of integrals. It requires a solid background in Algebra II. Student-owned graphing calculators are strongly encouraged for this course.	Year	11-12	'C' or 'G' UC/CSU	5 Math credits per semester
<b>AP STATISTICS-P</b>  <i>Prerequisite: Algebra II with a grade of "B" or better or teacher permission</i>	The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1) exploring data; 2) planning a study; 3) anticipating patterns in advance; and 4) statistical inference. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college statistics course. Our	Year	11-12	'C' or 'G' UC/CSU	5 Math credits per semester

	course would take place over a full year, similar to the AP Calculus course currently in place.				
<b>AP BIOLOGY-P</b>  <i>Prerequisite: Completion of biology with a grade "B" or better and a grade of a "C" or better in chemistry</i>	This course is designed to assist the student in challenging the Advanced Placement Exam in Biology for university credit. Course content includes studies in biochemistry, the cell, energetics, taxonomy and evolutionary theory, an overview of the animal kingdom, human biology, immunology, botany, and ecology. Students will learn through lecture, laboratory activities, methods of gaining data, and analysis of data. One interdisciplinary group project is required for the first semester.	Year	11-12	'D' UC/CSU	5 Life Science credits per semester
<b>AP CHEMISTRY-P</b>  <i>Prerequisite: Chemistry or Honors Chemistry with a grade of "C" or better and successful completion of Algebra II with a grade of "C" or better</i>	This course is designed to help students master material for the AP exam in Chemistry and is taken during the second year of a two-year sequence of chemistry curriculum. There is a strong emphasis on laboratory manipulation and interpretation. Some labs will require time outside of the class period to complete. The first semester topics include: atomic structure, bonding, types of chemical reactions, stoichiometry, periodic table, nuclear chemistry, states of matter, thermochemistry, and solutions. The second semester topics include: gases, chemical kinetics, equilibrium, acid, bases, electrochemistry, organic chemistry, and biochemistry. One interdisciplinary group project is required in the first semester.	Year	11-12	'D' UC/CSU	5 Physical Science credits per semester
<b>AP WORLD HISTORY – P</b>	This is the honors level of the required 10 <sup>th</sup> grade World History course. As prescribed by the College Board, it covers ... Unit 1 – The Ancient World, to 600 C.E.	Year	10	'A' UC/CSU	5 World History credits per semester

	<p>Unit 2 – The Medieval World, 600 to 1450  Unit 3 – The Early Modern World, 1450 to 1750  Unit 4 – The Rise of the Modern Nation-State, 1750 to 1914  Unit 5 – The 20<sup>th</sup> Century, 1914 to the present</p> <p>The five themes are (1) interaction with the environment, (2) cultural development, (3) state-building, (4) economic systems, and (5) social structures. The course includes geography skills, chronological development, and historical analysis. The course employs an entry-level college textbook and emphasizes analytical essay writing. This foundation-level AP course introduces students to the rigors of PV's history honors program. Students should expect homework every night</p>				
<p><b>AP UNITED STATES HISTORY-P</b></p>	<p>This is the honors level of the required 11<sup>th</sup> grade United States History course. The first semester covers American history from the British colonial era through the end of the 19<sup>th</sup> century. The second semester covers 20<sup>th</sup> century United States history, followed by a rigorous review in preparation for the Advanced Placement exam. The course uses a college-level textbook and emphasizes rigorous essay writing.</p>	<p>Year</p>	<p>11-12</p>	<p>'A' UC/CSU</p>	<p>5 US History credits per semester</p>

## **Concurrent Enrollment Programs with CSU, Chico and Butte College**

Pleasant Valley High School works with California State University, Chico, and Butte College to offer high school students the opportunity to start earning college credits while they are still enrolled in high school. For more information about the programs listed below, see your high school counselor.

### **CAREER FOCUSED EDUCATION**

All Pleasant Valley students will be entering the work force in the next few years. Some will explore a career immediately after high school while others will seek additional training through colleges and universities. PV has initiated a Career Focused series of courses in several areas including Business, Manufacturing, and ACE Pathways (Home Economics) that are designed to meet the needs of each of these students. The Career Focused courses or Pathways are a sequenced series of courses through high school which provide students the skills necessary to better understand their role in the world of work and best prepare them for life after high school whether they are college bound or not. Students enrolled in any of the PV Pathways select courses consistent with their chosen career area which lead to post-high school training. Each of the Pathways are described in this booklet under the particular area of interest. Students and parents should view each Pathway as a guideline in the selection of classes in high school. Students may opt into and out of their Pathway as their interests and skills evolve. For more information check with your counselor!

### **BUTTE COLLEGE PARTNERSHIP AGREEMENT (2+2+2)**

Butte College has identified certain Pleasant Valley High School classes that are judged to be equivalent in scope, content, and skill level to selected Butte College courses. If a student completes any of these courses while in high school, he/she can earn both high school and college credits at the same time. Students earning a 'B' or better in the following Pleasant Valley courses will earn both high school credits toward graduation and credits at Butte College: Accounting I, Advanced Computers, Computer Applications, Computer Literacy, Forensics, Photography I, Welding, Engineering Design/CAD, Architectural Design/CAD, Careers with Kids, Human Development, Nutrition Science, Fashion Merchandising, Sales and Service, A+ Computer Repair, Administration of Justice, Animal & Veterinary Careers (Yuba College), Automotive Technology, Culinary Arts II (Yuba College), Fashion Design, Floral Design, Internet Production/Networking, Small Business Entrepreneurship (Shasta College), Video Production, Welding Fabrication. Detailed descriptions of each course are listed in the appropriate departments in this book and are also designated as being 2+2+2 courses. Articulated courses earn transfer credit to either the CSU or UC system.

### **BUTTE COLLEGE CONNECTION**

The College Connection program establishes a unique partnership between Butte College and the Chico Unified School District. Fifteen seniors are selected from Pleasant Valley High School to attend Butte College on a daily basis, concurrently earning both high school and college credit. The primary goals of the program are to provide an accelerated, challenging set of courses to the strong academic, college-bound student, and to provide highly motivated vocational students with an opportunity to develop their special talents more intensely and begin working towards an AA degree. A full-time high school staff person will be assigned as a teacher/advisor for these students. In addition to teaching the required American Government/Economics courses, the teacher/advisor will have the responsibility to meet with the students on a daily basis, to advise students and parents, and to assure the opportunity for success of students as they progress through the program. Because students are concurrently enrolled on both campuses they can take advantage of counseling services, support services, library use, and intra-school activities at each school site. Butte College provides bus transportation to and from the college. With parent permission, a student may choose to drive his/her own vehicle. The college expects the student to pay a nominal fee each semester; but because the students are still in high school, there are NO per-unit charges. CUSD will pay for the first \$75 of the student books required in the college courses except for consumable workbooks. Students will be selected based on an application (including student and parent essay), available standardized test scores, transcript evaluation, Butte assessment scores, interview, and teacher/counselor recommendations. Student/parent informational presentations will be given in February/March. Selection of students will be completed by mid-April with fall programming completed by mid-May. Students follow Butte's calendar for the beginning of instruction. Students interested in applying for this program should see their high school counselor for further information.

## PLEASANT VALLEY HIGH SCHOOL INDEPENDENT STUDY PROGRAM

PVHS Independent Study Program (9-12) is an alternative education program which helps students stay enrolled and connected to school. Our students meet the same requirements for standards, benchmarks and promotion as do students enrolled in daily attendance schools throughout the district.

As an alternative to comprehensive classroom instruction, we offer an instructional strategy to assist students who choose to be educated at home. Student, parent and teacher work as a team to respond to the student's specific educational needs, interests, aptitude, and abilities within the confines of state law and CUSD school board policy. Active participation by each member of the team is encouraged to facilitate a successful educational experience for the student. **Not all pupils make good candidates for this instructional strategy. Students who are successful in Independent Study are self-motivated, able to work independently, and adept with reading and comprehension skills.**

### TEACHERS

All teachers are fully credentialed by the State of California, employed by the Chico Unified School District and meet the No Child Left Behind (NCLB) requirements for highly qualified teachers. Teacher assignments for individual students are based on teacher availability and an assessment to student/family needs.

#### **Responsibilities of the teachers include:**

- Meeting with student at their weekly assigned appointment, as specified in CUSD board policy.
- Assessing student's academic level and assigning curriculum to meet district and state guidelines.
- Writing and reviewing weekly Student Assignment Reports.
- Assessing student's work on a weekly basis.
- Assessing the time value of student assignments or work products before ADA is earned.
- Administering district and state mandated tests.
- Maintaining records of academic performance including, but not limited to a report card and portfolio of student work.
- Suggesting and/or providing activities which enrich the curriculum and provide students with some peer and/or group interaction.
- Informing students and parents/guardians of resources available throughout the school district.

### PARENT/GUARDIANS

Parents/guardians play a pivotal role in the education of a successful independent study student. Students who succeed with this alternative instructional strategy need a strong support system to help balance the loss of daily contact with peers in a traditional school setting.

Additionally, parents/guardians need to be willing and able to offer tutorial help to their independent student students, who are meeting weekly, rather than daily, with a teacher. Parents/guardians should be cautioned that their student's compulsory school attendance is calculated according to weekly assignment completion.

#### **Responsibilities of parents/guardians include:**

- Providing a suitable environment for students to study at home.
- Taking an active interest in the student's daily learning and completion of assignments.
- Providing transportation, if necessary, for the student to make their regularly scheduled weekly appointment with the teacher.

- Notifying, in a timely manner, the teacher and/or administrator with any concerns regarding the educational progress of their student.
- Paying for costs and replacement of books, materials, equipment or other resources checked out to the student in the event they are lost or damaged beyond normal wear and tear.
- Ensuring the student's voluntary enrollment in and understanding of independent study, and facilitating the student's transfer to classroom instruction when appropriate or desired.

## **STUDENTS**

PVHS Independent Study Program provides an educational opportunity for students who cannot or choose not to attend school on a daily basis. Independent Study is a voluntary alternative option. That is, no student may be placed in independent study without their consent.

However, independent study is not appropriate for every student. **Strong reading and comprehension skills are required to complete weekly assignments.** With a minimum of teacher assistance, a support system of family and friends is a must. Students should be mature, self-motivated, and able to work independently.

### **Student responsibilities include:**

- Attending regularly scheduled weekly appointments with your teacher as specified in the Master Agreement.
- Communicating with your teacher throughout the week, requesting help, if needed, in a timely manner. Coming into the center to receive additional help, if suggested.
- Working daily on your curricular assignments.
- Completing (and turning in for assessment) all assignments on your weekly assignment report by the due date and time of your next weekly meeting.
- Participating in all district and state mandated tests.

## **ENROLLMENT PROCEDURE**

### **Pre-enrollment for student currently enrolled in CUSD**

The parent/guardian requests a referral from the counselor of the school.

A meeting will then take place between the counselor, parent/guardian, and student to discuss the requirements for PVHS Independent Study. Parent/guardian will be informed that their request has been received and, when space is available, student and parent/guardian will be invited to an orientation meeting.

### **Pre-enrollment for student currently enrolled outside CUSD**

If a student is new to the district, the parent/guardian will need to schedule a meeting with the counselor at PVHS to discuss enrollment. Parent/guardian should bring any school records for their student to that meeting (transcripts, exit grades, etc.).

## **ENROLLMENT**

An enrollment conference will take place as a general orientation meeting or as a meeting with the supervising teacher. During the meeting, student and parent/guardian will complete all necessary paperwork, including an Independent Study contract. A regular weekly appointment time will be established for the student's meetings with the teacher.

### **Initial Meeting with Supervising Teacher**

Upon enrollment, the student will meet with their supervising teacher at a regularly established time and day. During the first meeting, their supervising teacher will conduct assessments to determine the student's ability level and learning style, and discuss the student's course of study. The student will be given a week's worth of assignments along with the

appropriate educational materials to complete such. This work will also be used by the supervising teacher to identify student's academic abilities and interests.

#### **Additional Classes**

When appropriate, and on a space available basis, students may take additional classes not offered in Independent Study at PVHS, or at a post-secondary institution. These classes and any required homework are in addition to the weekly assignments given by the Independent Study supervising teacher. Students or parent/guardians must meet with their counselor to request such classes.

#### **Enrollment Termination**

Independent Study is a voluntary alternative educational strategy as developed by the California Department of Education. As such, no student can be assigned, transferred or referred to Independent Study without all parties concerned being in agreement and supportive of that educational placement.

Conversely, if any member of the "team partnership" (i.e. administrator, teacher, parent/guardian or student) feel that effective educational achievement is no longer occurring, and/or that independent study requirements and responsibilities are no longer being honored, enrollment will be terminated. A closing appointment with the counselor is essential before the student is referred back to his/her school of residence. This appointment gives all parties the opportunity to discuss the change in the student's educational placement and provides the staff appropriate time to close out the final assignment report and collect books and materials.

Unreturned items will result in holding student files, and billing or collection procedures.

#### **Transfer Back to Comprehensive or Another Alternative Setting**

High school students (9-12) who are transferring from PVHS Independent Study to another alternative education setting within the district must have a referral conference with the assistant principal and parent/guardian. At that conference, student needs/progress will be reviewed.

#### **ATTENDANCE ACCOUNTING**

As an alternative educational strategy, Independent Study Program cannot legally claim attendance credit in the same manner as is claimed at a comprehensive classroom-based setting. The state required method for attendance accounting is referred to as a **student performance based system**. That is, the supervising teacher determines the time value of completed assignments or work products so that attendance credit can be earned.

Consideration of student ability levels, along with district and state requirements will determine the criteria for contracted work achievement. As a result, students who are highly skilled would be expected to accomplish more than others who may be less able. Only evaluated work or work products that are complete and submitted by the due dates previously established in the Student Assignment Report count for attendance credit. Attendance credit cannot be claimed simply because the student "showed up" for an appointment. No credit for attendance can be claimed until the assigned work is submitted and assessed by the supervising teacher.

#### **School Calendar**

The PVHS Independent Study Program follows the traditional school calendar in grades 9-12. Copies of the school calendar can be obtained at the CUSD website ([www.chicousd.org](http://www.chicousd.org)) or by calling the Educational Services office at CUSD (891-3014).

#### **Grades and Report Cards**

Students in grades 9-12 are assigned credits for all work completed using the Carnegie system. The supervising teacher will evaluate the student's work and assign grades at each weekly visit to be averaged at the end of each session.

Transcripts are provided to students and parents/guardians every quarter for review with the supervising teacher. Students who do not meet the minimum attendance requirement will be referred to a daily school setting.

## The International Baccalaureate Honors Program

Pleasant Valley High School is proud to be a part of the International Baccalaureate Academy of Schools. The IB Honors Program, as opposed to the AP program, is a comprehensive program for academically talented and/or highly motivated students. The IB Diploma Program is a challenging two-year curriculum, primarily aimed at students in their junior and senior year (although there are prerequisites in grades 8-10). It leads to a qualification that is widely recognized by the world's leading universities. Students learn more than a collection of facts. The Diploma Program prepares students for university and encourages them to:

- ask challenging questions
- learn how to learn
- develop a strong sense of their own identity and culture
- develop the ability to communicate with and understand people from other countries and cultures.

Each IB diploma candidate must prepare for examinations in three subjects at the Higher Level and three at the Subsidiary Level. Higher Level studies almost always require two years of study in grades 11-12, while the Standard Level usually requires only one. Preliminary admission into the program is obtained by contacting the IB Coordinator at PVHS during years 9-10 (the earlier the better). Final admission is gained in the spring of the sophomore year by applying through the IB Coordinator.

IB Course Offerings

For more information email Christine Callas: [ccallas@chicousd.org](mailto:ccallas@chicousd.org).

<b>International Baccalaureate Honor's Course Offerings</b>
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COURSE TITLE	COURSE DESCRIPTION	TERM	GRADE	A-G REQ	CREDIT INFORMATION
<b>ENGLISH IB HL 1-P</b>  <i>Prerequisite: Successful completion of Honors English 10 or recommendation of the English Teacher</i>	This course will guide students through the first half of the two-year English component of the International Baccalaureate program, including the initial assessments. Students planning to complete the IB English requirements must follow this course with English IB HL 2 in their senior year. Non-IB students who meet the admission requirement and desire an academically challenging class may also enroll. The course prepares students for rigorous examination through intensive	Year	11	'B' UC/CSU	English credit  UC approved for honors credit

	reading and the writing of mechanically sound essays of various rhetorical strategies. Students will analyze and evaluate literature from the genres of prose fiction, poetry, drama, and expository non-fiction. Vocabulary development and oral and written commentary on specific works of literature are emphasized.				
<b>ENGLISH IB HL 2 –P</b>  <i>Prerequisite: Successful completion of IB English 11 or recommendation of the English teacher</i>	This course is the culmination of the IB English program. Students complete their analysis of literature, the vocabulary series begun in Honors or Pre-Honors English, and the articulated composition program. Students receive training the English component of the IB exam. Students also continue their training for oral commentary. The content of the course includes some of the world’s greatest literature in translation taught in historical and philosophical context.	Year	12	‘B’ UC/CSU	English credit  UC approved for honors credit
<b>THEATRE ARTS IB SL</b>  <i>Prerequisite: Current IB candidate and consent of instructor</i>	This course is designed to foster an in-depth study and international development of theater. It includes a basic understanding of theatre practices and demonstration through diverse performances and presentations. Assessments will include a research investigation, a performance proposal, a portfolio, and theatre performance/presentations. Attending four theatrical productions is also required for analysis and reflection upon the student’s own work. Previous theatre experience is recommended but not required. *cannot be used to fulfill the “g” elective requirement, must take HL2 course in addition to this course.	Year	11-12		CTE/Fine Art/Foreign Language credit
<b>THEATRE ARTS IB HL</b>  <i>Prerequisite: Current IB candidate, consent of instructor, and one year previous Theatre Arts SL course of study</i>	This course is the High Level course for IB Theatre Arts. It is an extension of the SL course with the focus on at least one personal study area. The portfolio details development of a two year study in IB Theatre. Assessments will include a research investigation, a performance proposal, a portfolio, and theatre performance/presentations. Attending four theatrical productions is also required for analysis and reflection	Year	12	‘G’ UC/CSU	CTE/Fine Arts/Foreign Language credit  UC approved for honors credit

	upon the student's own work. UC approved for extra honors credit.				
<b>FRENCH IB SL –P</b>  <i>Prerequisite: Successful completion of French III with a grade of "B" or better and teacher recommendation</i>	This course is designed for the exceptional language student who wishes to continue with a program of comprehension, speaking, reading, and writing skills. A sophisticated, in-depth study of French culture and media will make up the majority of the year of study. Students are presented with all preparatory materials for the IB Standard Level exam.	Year	11-12	'E' or 'G' UC/CSU	CTE/Fine Art/Foreign Language credit  UC approved for honors credit
<b>JAPANESE IB SL –P</b>  <i>Prerequisite: Successful completion of Japanese III with a grade of "B" or better and teacher recommendation</i>	This course is designed for the exceptional language student who wishes to continue on with a program of reading, writing, and speaking in Japanese. The primary focus of this course is preparation for the IB examination through a focused and rigorous study of Japanese language and culture. Emphasis is on accurate understanding of Japanese sentence structure in newspaper and readings from other genres (fiction, poetry, and essays). Emphasis on more sophisticated language usage (keigo, kanji in context, more advanced grammatical structures, and a variety of communication situations.) Students are presented with all preparatory materials for the IB Standard Level exam.	Year	11-12	'E' or 'G' UC/CSU	CTE/Fine Art/Foreign Language credit  UC approved for honors credit
<b>SPANISH IB SL –P</b>  <i>Prerequisite: Successful completion of Spanish III with a grade of "B" or better and teacher recommendation</i>	This course is designed for the exceptional language student who wishes to continue on with a program of reading, writing, and speaking in Spanish. This course has a special emphasis on studying Spanish via thematic units, using classical and contemporary literature, along with authentic materials from the Spanish-speaking world. Grammar and vocabulary acquisition are continued. Students are presented with all preparatory materials for the IB SL exam. Texts: <u>Pasajes</u> , <u>Repaso</u> , <u>Nuevas Vistas</u> , <u>Galería</u> and <u>Album</u> .	Year	11-12	'E' or 'G'; UC/CSU	CTE/Fine Art/ Foreign Language credit  UC approved for honors credit
<b>SPANISH IB HL1</b>	This course is designed for the exceptional language student who wishes to continue on with a program of reading, writing, and speaking in Spanish. This course has	Year	11-12	'E' or 'G' UC/CSU	CTE/Fine Art/Foreign Language credit

<p><i>Prerequisite: Successful completion of Spanish III with a grade of "B" or better and teacher recommendation</i></p>	<p>a special emphasis on studying Spanish via thematic units, using classical and contemporary literature, along with authentic materials from the Spanish-speaking world. Grammar and vocabulary acquisition are continued. Students are presented with all preparatory materials for the IB Higher Level Exam to be taken in the 12<sup>th</sup> grade. <u>Pasajes</u>, <u>Repaso</u>, <u>Nuevas Vistas</u>, <u>Galería</u> and <u>Album</u>.</p>				<p>UC approved for honors credit</p>
<p><b>SPANISH IB HL2</b></p> <p><i>Prerequisite: Successful completion of Spanish IB HL1 with a grade of "B" or better and teacher recommendation</i></p>	<p>This course is designed for the exceptional language student who wishes to continue on with a program of higher level reading, writing, and speaking in Spanish. This course has a special emphasis on studying Spanish via thematic units, using classical and contemporary literature, along with authentic materials from the Spanish-speaking world. Intense grammar and vocabulary acquisition are emphasized. Students are presented with all preparatory materials for the IB Higher Level Exam taken in the 12<sup>th</sup> grade. IB HL exams are eligible for college credit at most universities. Texts: <u>Pasajes</u>, <u>Repaso</u>, <u>Nuevas Vistas</u>, <u>Galería</u> and <u>Album</u>.</p>	<p>Year</p>	<p>12</p>	<p>'E' or 'G' UC/CSU</p>	<p>CTE/Fine Art/Foreign Language credit</p> <p>UC approved for honors credit</p>
<p><b>BIOLOGY IB HL1-P</b></p> <p><i>Prerequisite: Grade of "B" or better in previous science courses and concurrent enrollment in Algebra II, Geometry, or successful completion of any one of these courses with a grade of "B" or better</i></p>	<p>This is the first year of the two-year sequence of the IB Biology course. It includes coursework in the following areas: biochemistry, the cell, photosynthesis, genetics, taxonomy and evolutionary theory, viruses, bacteriology, human biology, botany, and ecology. The course will include considerable reading and writing (i.e. short essays and detailed lab reports).</p>	<p>Year</p>	<p>11-12</p>	<p>'D' UC/CSU</p>	<p>Life Science credit</p>
<p><b>BIOLOGY IB HL2-P</b></p> <p><i>Prerequisite: Completion of Biology</i></p>	<p>This course is designed to assist the student in challenging the IB Higher Level Exam in Biology for university credit. Course content includes studies in biochemistry, the cell, energetics, taxonomy and evolutionary theory, an</p>	<p>Year</p>	<p>12</p>	<p>'D' UC/CSU</p>	<p>Life Science credit</p> <p>UC approved for honors credit</p>

<p><i>IB HL1 with a grade "B" or better and a grade of a "C" or better in chemistry</i></p>	<p>overview of the animal kingdom, human biology, immunology, botany, and ecology. Students will learn through lecture, laboratory activities, methods of gaining data, and analysis of data. One interdisciplinary group project is required for the first semester.</p>				
<p><b>HONORS CHEMISTRY IB SL-P</b></p> <p><i>Prerequisite: Grade "B" or better in previous college prep science course, and concurrent enrollment in Algebra II or successful completion of Algebra 11 with a grade of "C" or better.</i></p>	<p>This course is designed to provide students with an accelerated course in chemistry and help them master material for the IB standard level exam in chemistry if taken in the junior year as an IB Area 6 elective, or as the first year of the two-year AP Chemistry sequence. One of the goals of the course is to help students learn to collect, analyze, and evaluate scientific data. The first semester topics include: atomic structure, bonding, types of chemical reactions, stoichiometry, periodic table, nuclear chemistry, states of matter, thermochemistry, and solutions. The second semester topics include: gases, chemical kinetics, equilibrium, acid, bases, electrochemistry, organic chemistry, biochemistry, and pharmaceuticals. One interdisciplinary group project is required in the first semester.</p>	<p>Year</p>	<p>10-12</p>	<p>'D' UC/CSU</p>	<p>Physical Science credit</p> <p>UC approved for honors credit</p>
<p><b>HISTORY OF EUROPE IB HL2</b></p> <p><i>Prerequisite: AP U.S. History or teacher permission</i></p>	<p>This yearlong honors course is World History of the 20th Century. In government, it compares and contrasts the Western democracies with a variety of totalitarian and dictatorial states; in economics, it investigates capitalistic, socialistic, and mixed economies. The three major topics are: (1) development of the one party dictatorships—Soviet Russia, Nazi Germany, Communist China, plus minor dictator ships; (2) decolonization of the Third World nations after World War II; (3) development of the integrated world economy after World War II. Students will do a research project on each of the major topics and present their projects to the class. The culmination of this course is the IB Higher Level Exam, which most universities grant college credit for a passing score.</p>	<p>Year</p>	<p>12</p>		<p>Government/Economics credit if enrolled for entire school year</p> <p>Elective credit if enrolled for semester</p> <p>UC approved for honors credit</p>
<p><b>IB THEORY OF KNOWLEDGE-P</b></p>	<p>Theory of Knowledge is an introduction to the field of philosophy called epistemology. A thoughtful and</p>	<p>Year</p>	<p>12</p>	<p>'G' UC/CSU</p>	<p>Elective credit</p>

	<p>purposeful inquiry into ways of knowing, and kinds of knowledge, ToK asks the question, “When we make a knowledge claim, how do we know what we claim to know?” Using historical and contemporary examples, ToK examines knowledge claims in natural sciences, human sciences, history, math, art and ethics. Students consider the role of knowledge in their own culture, in the cultures of others, and in the wider world. ToK prompts students to recognize the need to act responsibly in an increasingly interconnected but uncertain world. Essay writing skills and the reading of professional academic publications are emphasized. Designed to satisfy an International Baccalaureate requirement.</p>				
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## Regional Occupational Program (ROP)

Experience is the best teacher. ROP provides high quality Career and Technical Education (CTE) by combining academic instruction with hands-on learning. Courses are administered through the Butte County Office of Education and are taught by qualified instructors with relevant industry experience. Students get a head start by gaining skills and “real world” experience in a chosen career through partnerships with local employers. ROP can help students get their first job or help plan their future by exploring areas of interest before making long-term commitments. College applicants may receive priority consideration when their transcripts show evidence of involvement in CTE, especially in popular or highly impacted majors. Most courses are articulated with community colleges which allow students to earn college credit as well as high-school credit. Classes that are 2-hour blocks may contain an internship (paid and unpaid) in a related business or industry; students must provide their own transportation. Most ROP classes are capstone classes in a career pathway, meaning they have prerequisites and are the bridge between secondary and post-secondary education and training. Each ROP class is unique; in some cases students take classes at a different school site. All classes offer a ROP Certificate of Proficiency and many include industry-specific certifications.

Don't wait; see your counselor to discuss ROP classes and how they fit into your school schedule. ROP class offerings and course descriptions can be found on the web at [www.bcoe/rop](http://www.bcoe/rop).

\*Please note that the following ROP course offerings are tentative and contingent upon the 2015-2016 adopted State Budget.

### ALL ROP courses meet CUSD CTE/Fine Arts/Foreign Language graduation requirements

### ROP Course Offerings

Course Title	Course Description	Term	Grade	A-G Req	Credit Information
<b>A+ COMPUTER REPAIR</b>	Articulated for college credit at Butte College. This class prepares students to pass the industry standard A+ Computer Repair Examination. Students will learn computer terms, components and troubleshooting skills. This class covers computer operating system installation and diagnostics and step-by-step instruction on installation, maintenance, optimizing system performance and troubleshooting. <u>Class meets at Chico High School.</u>	Year	11-12		CTE/Fine Art/ Foreign Language credit
<b>ADVANCED WELDING</b>  <i>Prerequisites: completion of Welding I or instructor's permission</i>	This course is designed for the student who wants to further their knowledge and skills in the various welding, manufacturing, and machining techniques. This course enables the student to broaden their skills in all positions of welding through learning proper design techniques used in the welding fabrication industry and by working on student projects. Class meets at Pleasant Valley High School.	Year	11-12		CTE/Fine Art/ Foreign Language credit  Butte College 2+2

	Articulated at Butte College for Welding 20 credit.				
<b>ARCHITECTURAL DESIGN 2/3</b>  <i>Prerequisite: completion of Architectural Design/CAD 1 and 2 or instructor approval</i>	Students will use their CAD 1 and 2 skills to do custom design projects in the residential and commercial areas. Students will work on individual client projects, which may be fictitious and or real. Clients will present students with design requirements. Students will consult clients for necessary detail to complete projects. Some projects may be internship or mentorship based. Finished work will be presented in portfolio form. <u>Class meets at Chico High School.</u>	Year	11-12		CTE/Fine Art/ Foreign Language credit
<b>AUDIO &amp; MEDIA PRODUCTION</b>	This class gives students the opportunity to acquire the technical knowledge and requisite skills needed for entry level work as a technician in the media/visual communications industry. Training includes the equipment and software utilized to manage performance sound, lighting and effects and support still and motion picture acquisition and delivery. Special projects provide students with hands-on experiences in a variety of media applications and productions. Class meets at Pleasant Valley High School.	Year	11-12		CTE/Fine Art/ Foreign Language credit
<b>AUTOMOTIVE TECHNOLOGY</b>	Articulation pending for college credit at Butte College. This class offers students the training necessary to gain entry-level employment in the automotive service industry. Students develop skills in automotive mechanics and servicing, cooling systems, engines, electrical performance and troubleshooting, brakes, air conditioning and suspensions. Automotive service internships may be provided for students to further develop their skills. Graduates of this program will have sufficient background to repair and make adjustments on the various automobile systems using up-to-date equipment and tools. <u>Class meets at the Butte College Skyway Center.</u>	Year		11-12	CTE/Fine Art/ Foreign Language credit  2 period class
<b>BUILDING CONSTRUCTION</b>	Students receive training in construction trades including layout, site preparation, concrete, framing, drywall, painting, roofing, HVAC, electrical, plumbing and blue print reading. Shop projects allow actual	Year	11-12		CTE/Fine Art/ Foreign Language credit  2 period class

	construction job skills to be applied from rough-in to finish work.				Butte College 2+2
<b>COMPUTER AIDED DESIGN (CAD)</b>  <i>Prerequisites: Completion of Architectural or Engineering Design and CAD 1 &amp; 2 or equivalent or instructor approval.</i>	This class provides students with entry-level skills in architectural design using CAD. Instruction includes commands, files, editing, orthographic projection, sectioning, dimensioning, auxiliaries, pictorial, plan development, basic 3D wire frames and architectural drawings. Student may participate in industry internships. This class prepares students for entry into college/university programs such as Engineering and Architecture. <u>Class meets at Chico High.</u>	Year	11-12		CTE/Fine Art/ Foreign Language credit  2 period class  Butte College 2+2
<b>COMPUTER PROGRAMMING/GAMING</b>	Students will learn important programming concepts while creating fun thought-provoking games. This hands-on class teaches students how to use Visual BASIC.NET programming language and work with bitmaps, text files, databases and Microsoft application objects. Students will utilize pull-down interfaces, animation, and drag and drop features to design, implement, test and document their own computer games. <u>Class meets at Chico High.</u>	Year	10-12		Math credit  Butte College 2+2
<b>CULINARY ARTS II</b>	This class is a two-hour, one-year elective course. It is designed to offer many opportunities in the exploration of the food service and culinary arts industries. Students will be introduced to professional cooking, creative catering, baking and artistic food presentations. Certificates of Mastery are available in individual units. Students have the opportunity to participate in a non-paid internship with a chef, manager or baker and have a chance for real employment. Field trips, catering projects and lots of time in the kitchen make this class a real-world experience. Class meets at Pleasant Valley High School.	Year	11-12		CTE/Fine Art/ Foreign Language credit  2 period class  Yuba College 2+2
<b>INTERNET PRODUCTION/NETWORKING</b>  <i>Prerequisite: ROP A+ Computer Repair or instructor permission</i>	This class prepares students to excel within a computer network environment. Students learn how network operating systems from Microsoft, Apple and Linux are configured and will host a web page for the creative Writing & Media Productions class. They learn how to package a live video broadcast and	Year	11-12		CTE/Fine Art/ Foreign Language credit  Butte College 2+2

	<p>transition it to the World Wide Web and techniques to converge data to multiple formats such as smart phones, social media outlets and web pages. Students will participate in the configuration and diagnostic troubleshooting of a live network laboratory. <u>Class meets at Chico High School.</u></p>				
<p><b>IT INTERNSHIP</b></p> <p><i>Prerequisites: satisfactory completion or concurrent enrollment in ROP A+ Computer Repair, ROP Internet Production/Networking, ROP Computer Game Programming or instructor permission</i></p>	<p>This class provides students with the opportunity to apply their training in an IT internship with the Chico Unified School District. Student IT support activities will include installing hardware and software systems, maintaining or repairing equipment, troubleshooting a variety of computer issues, setting up computer security measures, configuring computer networks and offering technical support on-site or via phone or email. <u>Class meets at Chico High.</u></p>	Year	11-12		CTE/Fine Art/ Foreign Language credit
<p><b>MEDICAL AND HOSPITAL CAREERS</b></p>	<p>Learn entry-level skills in hospital and medical services. Classroom training includes basic patient care, CPR and First Aid, vital signs, anatomy, medical terminology and safety. Job shadows and internships may take place in a variety of hospital and medical environments including x-ray, physical therapy, respiratory therapy, pharmacy, laboratory, medical records, cardiology, surgery and medical offices. Class meets at Chico High School and Pleasant Valley High School. SENIORS RECEIVE PRIORITY PLACEMENT IN IMPACTED CLASSES.</p>	Year	11-12		CTE/Fine Art/ Foreign Language credit  2 period class
<p><b>ROBOTICS</b></p>	<p>This course focuses on the ways robotics and engineering systems are used in the manufacturing industry. Instruction includes applying CAD Plasma CAM Cutting, CNC Mill, CNC Lathe and 3 Dimensional Printing to enhance the manufacturing process. Competencies will include basic programming techniques and applications including sensor feedback loops and control system design and the design of mechanical systems powered by DC motors, pneumatics and elastic potential energy will be integrated. Topics covered include: mechanism design for manipulators and mobile robots, control design, 3D graphic simulation, actuators and</p>	Year	11-12		CTE/Fine Art/ Foreign Language credit

	sensors, wireless networking, task modeling human-machine interface, and embedded software. Upon completion of the course students will be able to solve electro-mechanical design problems with both human controlled and autonomous solutions. Students have the opportunity to participate in SkillsUSA: Leadership and Skills Competitions. <u>Class meets at Chico High.</u>				
<b>SPORTS MEDICINE</b>	This class provides an introduction to the field of athletic training. Learn basic anatomy and physiology, prevention and assessment of athletic injuries, immediate and temporary care of injuries, training room and office management practices, procedures, standards and ethics. Class meets at Pleasant Valley High School.	Year	11-12		CTE/Fine Art/ Foreign Language credit
<b>VIDEO PRODUCTION</b>  <i>Prerequisites: successful completion of Video Production or instructor's approval</i>	This class is designed to provide students with entry level career skills in audio and video production. Students will participate in hands-on training with current professional hardware, software and audio and video equipment. Instruction will include filming, video editing, lighting, DVD authoring, storyboarding and script writing, audio creation, audio editing, file conversion and file management. Students conduct studio and on location shoots for various types of video and multi-media projects produced under the "House of Blue Productions" label. Students will also learn about the skills and education necessary to prepare for audio and video careers from visiting businesses and multi-media guest speakers. Class meets at Pleasant Valley High School.	Year	11-12		CTE/Fine Art/ Foreign Language credit
<b>WELDING FABRICATION</b>  <i>Prerequisites: completion of Welding, or ROP Advanced Welding, or instructor's permission.</i>	Students will learn skills in the areas of welding, sheet metal, heat treating/hardfacing, light construction, use of tools and equipment and safety. Upon completion, students will be qualified for entry-level jobs in welding, cutting and metal fabrication. Course objectives are focused toward optional AWS Welding Certification. Students may be placed in internships for related hands-on training. Class meets at Pleasant Valley High School. <b>SENIORS MEETING PREREQUISITES</b>	Year	11-12		CTE/Fine Art/ Foreign Language credit  2 period class  Butte College Welding 21 2+2

	RECEIVE PRIORITY PLACEMENT IN IMPACTED CLASSES.				
<b>WRITING TO PUBLISH</b>	This class offers instruction and practice in the gathering and writing of magazine and broadcast news, feature and columns with an emphasis on clear, concise and creative written expression. Students learn the basics in writing, editing, publishing and ethics and will create and produce an online magazine, podcast, and TV broadcast in coordination with the ROP Internet Productions/Networking class. <u>Class meets at Chico High.</u>	Year	11-12		CTE/Fine Art/ Foreign Language credit

<b>Chico High School</b>	<b>BC Skyway Center</b>	<b>PV High School</b>
A+ Computer Repair	Automotive Technology	Advanced Welding
Computer Aided Design/CAD		Audio Media Production
Computer Programming/Game		Culinary Arts 2
Internet Production/Network		Medical & Hospital Careers
Medical & Hospital Careers	<b>Fairview High School</b>	Sports Medicine
Robotics	Building Construction	Video Production
Writing to Publish		Welding Fabrication

## HEALTH MEDICAL PATHWAYS

### PATHWAY 1

GRADE	ACADEMIC COURSE	CAREER TECHNICAL EDUCATION COURSE
<b>9</b>	Life Science	
<b>10</b>	Physical Science	Online Medical Terminology
<b>11</b>		ROP Sports Medicine
<b>12</b>		ROP Medical/Hospital

### PATHWAY 2

GRADE	ACADEMIC COURSE	CAREER TECHNICAL EDUCATION COURSE
<b>9</b>	Biology	
<b>10</b>	Chemistry	Online Medical Terminology
<b>11</b>	Anatomy/Physiology	ROP Sports Medicine
<b>12</b>	Biotechnology	ROP Medical/Hospital

## PLEASANT VALLEY HIGH SCHOOL I-TECH PATHWAY

**\*\*The order of some classes may vary and other I-TECH options can be taken according to post-graduate track below (see your counselor)**

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### Welding/Fabrication --- *Technician Option (Community College, Trade school...)*

<b>Freshman:</b>	<b>Sophomore:</b>	<b>Junior:</b>	<b>Senior:</b>
1. English	1. English	1. English	1. English
2. Science	2. History	2. History	2. Govt/Econ
3. Math	3. Math	3. Math	<b>3. Engineering/CAD 2</b>
4. P.E. 9	4. P.E. 10	<b>4. ROP Adv.Welding(1 Per)++</b>	4.Math or an I-Tech Elective
5. Health	5. Science	<b>5. Architecture/CAD 1–vpa ++</b>	<b>5.ROP Welding Fab (2 Per.)++</b>
<b>6. Beginning Welding</b>	<b>6. ROP Adv Welding++</b>	<b>6. Engineering/CAD 1++</b>	<b>6.ROP Welding Fab (2 Per.)++</b>

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### Welding/Fabrication --- *California State University Admissions (CSU)*

<b>Freshman:</b>	<b>Sophomore:</b>	<b>Junior:</b>	<b>Senior:</b>
1. English	1. English	1. English	1. English
2. Foreign Language	2. History	2. History	2. Govt/Econ
3. Math	3. Math	3. Math	3. Math
4. P.E. 9	4. Science	<b>4. ROP Adv. Welding (1 Per.)++</b>	<b>4. Arch/CAD 1-vpa or Eng/CAD</b>
5. Health	5. Foreign Language	5. Science	<b>5. ROP Welding Fab(2 Per)++</b>
<b>6. Beginning Welding</b>	<b>6. ROPAdv.Weld++ or PE10</b>	<b>6. Engineering/CAD 1++ or PE</b>	<b>6. ROP Welding Fab(2 Per)++</b>

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### Welding/Fabrication --- *University of California Admissions (UC)*

<b>Freshman:</b>	<b>Sophomore:</b>	<b>Junior:</b>	<b>Senior:</b>
1. English	1. English	1. English	1. English
2. Math	2. History	2. History	2. Govt/Econ
3. Foreign Language	3. Math	3. Math	3. Math
4. P.E. 9	4. P.E. 10	4. Foreign Language	4. Science
<b>5. Beginning Welding</b>	5. Science	5. Science	<b>5. ROP Welding Fab (2 Per)++</b>

6. Architecture/CAD 1-vpa ++  
7. On-line Health

6. Foreign Language

6. ROP Adv.Welding++

6. ROP Welding Fab (2 Per)++

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\*Classes marked with ++ receive 2+2 college credits

\* vpa –Receives U.C. A-G (F) and CUSD Visual/ Performing Arts credits

\*All Welding classes meet high school graduation requirement for CTE class, Fine Art or Foreign Language

Feb 2015



**ACE-LIFE  
iHOST PATHWAYS**

*Completion Certificate at 30 units  
Mastery Certificates  
Degrees and Careers*

<p><i>ACE-LIFE Academy and Pathway "Education, Child Development and Human Services"</i></p> <p>Suggested Sequence</p> <ul style="list-style-type: none"> <li>▪ Life Management/Teen Topics</li> <li>▪ Human Development</li> <li>▪ Careers with Kids</li> <li>▪ HERO in Human Service</li> </ul>	<p>Counseling Education/teaching Family Law Physical Therapy Coaching Psychologist And more.....</p>
<p><i>Education and Child Development Pathway</i></p> <p>Suggested sequence</p> <ul style="list-style-type: none"> <li>▪ Life Management /Teen Topics</li> <li>▪ Human Development</li> <li>▪ Nutrition Science</li> <li>▪ Careers with Kids</li> <li>▪ HERO in Human Service</li> <li>▪ Senior Survival</li> </ul>	<p>Teacher / Aide Daycare Director Recreation Director Children's Author Children's Clothing Nutrition specialist And more.....</p>
<p><i>Culinary Art and Hospitality Pathway iHOST Career Pathway and catering business</i></p> <p>Suggested Sequence</p> <ul style="list-style-type: none"> <li>▪ Life Management /Teen Topics</li> <li>▪ Nutrition Science</li> <li>▪ Culinary Art I</li> <li>▪ Senior Survival</li> <li>▪ Global Culinary and Hospitality</li> <li>▪ R.O.P. Culinary Art II</li> </ul>	<p>Executive Chef Resort/Hotel Manager Dietician Baker Event Planner Recreation Leader Travel Guide Banquet Manager And More.....</p>
<p><i>Fashion and Merchandising Pathway</i></p> <p>Suggested Sequence</p> <ul style="list-style-type: none"> <li>▪ Life Management /Teen Topics</li> <li>▪ Fashion Design</li> <li>▪ Senior Survival</li> </ul>	<p>Fashion Designer Merchandise Buyer Interior Design Entrepreneur Manufacturing Rep. And more.....</p>

## GUIDELINES FOR COURSE DESCRIPTIONS

1. Individual courses will be identified by title, followed by the grade level of the course (e.g. 9, 10, 11, 12), the length of the course (e.g., s = semester, y = year, y\* = students may enter at semester with counselor/teacher approval).
2. Standard credit courses grant 5.0 credits for semester courses, and 10.0 credits for year courses.
3. Prerequisites to courses must be followed. Exceptions will be allowed only after approval from both the instructor and the student's counselor.
4. University of California and California State University certified courses are identified by a 'P' next to the course title.
5. There is no charge for taking any course at Pleasant Valley High School. Workbooks, materials, and supplies are provided free to all students such that they can achieve as high a grade as any other student in the class. However, there are many courses that allow students to purchase projects that they have made by paying the cost of materials for such projects. In addition, students are allowed to purchase workbooks if they want to mark in them instead of returning them in good shape at the end of the term.

## Special Courses

COURSE TITLE	COURSE DESCRIPTION	TERM	GRADE	A-G REQ	CREDIT INFORMATION
<b>AVID (ADVANCEMENT VIA INDIVIDUAL DETERMINATION)</b>	This is a school-wide program designed to support underrepresented students in their goal of achieving university and college level entrance requirements. This course is a regularly scheduled elective based on "writing as a tool of learning", collaborative grouping, and inquiry methods. The three central components of the program are academic instruction, tutorial support, and motivational activities. The typical AVID student is intelligent and possesses four-year University potential. All AVID students are scheduled into college preparatory and honors courses during their 9th through 12th grade years and receive special tutorial services. Students are selected for the AVID program based on their ability.	Year	9-12		Elective credit
<b>AVID 12-P (AVID Senior Seminar)</b> <i>Prerequisite: Completion of two year of AVID with a "C" or better.</i>	The AVID Senior Seminar is designed for those AVID students who elect to take a course that prepares them for the rigor required for college work. Students will engage in higher levels of WIC-R (writing, inquiry, collaboration and reading strategies) than experienced in prior years of AVID.	Year	12	'G' UC/CSU	Elective credit
<b>AVID TUTOR</b> <i>Pre Requisite: AVID Elective teacher and counselor approval.</i>	The AVID Tutor serves a vital role in the AVID class; they facilitate weekly tutorial sessions and serve as guides to enable students to use Writing, Inquiry, Collaboration, Organization and Reading skills to discover solutions to questions they're struggling with in their academic classes. AVID Tutors also grade student binders, take part in class activities or use the non-tutorial days as time to work on	Year	12		Elective credit

	<p>their own academic assignments. Highly motivated <b>students who will be seniors</b> that value education and want to challenge themselves are encouraged to speak to the AVID Elective teacher and Counselor to see if this would be a good fit.</p>				
<b>LIBRARY AIDE</b>	<p>This pass/fail course is designed to introduce students to fields of library science and information literacy. Students will assist in daily library operations, learning clerical tasks, such as business use of the telephone, filing, typing, and researching information for staff. In addition, students will work with both print and non-print collections, helping to organize and maintain the collection. After successful completion of this course, a letter of recommendation may be requested. Students must complete an application and have teacher/counselor/administration approval in order to be in this class.</p>	Y or S	11-12		Elective credit
<b>MATH LAB TUTOR</b> <i>Prerequisite: Algebra 2 with a grade of "B" or better or teacher recommendation.</i>	<p>This course is designed for students to act as peer tutors for Pre-Algebra and Algebra 1 students. Daily responsibilities include leading small group discussions/activities and tutoring in one-on-one situations. Students should be comfortable taking initiative and explaining Algebraic concepts while encouraging critical thinking. Students will work closely with the teacher to provide a positive learning environment.</p>	Year	11-12		Elective credit
<b>STUDENT OFFICE AIDE</b> <i>Prerequisite: Consent of Assistant Principal</i>	<p>This course provides clerical experiences for students who possess an interest in the clerical field. Experiences include: business use of the telephone, filing, recordkeeping, typing, messenger duties, and other related functions. Students enrolling in this course are expected to have good attendance, be punctual, be responsible, show initiative and dress in a professional manner. Students must complete an application and have teacher/counselor/administration approval in order to be in this class. This is a pass/fail class.</p>	Year	11-12		Elective credit
<b>TEACHER ASSISTANT</b> <i>Prerequisite: Consent of the teacher</i>	<p>This pass/fail course enables students to become clerical assistants for teachers on the Pleasant Valley campus. It is an opportunity for students to become aware of the various kinds of clerical functions that most teachers are required to perform. Students gain a more thorough</p>	Y or S	11-12		Elective credit

	<p>understanding of the total area of teaching duties. Students enrolling in this course are expected to have good attendance, be punctual, be responsible, and show initiative. Students must complete an application and have teacher/counselor/administration approval in order to be in this class. Some T.A. positions are assisting a teacher working with students with special needs. Jobs may include helping with functional academic work such as time and money, going to class with a student as their "aide", leading table games or helping students learn to read. Good attendance and dependability is a must for this job. Once trained you will essentially become a part of the program.</p>				
<p><b>STUDENT GOVERNMENT</b> <i>Prerequisite: Must hold a student body office</i></p>	<p>This course is designed to teach the principles of leadership and its application to student affairs. Student responsibility and methods of developing student self-determination are studied. Student Council meetings are part of the course and parliamentary procedure is taught. Three formal business meetings and two labs per week.</p>	Year	9-12		Elective credit
<p><b>PRODUCTION JOURNALISM</b> <i>Prerequisite: Teacher approval</i></p>	<p>Students will apply their writing skills in the creation and editing of the school online news site, <b>The SagaOnline</b>. The standards of good journalism and accurate reporting will be stressed, as well as interview and publications skills. Students will also learn a variety of digital skills and collaborative practices. You will be able to enroll in Saga during 8<sup>th</sup> period. This is a daily class.</p>	Y or S	9-12		Elective credit
<p><b>ADVANCED JOURNALISM-P EDITING, DESIGN AND MANAGEMENT-P</b> <i>Prerequisite: Teacher approval</i></p>	<p>This class operates like a business and produces the school yearbook. Design, writing, photography, advertising, and team work are areas of concentration. The entire book is produced on the computer - advanced computer skills are recommended in InDesign, PhotoShop and various other programs.</p>	Year	9-12	'G' UC/CSU	Elective credit