

PLEASANT VALLEY HIGH SCHOOL



Student Handbook

2018-2019

Note: Contents of Student Handbook are subject to change. Course availability subject to change.

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Academic Integrity

Pleasant Valley Committed to Academics

Philosophy

Pleasant Valley High School's mission is "[t]o promote individual student educational success via a sequence of teaching, learning, assessment and support." Our goal is to enhance our learning environment and promote the pursuit of academic excellence. We strive to maintain a climate in which honesty, courtesy, consideration, integrity and a concern for others are highly valued.

Academic integrity is essential to achieving these goals, while academic dishonesty interferes with academic success. Factors that contribute to academic dishonesty include:

- Pressure for grades
- Inadequate time to complete assignments
- Unrealistic parent expectations
- Inefficient study skills

In any of its forms for whatever reasons, academic dishonesty denies the value of education. Our teaching staff strives to put the importance of learning above the importance of grades and to convince students that their best efforts are all that anyone should expect.

What is Academic Integrity?

Academic integrity means valuing:

- Personal truthfulness
- Intellectual honesty
- Learning and education
- Respecting intellectual property (crediting other's ideas)

What is Academic Dishonesty?

Academic dishonesty includes, but is not limited to:

- Allowing a student to look at one's or another's work during an examination or quiz, or to complete a homework assignment.
- Viewing, or attempting to view, someone else's work during an examination or quiz or to complete a homework assignment.
- Taking shortcuts to bypass the steps to complete an assignment or assessment (e.g. reading Sparknotes rather than the actual text, locating answers without doing computations, etc.).
- Using materials to "help" during an exam without approval, such as "cheat" notes, cell phones, or calculators.
- Sharing or asking about questions or answers to quizzes or exams, including the use of technology (cell phones, etc.) to do so.

- Altering corrections or grades with the intent of modifying grades.
- Misrepresenting one's self in any way to teachers in regard to completed work (e. g. Stating work has been completed when it has not, or falsely stating more hours were counted to complete an assignment than were actually completed).
- Doing more or less than one's share on a group project without teacher approval.
- Missing class in order to avoid turning in an assignment or taking a test.
- Fabricating or altering laboratory data.
- Copying, or paraphrasing sentences, phrases or passages, including images without citing the source.
- Doing work for another student.

Procedures and Consequences

Whenever a student has been found to have violated the Academic Integrity Policy, the teacher may:

- Investigate the issue.
- Conference with student(s).
- Notify the parents or guardians.
- Document the incident.

Consequences for cheating are severe. These are school-wide and cumulative for all the years a student attends PVHS. The professional discretion of teachers and administrators will be used should a violation be determined, including the time frame in which alleged violation(s) occurred (e.g. if a "cheat sheet" is found prior to the test beginning the teacher and/or administrator will still consider it a violation).

Range of Consequences:

- The student will receive a zero on assignment/assessment
- The student's grade will be lowered one letter grade.
- The student's current teachers will be notified.
- Extracurricular and sport coaches will be notified.
- Students will be denied a letter of recommendation from teachers.
- A discipline referral to administration with appropriate consequences will be issued.
- The student will be subject to suspension from school and/or excluded from extracurricular activities including removal from ASB office and disqualification from California Scholastic Federation.
- A Disclosure Notification will be entered into Aeries.

Academic Integrity is a shared responsibility amongst the school, the student and the parent.

Student Choices

Choosing What to Wear to School . . .

Each year some students choose to wear very revealing, inappropriate clothing to school and they are sent home to change, or parents bring other clothing for them to wear. Students need to look in the mirror before coming to school. To help guide students and parents, please ask oneself if clothing meets the following common sense rules

1. The body must be appropriately covered. The current fashion of showing off the belly and lower back of a girl (or boy) is not appropriate at school. Wearing clothes many sizes too small is not appropriate. See-through shirts are not appropriate. Strapless tops are not allowed to be worn on campus. In addition, clothes cannot be obscene or advertise alcohol, drugs, or products from companies that primarily make any controlled substances.
2. Underwear must be covered and/or not worn as outer clothing. The current fashion of wearing pants or shorts with the belt buckled lower than the hip line in order to show off a boy's (or girl's) boxer shorts is not appropriate at school.

Choosing What to Bring to School...

Things that aid in the education process in classes can be brought to school. Things that do not and/or are dangerous cannot be brought to school. Please note the following:

1. Electronic devices, including cell phones, can be brought to school, but they cannot be turned on or used in the classroom without teacher approval. Calculators and such are exempted.
2. Animals cannot be brought to school – check with the office for clarification.
3. Dangerous objects, weapons, explosives including firecrackers, razor blades, and even Exacto type cutters, cannot be brought to school. (Student will be suspended and/or expelled as defined in California Education Code.)

Choosing How to Talk at School...

1. Vulgar and/or profane language is not acceptable in class or while walking around on campus where others can hear it.
2. Standards for proper language are always in effect at PVHS.

Choosing to Respect Oneself and Others at School...

1. All students are expected to respect the rights of other students. Bullying, confronting, or assaulting others will not be tolerated.
2. All students have the right to be respected and safe at school. Report problems to the administration asap.
3. All students are expected to respect the tolerance levels of other students. Inappropriate displays of affection (prolonged embraces or kissing, implied sexual or offensive behavior) will not be tolerated.

Attendance Policies and Procedures

STATEMENT OF EXPECTATIONS

Students are expected to attend class regularly and be on time. We have high expectations for student achievement, and an absence always causes disruption in the educational progress. Students should not expect to be absent any more than is absolutely necessary. State financial support is directly linked to student attendance. Parents and students are encouraged to meet all school commitments and to schedule all non-school commitments and appointments outside the regular school day. Please schedule vacations on non-school days.

ABSENCE TYPES

EXCUSED absences include reasons due to illness, medical, dental or optometric services, court appointment or jury duty, attendance at funeral services for immediate family, or observance of a religious holiday/ ceremony.

UNEXCUSED absences (entered as Authorized) are entered when students are having transportation problems, oversleeping, road construction, travel, and family/ personal reasons.

TRUANCY absences are those WITHOUT the authorization of a parent/ guardian or school.

California Education Code Section 48260.5 regarding truancy and per our district policy, students must provide verification by a physician for any absences after 10 parent excused absences. You will be notified by letter from the district for excessive excused absences/truancy.

TARDY POLICY

Students must be in their seats when the bell rings. If a student is not in their seat, they will receive an unexcused tardy. A 30 minute detention will be assigned, and must be completed within five school days. Written verification by a medical office, with date and time listed, will be an excused tardy.

ATTENDANCE NOTIFICATION

ABSENCES: It is the parent/guardian's responsibility to call, email or write a note to the office within 48 hours to verify the reason for the absence. The absence will be considered a truancy if no contact with the attendance office has been made.

PVHS is a closed campus (except at lunch for 10, 11, & 12 grade students). Students are not permitted to leave campus without permission (a note or phone call) from parent/guardian. Students must obtain an OFF CAMPUS PASS (OCP) before leaving the campus. If a student leaves between class periods without an OCP, it will constitute a cut for the periods missed.

OFF CAMPUS PASS (OCP)

Students may NOT leave campus during school hours without having an Off Campus Pass. Passes can be obtained from Student Services or the Health Office. Passes are issued for the following reasons: doctor/ dentist appointments, sudden illness, family emergency, etc. with parent authorization. School funding

for your student depends on attendance. The school is not funded if he/ she is absent all day, regardless of the reason.

ADVANCED NOTICE OF ABSENCE

A written notification by parent/guardian is required **prior** to a student's **extended** absence from school. It is the student's responsibility to inform the teachers of this absence to obtain assignments. If a student does not follow this procedure, teachers are not required to accept make-up work.

MAKE- UP WORK

If an absence is **EXCUSED**, the student is expected to make-up missed work within a reasonable period of time and will receive recognition, points, grade, and credit for the work.

If the absence is **UNEXCUSED** (authorized) or a **TRUANCY**, the teacher has the discretion of accepting make-up work.

If a student has a cut or is suspended, any school work missed is accepted at the teacher's discretion.

HOMEWORK REQUESTS

After being absent for three days, homework can be requested by emailing the teacher directly. Go to the PVHS website, pvhs.chicousd.org and visit the staff directory. Teachers should respond within 24 hours to a homework request.

MESSAGES/DELIVERIES

To avoid numerous interruptions to the learning environment, only emergency situations warrant messages or deliveries to students during class time. Items may be left with Student Services and the student may retrieve the items during passing periods or at lunch. If items are left in the office, we will not notify the student that the item(s) are in the office. Due to limited space, any item left is at your own risk, and is the responsibility of the student.

CELL PHONES, IPODS AND OTHER ELECTRONICS

We strongly recommend that students leave their cell phones and other electronic devices at home during the school day. If students do bring them to campus; it is at their own risk! Unless approved by the teacher, all electronic devices are not to be turned on or out during class time. The 1st disciplinary consequence will automatically be a Saturday School and possible confiscation of the device per administrative discretion.

OVERDUE DISCIPLINE

Students with overdue discipline may be ineligible to participate in extracurricular activities, including, but not limited to: sports, field trips, dances, and band or drama productions. Tenth through twelfth grade students may also have their off-campus lunch privilege revoked.

ATTIRE

Students are to dress appropriately for school. **UNACCEPTABLE** clothing includes: Strapless tops, bare midriffs, bandeau tops (with or without a sheer top), sheer clothing, underwear showing, sagging pants, gang affiliated, and/ or "illegal" or "inappropriate" displays on clothing (e.g. - Sierra Nevada, Cookies,, etc.). Additionally, any student wearing clothing considered to be distracting or inappropriate by administration may be subject to disciplinary action.

PUBLIC DISPLAY OF AFFECTION (PDA)

PVHS promotes the establishment of healthy relationships. We also have an obligation to respect the tolerance levels of individuals on campus. As a result of this obligation, and as referenced in the Calif. Educ. Code 212.5.c, inappropriate displays of affection (prolonged embraces or kissing, implied sexual behavior, and/ or behavior determined by staff to be offensive in nature) will not be tolerated and may result in disciplinary action.

NEWS AND NOTIFICATIONS

The Viking Voice newsletter is produced quarterly and posted on our website, pvhs.chicousd.org. The Daily Bulletin is updated each afternoon and posted to the website daily, distributed to all teachers, and read during second period class. Copies are available in the main office and posted throughout the campus on various bulletin boards. It is important for students and parents to read the Daily Bulletin to remain informed about important announcements.

Progress Reports and **Report Cards** are available online in in AERIES Parent and Student Portals. For progress reports and semester report cards, Pleasant Valley High School is completely paperless. To sign up for Portal Accounts, please call the office for VPC code and other required information.

Academic Counseling Information

COUNSELING APPOINTMENTS

Counseling appointments may be scheduled with the Counseling Secretary between 7:30 am and 4:00pm. Students must schedule appointments during non-class time (lunch, before and after school). The Counseling Office can be reached at 891-3050 ext 225.

COURSE SELECTION/REGISTRATION

Beginning in January of each year, the counselors meet with students to help them program classes for the following year.

- Counselors complete classroom presentations and distribute course selection information, class registration forms, and four year planning materials.
- Students complete their registration forms, including parent's signatures and make their selections in the AERIES Portal.
- Counselors meet individually with students to finalize their course selections and future plans reviewing their current transcripts.
- Counselors discuss post high school goals with the student and review the students four year plan with them.
- The student's class schedule is distributed to students during round up in August.

PROGRESS REPORT CARDS

To inform parents of their student's performance in class, progress report grades are posted in AERIES at 6 and 12 weeks. Progress reports give the teacher an opportunity to let parents know of outstanding class performance as well as problem areas that may result in the student failing the classes. All grade reports (progress and final semester grades) are available on the Aeries parent/student portals. We encourage students and parents to check grades on a regular basis on AERIES if there are questions regarding student progress in between grading periods.

FINAL REPORT CARDS

Semester report cards are posted twice during the school year to inform parents of the student's final grade and credit for each class. The semester grades and credits are permanently recorded on a student's official transcript.

NOTICE OF FAILURE

Progress report grades will serve as a notice of possible course failure for final semester grades. A "D" or "F" grade is considered in danger of failing. It is a state law that no pupil will receive a failing grade without prior notification to the parent. Notification is provided through the grading that is continually updated in the AERIES portal.

AERIES PARENT PORTAL

Parents are highly encouraged to register on the Parent Portal, to have access to online gradebooks and attendance information.

INCOMPLETE GRADES

All incomplete grades become "failures" (F) at the end of the next grading period unless the teacher had granted an extension for good cause and has so notified the Registrar in the Counseling Office PRIOR to the above deadline. Students with Individual Education Plans may be exempt from this policy as per their

IEP. The administration reserves the right to waive this policy for students under exceptional circumstances.

CHANGING OR DROPPING A CLASS

The Counseling Department urges students to discuss course selection with parent and school personnel prior to registration for classes. Class changes cause major disruption to classroom instruction and student learning. There are very few instances when a class change will be allowed. Changes are made for data processing errors, improper placement, or to meet a graduation requirement.

Student initiated changes must be made by the end of the first week of the semester. Changes made after the first week must be parent or teacher initiated. Changes will not be made based on teacher or period preference. The last day to drop a class with no penalty is one week after the 1st progress grades are posted. After this time the class will be dropped with a fail grade ("F") for the semester, posted to the student's transcript. The "F" grade will impact both the gpa and athletic eligibility.

GRANTING CREDIT WHEN CLASS CHANGES ARE MADE:

1. A student will not receive a grade or credit when dropping a standard credit class before the drop with "F" deadline.
2. A student will not receive a grade or credit when dropping a standard credit class or entering a standard credit class too late to meet the minimum proficiency standards for the entire course.
3. If a student transfers from a standard credit class to another standard credit class within the same department, the student will be eligible to receive full credit for the semester. The leaving teacher will notify the receiving teacher of the transfer grade and the receiving teacher will then be responsible for averaging the two grades for the final grade and semester credit. The course title will be for the class the student is in at the end of the grading period.

STUDENT INITIATED CLASS CHANGES:

A student will use the following procedures when requesting a class change:

1. The student must initiate the class change by picking up a "Request for Class Change" form in the Counseling office after a required meeting with their Counselor. The student must have a parent and the involved teachers sign the form to show their approval of the request. If the leaving teacher is unwilling to approve the change, the teacher or parent should initiate a parent/teacher conference.
2. After the request form has been completed the student must make an appointment with his/her counselor to complete the change.

TEACHER INITIATED CLASS CHANGES:

A teacher will use the following procedure when requesting a student be dropped from a class:

1. Teacher will discuss the issue with the student to make him/her aware of the long-term consequences of non-acceptable classroom behavior or lack of performance.
2. Teacher will make the parent aware of the issue by phone contact and/or by filling out a disciplinary referral report to be mailed home. An administrator should be involved in this step.
3. If the issue persists, a second disciplinary referral report will be filled out and a parent-student-teacher-administrator conference will be requested to drop the student from class. The counselor will arrange the conference. With parent and all staff approval, the student will be dropped from the class and the counselor will make the program change.

College Entrance Requirements

COMMUNITY COLLEGE ENTRANCE REQUIREMENTS

High school graduate of an accredited high school, high school certificate of proficiency (CHSPE), GED or 18 years old.

COLLEGE ENTRANCE REQUIREMENTS - UC/CSU

CALIFORNIA STATE UNIVERSITIES (Bakersfield, Monterey Bay, California Maritime Academy, Channel Islands, Chico, Dominguez Hills, East Bay, Fresno, Fullerton, Humboldt, Long Beach, Los Angeles, Northridge, Pomona, Sacramento, San Bernardino, San Diego, San Francisco, San Jose, San Luis Obispo, San Marcos, Sonoma, Stanislaus)

UNIVERSITY OF CALIFORNIA (Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, San Francisco, Santa Barbara, Santa Cruz)

To be eligible for admission as a freshman, California residents must meet the following subject requirements, examination requirements and scholarship requirements:

1. Subject Requirements: Courses must be on approved UC course list (see List of Courses to Meet "a-g" Subject Requirements for Admission to U.C.) Grades must be "C" or better in each course in the subject areas listed to the right:

2. Colleges recommend that students take a full academic load in the senior year.

3. Examination requirements: UC/CSU-All freshman applicants must submit scores on the SAT Reasoning test or the ACT. UC-Freshman may also submit scores on two SAT Subject Tests in two different areas of the student's choice: history, social science, English literature, mathematics, laboratory science or a language other than English. Subject tests are not required, but may be considered in the evaluation of your application. Register for these tests online at www.collegboard.org and www.actstudent.org

A more complete review of UC and CSU requirements are available in the Counseling Office or on the internet at www.csumentor.edu or www.ucop.edu

Both systems use an Eligibility Index, which considers such information as "a-g" gpa, test scores, etc. to determine eligibility. See your guidance counselor for further details. Student athletes must also follow NCAA eligibility criteria, which differ from the CSU/UC requirements. See your counselor for additional information.

HISTORY/SOCIAL SCIENCE – 2 years required (20 credits)
Two years of history/social science to include: one year of United States History or one-half of United States History and one-half of civics or American Government; and one year of world history, cultures, and geography.
ENGLISH – 4 years required (40 credits)
Four years of college preparatory English that include frequent and regular writing, and reading of classic and modern literature, poetry, and drama. Not more than one year course will be accepted from the ninth grade.
MATHEMATICS - 3 years required (30 credits); UC recommends 4 years
Three years including elementary algebra, geometry, and second year (advanced) algebra. Math courses taken in grades 7 and 8 may be used to fulfill part of this requirement if the high school accepts them as equivalent to its own courses.
LABORATORY SCIENCE – 2 required (20 credits); UC recommends 3 years
Two years of laboratory science providing fundamental knowledge in at least two of these three areas: biology, chemistry, and physics. Laboratory courses in earth/space sciences are acceptable if they have as prerequisites or provide basic knowledge in biology, chemistry, or physics. Not more than one year of grade 9 laboratory science can be used to meet this requirement.
FOREIGN LANGUAGE - 2 years required (20 credits); UC recommends 3 years
Two years of a language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, and composition.
VISUAL & PERFORMING ARTS – 1 year (10 credits)
Any courses on the approved list for art or music or Theatre Arts classes.
COLLEGE PREPARATORY ELECTIVES – 1 year required (10 credits)
In addition to those required in "a-e" above chosen from the following areas: visual and performing arts, history, social science, English, advanced mathematics, laboratory science, and languages other than English (a third year in the language used for the "e" requirement or two years of another language). See CSU/UC approved course list for electives.

UC/CSU Approved Courses

Current Courses to Meet "A-G" Subject Requirements for Admission to UC/CSU

A. HISTORY

World History -P

AP World History-P

US History-P
 AP US History-P
 American
 Government/Economics-P
 History of Europe IB/HL2-P
 AP Government/AP
 Macroeconomics-P

B. ENGLISH

English 9-P
 Honors English 9-P
 English 10-P
 Honors English 10-P
 American Literature-P
 AP English Language &
 Composition-P
 English IB/HL1-P
 World Literature-P
 Expository Reading and Writing
 Course-P
 English IB/HL2-P
 AP English Literature-P

C. MATHEMATICS

Integrated Math 1-P
 Integrated Math 2-P
 Integrated Math 3-P
 Adv Math Concepts-P
 Trigonometry/Precalculus-P
 Honors Trigonometry/Pre-
 Calculus-P
 AP Statistics-P
 AP Calculus AB-P
 IB Math SL-P

D. LABORATORY SCIENCE

Biology-P

Chemistry-P
 Physics-P
 Anatomy/Physiology-P
 AP Biology-P
 AP Chemistry-P
 Biology IB/HL1-P
 Biology IB/HL 2-P
 Chemistry IB/SL-P
 Physics-P
 Biotechnology-P

E. FOREIGN LANGUAGE

French 1,2,3-P
 French Language IB/SL-P
 AP French-P
 Spanish 1,2,3,4-P
 Spanish for Spanish Speakers-P
 AP Spanish Language-P
 Spanish Language IB/SL-P
 Japanese 4-P
 Japanese IB/SL-P

F. VISUAL & PERFORMING ARTS

Arch Design & CAD 1,2,3-P
 Audio-Media Production-P
 Intro to Art-P
 Ceramics 1-P
 Drawing-P
 Photography 1,2-P
 Art Studio 1-P
 AP Art Studio-P
 Theatre Arts 1,2-P
 Theatre IB/SL, IB/HL2-P
 Video Production 1,2-P
 Stagecraft-P
 A Capella Choir-P
 Madrigals-P
 Wind Ensemble-P
 Jazz Ensemble-P
 Concert Band-P
 Music Theory-P
 AP Music Theory-P

F. VISUAL & PERF ARTS cont.

Beginning Piano-P
 Guitar 1-P
 Culinary Arts 2-P

G. ELECTIVE COURSES

All courses listed under A-E with
 the exception of math courses,
 plus the following:

College Prep Science 9-P
 College Prep Earth and Space-P
 American Gov/Economics-P
 AP Gov/Macroeconomics-P
 History of Europe IB/HL2-P
 Psychology-P
 AP Psychology-P
 Sports Medicine-P
 Medical Term and Careers-P
 Medical and Hospital Careers-P
 Administration of Justice-P
 AVID 9-P
 AVID 10-P
 AVID 11-P
 AVID Senior Seminar-P
 Adv Journalism-P
 Theory of Knowledge IB-P
 Human Development-P
 Culinary Arts 1,2-P
 Careers with Kids-P
 HEROES Teach-P
 Nutrition Science-P
 Life Management-P
 Senior Survival-P
 Eng and Design & CAD 1,2,3-P
 Welding 1-P
 Adv Welding-P
 Video Production 3-P

Butte College 2 + 2 Partnership Agreement

Partnership Agreement Butte College has identified certain high school classes that are judged to be equivalent in scope, content and skill level to selected Butte College courses. If you

complete any of these courses while in high school, you can earn college credits in advance. See your teacher to enroll in this program.

Classes include:

Administration of Justice
Careers in Public Safety and Law
Medical Terminology and Careers
Online Medical and Terminology-P
Human Development-P
Careers with Kids-P
Nutrition-P
Arch Design & CAD 1-P
Engineering Design & CAD 1-P
Advanced Welding
Welding and Fabrication
Photography 1-P
Audio and Video Production
Video Production 1-P

International Baccalaureate Program

About IB at PVHS

Pleasant Valley High School is proud to be able to offer the world renowned International Baccalaureate (IB) Program to our students. The International Baccalaureate is acknowledged around the world for providing challenging programs and rigorous assessment through high quality curriculum for over forty years.

IB is an integrated program of study which emphasizes concurrency of learning, internationalism, academic integrity, breadth and depth of study, and education of the whole person. Originally designed in 1967 as a course of study for international schools, the excellence of the IB has been proven and accepted by more than 113 countries.

It is important to stay in contact with Ms. Burton, regarding your plans for an IB Diploma/Certificate to make sure that all requirements are being met in order to graduate with either an IB Diploma or IB Partial Program.

Entering the IB Program:

Full Diploma candidates will enroll with the IB coordinator during the end of the sophomore year. IB Certificate candidates will enroll with the IB coordinator during the same time. ALL students are allowed to enroll in the IB Program as long as they meet the prerequisites. With few exceptions, all IB coursework must be completed during the junior and senior years.

2 Programs within the IB Program: IB Diploma Program and IB Partial Program

The **IB Diploma** is awarded by The International Baccalaureate Organization, Geneva, Switzerland. The **IB Diploma** students must successfully complete:

3-4 Higher Level courses (in-depth two year courses)

1. 2-3 Standard Level courses (less demanding one year courses)
2. The Theory of Knowledge (TOK) course
3. The Extended Essay
4. Creativity, Action and Service (CAS) of at least 150 hours over two years. *

Students may receive up to one year of college credit and advanced standing based on their Diploma score.

IB Partial Program students receive a Certificate which is awarded by The International Baccalaureate Organization, Geneva, Switzerland.

Students must successfully complete the internal and external assessments of up to seven courses in any of the six subject groups in standard or higher level.

Students may choose to apply for college credit or advanced standing based on their examination scores.

Requirements for an IB Diploma

The IB Diploma Program requires the successful completion of four basic components:

1. Comprehensive Curriculum

IB Diploma students complete most state high school requirements during grades 9 & 10. Juniors and Seniors study six subjects each of which require a comprehensive exam administered in May. There are currently three [pathways](#) to the IB Diploma.

2. Theory of Knowledge Class (TOK)

TOK is a required course for IB diploma candidates. The goal of this course is to develop an awareness of how knowledge is constructed, critically examined, evaluated and renewed by communities and individuals. It is to encourage an interest in the diversity of ways of knowing and thinking and an awareness of personal and ideological assumptions.

Non-IB Diploma candidates may enroll if room allows, but will be expected to complete all parts of the TOK curriculum. Questions regarding the TOK course should be directed to [Ms. Burton](#).

3. Creative Activity Service (CAS) Information

Each Full IB candidate is required to complete at least 150 hours in [Creativity, Action, and Service](#) within the Junior and Senior years of high school. Questions regarding the CAS component, should be directed to [Mrs. Besnard](#)

4. Extended Essay

An extended essay of 4,000 words on an IB subject that has resulted from independent study, research, and analysis is required for the IB Diploma.

IB Mission Statement

Through comprehensive and balanced curricula coupled with challenging assessments, the International Baccalaureate Organization aims to assist schools in their endeavors to develop the individual talents of young people and teach them to relate the experience of the classroom to the realities of the world outside. Beyond intellectual rigor and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship, to the end that IB students may become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs, conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life.

For more information on The International Baccalaureate Organization, click on:

<http://www.ibo.org>

Academic Planning Guide

GOAL	9th GRADE	10th GRADE	11th GRADE	12th GRADE
HIGH SCHOOL DIPLOMA COMMUNITY COLLEGE Certificate Programs And AA degree	English 9 Health/Elective PE 9 Math C/IM1 Science Elective	English 10 World History PE 10 IM1/IM2/IM3 Life Science Elective	English US History Fine Art/CTE IME/IM2/IM3 Elective Elective	English Amer Govt/Econ Math- recommended Elective Elective Elective
CALIFORNIA STATE UNIVERSITY & Community College Transfer to 4-Year University	English 9-P Health/Elective Math C/IM1 PE 9 World Language 1/2 CP Science/Bio/Elec	English 10-P World History IM1/IM2 PE 10 World Language 2/3 Bio/Chem/CPESS	English-P US History IM2/IM3 Visual/Perform Art-P World Lang or Elective Chem/CPESS/Adv. Sci.	English-P Amer Govt/Econ IM3/Trig Elective or World Language Elective or Science
UNIVERSITY OF CALIFORNIA & Competitive Majors and Universities	Honors English 9 Elective PE 9 IM1/IM2 World Language 1/2 CP Science/Biology Health Online	Honors English 10 World History (AP) PE 10 IM2/IM3 World Language 2/3 Biology/Chemistry	English (AP or IB) US History (AP) Visual/Perform Art-P IM3/Trig (Honors) World Lang 3/4 Chem/Adv. Science	English or (AP or IB) Govt/Econ (AP) College Prep Elective HO Trig/AP Calc/AP Stats World Lang. 4/5 Adv. Science
INTERNATIONAL BACCALAUREATE / ADVANCED PLACEMENT: Please see the following IB Pathways page.				

The planning guide reflects graduation requirements and CSU/UC minimum requirements. When selecting courses it is important to work closely with your counselor to understand the many challenging and flexible alternatives.

PVHS Diploma, UC/CSU, NCAA Requirements

<u>Subject Requirements</u>		University of California** & Cal State University	<u>NCAA Division I</u> 16 Core Courses
Subjects	Years/Credits	A – G Admission Requirements	
English	4 yrs/40 credits	All courses must be college prep level - P	4 years of English
Fine Arts/World Lang/CTE	1 yr/10 credits		3 years of math (IM 1 and higher)
Health	1 sem/5 credits	A US History / World History ----- 2 Yrs	2 years of natural/physical science
Math	3 yrs/30 credits	B English ----- 4 Yrs	1 year of additional English, mathematics or natural/physical science
P.E.	2 yrs/20 credits	C Math (IM1, IM2, IM3) ----- 3 Yrs	2 years of social science
Physical Science	1 yr/10 credits	D Lab Science (Bio, Chem/CPESS for CSU) 2 Yrs	4 years of additional courses (from any area above, and foreign language or comparative religion/philosophy)
Life Science	1 yr/10 credits	E Language other than English ----- 2 Yrs	
World History	1 yr/10 credits	F Visual / Performing Arts ----- 1 Yr	
US History	1 yr/10 credits	G College Prep Elective ----- 1Yr	
Economics	1 sem/5 credits	** UC's recommend additional years of math, science and foreign language.	
Government	1 sem/5 credits		
Electives	80 Credits		
<u>Credit Requirements</u>			
235 credits must be completed to earn a diploma			
<u>Algebra Requirement</u>			
Must pass Integrated Math 1 by end of senior year			

PVHS Independent Study Programs

Changing schools requires careful planning and thoughtful decision making. Although alternative educational programs offer some students avenues for success, many students making changes for the sake of change have difficulty adapting to alternative programs. Major changes in learning modes, life

styles, and patterns of socialization are often required for success in alternative educational programs. Use this guide to help you and your parents make the best decision possible regarding alternative educational programs.

PLEASANT VALLEY HIGH 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**. Students are placed into Independent Study by graduation priority.

CREDIT RECOVERY

PVHS offers credit recovery through our Independent Study Program. Contact counselors for information.

PVHS ONLINE/EDMENTUM

PVHS Online Program (9-12) is an alternative education program to help students stay enrolled and connected to school. The PVHS Online program 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 online program to assist students who choose to be educated mostly at home through online instruction. 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 the online program. Students who are successful with the online program are self-motivated, able to work independently, and adept with reading, comprehension skills and are technologically capable.**

Teacher:

All teachers are fully credentialed by the State of California and employed by the Chico Unified School District. Teacher assignments for individual students are based on teacher availability and an assessment to student/family needs.

Responsibilities of the teacher include:

- Meeting with student at his/her weekly assigned appointment.
- Assessing student's academic level and assigning curriculum to meet district and state guidelines.
- Monitoring student progress and insuring the student is meeting minimum standards.
- 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.

Parents/Guardians:

Parents/guardians play a pivotal role in the education of a successful online 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 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 daily log-ins by the student.

Responsibilities of parents/guardians include:

- Providing a suitable environment for students to study at home.
- Providing student access to the internet. A ChromeBook can be provided by the teacher if needed.
- 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 if 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.

Student Information:

The PVHS Online Independent Study Program provides an educational opportunity for students who cannot or choose not to attend school on a daily basis. PVHS Online is a voluntary alternative option. No student may be placed in the program without their consent. However, online education is not appropriate for every student. Strong reading and comprehension skills are required to complete

assignments and Mastery tests. 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 during the orientation meeting.
- 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 each course assigned.
- 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 Online Program. 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 with a teacher. 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.).

An enrollment conference will take place at 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 online 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. The student will be given courses and instruction on how the system works. The students will also be given the appropriate educational materials to complete coursework. Rules of the program will be covered and contact information exchanged.

ATTENDANCE ACCOUNTING FOR INDEPENDENT STUDY PROGRAMS:

As an alternative educational strategy, PVHS Online 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 log-on based system. A student must log on to the system to earn attendance credit for that day. School Calendar. The PVHS Online 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) or by calling the Educational Services office at CUSD (891-3014).

GRADES AND REPORT CARDS FOR ISP:

Students in grades 9-12 are assigned credits for all completed courses. The supervising teacher will evaluate the student's work and assign grades at the end of each semester. If a student fails to complete a class, the student will be given an incomplete or a failing grade. Updated progress reports are communicated to students during their regularly scheduled appointment time. Students who do not meet the minimum attendance requirement while enrolled in the Independent Study program, will be referred to a daily school setting.

CUSD Alternative Education Programs

THINGS YOU SHOULD KNOW BEFORE APPLYING FOR A VOLUNTARY TRANSFER

- Voluntary transfers to District Alternative Education (Fair View, Oakdale, Oak Bridge Academy) are made as soon as possible to facilitate getting on a waiting list for enrollment in future sessions.

- Students are required to attend and participate in all Pleasant Valley High School classes until the student has signed out of his/her classes, returned all books, materials, PE lock, and cleared all fines.

SOME REASONS FOR TRANSFER TO ALTERNATIVE EDUCATIONAL PROGRAMS

- Medical reasons: The student has a condition or requires treatment that requires a flexible learning situation.
- Financial Need: Life circumstances require a flexible learning situation which allows ample time for work.
- Crisis situation: A crisis situation exists which requires a flexible learning situation.
- Credit Deficient: The student is unable to earn enough credits for graduation with his/her class.
- The student's teachers, counselor, and school administration in conjunction with the student and his/her parents determine that there is valid instructional cause for the transfer.

STEPS TO FOLLOW WHEN APPLYING FOR A VOLUNTARY TRANSFER TO AN ALTERNATIVE EDUCATIONAL PROGRAM (PLEASE NOTE THIS IS A REFERRAL PROCESS, NOT A GUARANTEE FOR ENROLLMENT):

THE STUDENT SHALL:

- Attend all PVHS classes while considering a transfer. -
- Ask an Assistant Principal or Counselor to explain the alternative programs available.
- Start the formal request process with a meeting between the student, parent and Counselor. It is the student's responsibility to arrange for a parent conference. No request for transfer will be considered without a student/parent conference/contact.
- If the transfer is approved, the student and his/her parents will be notified of the date of transfer. If the transfer is not approved the student and his/her parents will be notified by the Director of Alternative Education or his/her designee.
- On the assigned day of transfer the student will:
 1. Hand carry a "Transfer Clearance Check Out" form from the registrar to each class.
 2. Have each teacher initial the form confirming that you have all books and/or materials, locks, science equipment etc. have been returned and clear all fines.
 3. Take the completed "Transfer Clearance Check out" form back to the registrar's office to complete the drop secondary institution

Course Descriptions

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.

Additional Electives Course Descriptions

COURSE TITLE	COURSE DESCRIPTION	TERM	GRADE	A-G REQ	CREDITS
AVID 9, 10, OR 11 (ADVANCEMENT VIA INDIVIDUAL DETERMINATION)	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
AVID 12-P (AVID Senior Seminar) <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/C SU	Elective credit
AVID TUTOR <i>Prerequisite: 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 their own academic assignments. Highly motivated students who will be seniors 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.	Year	12		Elective credit
LIBRARY SCIENCE 1	This graded (A-F) course is designed to introduce students to fields of library science and	Y or S	11-12		Elective credit

	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. Educational content will be taught as students work with both print and non-print collections, helping to organize and maintain the collection, researching, designing and creating projects with a career and technical focus. Digital literacy through desktop publishing, multimedia presentations and hands on work with computers will be an emphasis. Students must complete an application and have teacher/counselor/administration approval in order to be in this class.				
LIBRARY SCIENCE 2 <i>Prerequisite: Library Science 1</i>	This graded (A-F) course is designed to further the knowledge and practice of the field of library science and information literacy. Students will assist in daily library operations, practicing clerical tasks, such as business use of the telephone, filing, typing, and researching information for staff. Educational content will be taught as students work with both print and non-print collections, helping to organize and maintain the collection, researching, designing and creating projects, and assisting with the creation of instructional content, all with a career and technical focus. Critical and creative thinking will be needed for successful completion of this class. Digital literacy through video and multimedia presentations, and the creation of websites will be emphasized. Students must complete an application and have teacher /counselor/ administration approval in order to be in this class.	Y or S	12		Elective Credit
MATH LAB TUTOR <i>Prerequisite: Algebra 2 with a grade of "B" or better or teacher recommendation.</i>	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.	Year	11-12		Elective credit
STUDENT OFFICE AIDE <i>Prerequisite: Consent of Assistant Principal</i>	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	Year	11-12		Elective credit

	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.				
TEACHER ASSISTANT <i>Prerequisite: Consent of the teacher</i>	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 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.	Y or S	11-12		Elective credit
STUDENT GOVERNMENT <i>Prerequisite: Must hold a student body office</i>	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.	Year	9-12		Elective credit
PRODUCTION JOURNALISM <i>Prerequisite: Teacher approval</i>	Students will apply their writing skills in the creation and editing of the school online news site, The SagaOnline . 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 th period. This is a daily class.	Y or S	9-12		Elective credit
ADVANCED JOURNALISM-P EDITING, DESIGN AND MANAGEMENT-P <i>Prerequisite: Teacher approval</i>	This class operates like a business and produces the school yearbook. Design, writing, photography, advertising, and teamwork are areas of concentration. The entire book is produced on the computer - advanced computer skills are recommended in InDesign, PhotoShop and various other programs.	Year	9-12	'G' UC/C SU	Elective credit

IB THEORY OF KNOWLEDGE-P	<p>Theory of Knowledge is an introduction to the field of philosophy called epistemology. A thoughtful and 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?”</p> <p>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>	Year	12	<p>‘G’ UC/C SU</p> <p>UC approved for honors credit</p>	Elective credit
INTRODUCTION TO PUBLIC SAFETY – CAREERS 911	<p>This course is the Introductory Level course in the Public Safety Pathway and prepares high school students for work in entry-level positions in Public Safety through classroom instruction, hands-on training and community experience. This pathway encompasses career opportunities in a variety of jobs in which the focus is ensuring the general safety and public service to the community. The careers included in this pathway primarily address public order, fire protection, social services and emergency medical services.</p>	Semester	9-10		Elective credit
ADMINISTRATION OF JUSTICE	<p>This course is designed to provide students with a basic introduction to the administration of justice system in the United States. Units of instruction will include the history, philosophy and agencies of administration of justice. Emphasis will be placed on crime, punishment, rehabilitation, ethics, education, Emergency Medicine – including First Aid and CPR, Self Defense, Laws of Arrest and Constitutional Law, and training for professionalism in the system. Specific topics enhancing knowledge related to law enforcement duties will be covered and include investigations, report writing, search and seizure, patrol procedures, prison system, juvenile justice system, private investigations, etc. Classroom and hands-on instruction will include demonstrations, lectures, discussions, guest speakers, field trips, and other community activities. College credit is available at Butte College through a 2 + 2 Articulation agreement.</p>	Year	11-12		Elective Credit

Careers In Public Safety & Law <i>Prerequisite: Completion of Introduction to Administration of Justice with a "C" or better.</i>	This class is designed to build upon concepts taught within the curriculum of Introduction of Administration of Justice currently articulated with Butte College AJ-1. Students will understand basic concepts integrated throughout the course are career preparation standards, which include introduction to criminal investigative techniques, evidence analysis, courtroom protocol, substance abuse, lifetime fitness, communication, interpersonal skills, problem solving, and workplace safety, technology, combined with community classroom internships with local law enforcement agencies, fire, EMS, legal professionals.	Year	11-12		Elective Credit
Emergency Response I	This course is the concentrator course in the Emergency Response and prepares high school students for work in entry-level positions in Fire Service and the Emergency Services through classroom instruction, hands-on training and community experience. This pathway encompasses career opportunities in a variety of jobs in which the focus is ensuring the general safety and public service to the community. The careers included in this pathway primarily address public order, fire protection, social services and emergency medical services.	Year	11-12		Elective Credit Concentrator CTE pathway
Online Medical Terminology	This course explores the specialized language used within the medical profession. Emphasis is placed on the definition, pronunciation and spelling of medical terms with a focus on building medical words using prefixes, word roots, suffixes and combining forms. To further advance a working knowledge of these terms, vocabulary is taught in relation to the basic anatomy, physiology and pathology of body systems. This is an online class, which will require weekly assignments and online presentations. Students must have a computer and internet access. In class tests will be given periodically. This class does not satisfy any science credit toward graduation. <i>Passing this course with a "B" or better earns Butte College credit.</i>	Semester	10-12		Fine Arts/CTE credit
Medical Terminology and Careers	This course explores the specialized language used within the medical profession. Emphasis is placed on the definition, pronunciation and	Year	9-10	UC/C SU "G"	Fine Arts/CTE credit

	<p>spelling of medical terms with a focus on building medical words using prefixes, word roots, suffixes and combining forms. To further advance a working knowledge of these terms, vocabulary is taught in relation to the basic anatomy, physiology and pathology of body systems. This class also explores various medical careers and the post-secondary education requirements needed to attain that specific career goal. Students will also learn to take vitals and become CPR certified. One culminating project will be completed each semester. This class does not satisfy any science credit toward graduation. <i>Passing this course with a "B" or better earns Butte College credit.</i></p>				Concentrator CTE Pathway course
Sports Medicine	<p>This course provides an opportunity for the study and application of the components of sports medicine including, but not limited to: sport medicine careers, organizational and administrative considerations, prevention of athletic injuries, recognition, evaluation, and immediate care of athletic injuries, rehabilitation and management skills, taping and wrapping techniques, first aid/CPR/AED training, emergency procedures, nutrition, sport psychology, human anatomy and physiology, therapeutic modalities, and therapeutic exercise.</p>	Year	11-12	UC/C SU "G"	<p>Fine Arts/CTE credit</p> <p>Concentrator CTE Pathway course</p>
Medical and Hospital Careers	<p>Medical and Hospital Careers is designed to expose high school students to a variety of health occupations, and to help prepare them for the workforce. Students will learn basic medical knowledge and skills, and will have hands-on learning experiences. The class will meet for <u>two class periods per day</u> during the regular CUSD schedule. The first fourteen weeks of class are spent in the classroom preparing students and laying the foundation for job site placements. Students will then experience two rotations, which include working at a supervised job site during class time four days per week. In class instruction will then occur one day per week. Students will provide their own transportation to and from daily job placements. Students will be required to obtain industry specific immunizations prior to job placement. Students are required to complete HIPAA training and adhere to all industry standards for appropriate workplace behavior.</p>	Year	11-12	UC/C SU "G"	<p>Fine Arts/CTE credit</p> <p>CTE concentrator and capstone</p>

English Department

CUSD GRADUATION REQUIREMENT

English.....40.0

Continuous enrollment in English

English Department Course Descriptions

COURSE TITLE	COURSE DESCRIPTION	TERM	GRADE	A-G REQ	CREDITS
English 9A	This course is designed for ninth graders who need individual attention to master reading and writing skills. Writing instruction emphasizes punctuation, sentence structure, spelling skills, and vocabulary development. Units deal with developing students' character by reading and writing about real people who have experienced similar challenges and success in their lives.	Year	9		5 English credits per semester
ENGLISH 9-P	This course reinforces and develops all elements of language arts. Listening and speaking skills taught in a variety of situations enable students to discuss a wide range of topics. A systematic reading program encourages independent sustained, silent reading. Broad and in-depth core literature units stress substance and focus on major human values and issues. Vocabulary is studied in context and systematically developed. Writing is diversified and assignments cover expository essays and speeches, poetry, and novels.	Year	9	'B' UC/CSU	5 English credits per semester
HONORS ENGLISH 9-P <i>Prerequisite: Teacher recommendation, appropriate score on the state standards test, and passing the Honors English writing test</i>	This course is designed for students with high academic goals. Students are expected to be critical thinkers who possess good reading and writing skills. Course expectations include completion of a research paper, writing of analytical essays based on literary works, extensive use of vocabulary and analogy lessons, and oral presentations. Major units focused around novels, expository essays, and poetry.	Year	9	'B' UC/CSU	5 English credits per semester
ENGLISH 10-A	This is a course designed for students who need extra help with reading and writing skills. Writing instruction emphasizes punctuation, sentence structure, spelling skills, and vocabulary development. Units deal with developing students' character by studying the hero's journey in literature and their own lives.	Year	10		5 English credits per semester

ENGLISH 10-P	Elements of composition, grammar, research skills, reading skills, and an introduction to literary forms will be presented during the year. Major units include mythology, the novel, and expository essays, and a research paper.	Year	10	'B' UC/CSU	5 English credits per semester
HONORS ENGLISH 10-P <i>Prerequisite: English Department recommendation.</i>	This introductory AP/IB course introduces students to the program and its requirements. Greek drama, early English theatre, and Shakespeare will be studied. Verification of the writing language arts literacy will take place in this course.	Year	10	'B' UC/CSU	5 English credits per semester
SURVEY OF MODERN LITERATURE	This course is designed for students who find reading and writing challenging. Students will improve reading comprehension and literature analysis techniques. There is also extensive writing. Emphasis is placed on mechanics and paragraph construction. Research writing is taught as well as an introduction to creative writing. Reading, writing, and speech skills can be remediated in this class.	Year	11		5 English credits per semester
AMERICAN LITERATURE-P	This course is a chronological survey of American literature beginning with the colonial writers and extending to contemporary writers. Literary criticism and knowledge of the development of our national literature will be stressed.	Year	11	'B' UC/CSU	5 English credits per semester
AP ENGLISH LANGUAGE & COMPOSITION <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 units of college credit at most colleges and universities.	Year	11-12	'B' UC/CSU UC Approved for honors credit	5 English credits per semester
ENGLISH IB HL 1-P <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 reading and the writing of mechanically sound essays of various rhetorical strategies. Students will analyze and evaluate literature from the genres of prose fiction,	Year	11	'B' UC/CSU UC approved for honors credit	5 English credits per semester

	poetry, drama, and expository non-fiction. Vocabulary development and oral and written commentary on specific works of literature are emphasized.				
COLLEGE AND CAREER WRITING	This course is designed to prepare students for success in their post-secondary endeavors. It combines elements of our grade 12 Expository Reading and Writing Course with career and technical writing assignments, experiences they are likely to encounter after high school graduation.	Year	12		5 English credits per semester
WORLD LITERATURE-P	This course provides students the opportunity to study, at a college preparatory level, literary selections from a variety of the world's cultures, ancient and modern. In addition, students will practice a range of expository writing forms and sharpen their research skills, all in anticipation of college enrollment.	Year	12	'B' UC/CSU	5 English credits per semester
EXPOSITORY READING AND WRITING - P	ERWC is designed to prepare college-bound seniors for the literacy demands they will experience in their post-secondary endeavors. It is a year-long rhetoric-based course that will focus on developing students' proficiency in expository, analytical, and argumentative reading and writing. Students will experience both nonfiction and literary texts as well as further develop research methods and documentation conventions. The course is aligned to the seven criteria of the UC English requirement and the Common Core State Standards for English Language Arts and Literacy. Students who score as "Conditionally Ready" on the EAP during their junior year and who earn a C.	Year	12	'B' UC/CSU	5 English credits per semester
AP ENGLISH LANGUAGE & COMPOSITION <i>Prerequisite: B+ average in English required.</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 units of college credit at most colleges and universities.	Year	11-12	'B' UC/CSU UC Approved for honors credit	5 English credits per semester
AP ENGLISH LITERATURE AND COMPOSITION <i>Prerequisite: B+ average in English required.</i>	An honors class 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	Year	12	'B' UC/CSU UC Approved for honors credit	5 English credits per semester

	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.				
ENGLISH IB HL 2 <i>Prerequisite: Successful completion of IB English HL 1 or recommendation of the English Teacher</i>	This course is the culmination of the IB English program. Students complete their analysis of literature begun in Honors or Pre-Honors English, and the articulated composition program. Students receive training on 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 UC approved for honors credit	5 English credits per semester

Family Consumer Sciences (FCS) Course Descriptions

COURSE TITLE	COURSE DESCRIPTION	TERM	GRADE	A-G REQ	CREDITS
Life Management	Hands-on projects, building leadership skills, exploring careers, learning to prepare healthy food, and field trips to colleges and businesses are just a few of the exciting opportunities this one year course has for freshmen. Enrolling in Life Management is a great way to explore opportunities in high school and beyond, while getting health credits too! Begin a career pathway in teaching, fashion, food service, hospitality interior design, or human services by starting this introductory CTE course.	Year	9	'G' UC/CSU	5 Health credits and 5 Elective credits if enrolled in class for the entire year 5 Elective credits if enrolled in class for 1 semester only This is a CTE introductory exploratory course
Teen Topics	Have you considered the skills you'll need to be successful in high school? Enroll in this dynamic one semester course to acquire the tools you need to apply "school skills" to the real world. Teen topics includes trending information about relationships with family, friends, and within the workplace, career and life planning, decision-making, leadership skills, personal finances, and learning how	Year	9-12		Elective credits This is a CTE introductory exploratory course

	to be a smart consumer so you don't get "ripped off."				
Human Development	This is a foundational course for many career pathways including teaching, early childhood education, counseling, psychology, and nursing. Human Development is a study of the individual from conception through adulthood; includes the theories of physical, intellectual, social, and emotional development, heredity, special needs, and application to environments. Field trips, guest speakers & service learning experiences are used to help students develop meaningful skills. It receives 3 units of CDF 14 credit if criteria are met. This is a general education requirement for an AA degree at Butte. Three units can be earned toward Early Childhood Education Certificate. This fulfill a general education transfer to any CSU.	Year	10-12	'G' UC/CSU	<p>5 Health credits and 5 Elective credits if enrolled in class for the entire year</p> <p>5 Elective credits if enrolled in class for 1 semester only</p> <p>Butte College 2+2 credit</p> <p>This is a CTE concentrator course</p>
Careers with Kids 2X2 - P <i>Prerequisite: Suggested, Human Development and/or HEROES Teach</i>	This course includes observation and participation experiences at Marigold Elementary, Loma Vista Innovative and Smart Start Preschools. Included are discussions and speakers relevant to career opportunities in the field of early childhood, primary, and secondary education. Philosophies and comparisons of programs for young children will be explored. This class articulates with Butte College CDF 48, Principles and Practices of Teaching Young Children. Three units can be earned toward Early Childhood Education Certificate.	Year	11-12	'G' UC/CSU	<p>Elective credits</p> <p>Butte College 2+2</p> <p>This is a CTE capstone course</p>
Heroes Teach	Students will become vital teaching teams as they create presentations, class projects and then practice their teaching skills with a variety of age groups. The class will also cover the background of teaching and requirements to teach in different settings. If you are considering becoming a teacher of any grade level, this is the class for you!	Year	11-12	'G' UC/CSU	<p>Elective credits</p> <p>Butte College 2+2</p> <p>This is a CTE concentrator course</p>
Nutrition and Food Science P	This course presents the study of the production, processing, preparation, evaluation, and utilization of food. This	Year	9-12	'G' UC/CSU	Life Science credit (CUSD)

	<p>class uses scientific methods in laboratory experiments to help understand food. Included in the course is a comprehensive study of how the body uses food, health and fitness goals, diet analysis, eating disorders, and concepts related to healthy food choices and nutritional values. The food science aspect includes topics of irradiation, food-borne illnesses, genetically-engineered foods and how food substances interact with each other, ecosystems and the human body. Learning activities include: lectures, labs, group and individual projects, assessments through a variety of methods and research. Students must keep in mind that this is a class designed to explore the scientific nature of food. <i>It is not a food preparation class.</i> Successful completion of this course will result in receiving CUSD life science credits and 3 units of Butte College Nutrition.</p>				<p>Butte College 2+2</p> <p>This is a CTE concentrator course</p>
Culinary Arts I - P	<p>A full year elective course focusing on basic food preparation, food service, nutrition, presentation and the culinary art industry. Students have catering and “real world experiences”. Students that are unsure about a 2-hour commitment will enjoy this class and the professional level of food service. A full year commitment is expected. Students can earn a food handlers certificate.</p>	Year	10-12	‘G’ UC/CSU	<p>Elective credit</p> <p>This is a CTE concentrator course</p>
Culinary Arts II Prerequisite Culinary I	<p>This class is a one-hour or two-hour elective course. It is expected that students enroll for the full year. 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. This class trains for ServeSafe and Prostart. Students are placed on a long-term job placement with a local 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. Students can earn a ServSafe and Prostart certificate</p>	Year	11-12	‘F’ UC/CSU	<p>10 Elective credits per semester</p> <p>This is a CTE Capstone Course</p>

Senior Survival	Do you have all the life skills you need to survive after high school? Do you know how to rent an apartment? Use credit cards wisely? Balance a checkbook? Pay taxes or ask for a tax refund? Fill out job applications, prepare a resume and interview correctly for a job? Save and invest money for future use? Buy insurance? Sign a loan contract for a new car or a home? This class is intended to provide seniors and juniors with the money management skills they need to be successful in the future.	Year	11-12	'G' UC/CSU	Elective credit This is a CTE concentrator course
INTRODUCTION PUBLIC SAFETY - P	This course is the introductory level course in the Public Safety Pathway and prepares high school students for work in entry-level positions in Public Safety through classroom instruction, hands-on training and community experience. This pathway encompasses career opportunities in a variety of jobs in which the focus is ensuring the general safety and public service to the community. The careers included in this pathway primarily address public order, fire protection, social services and emergency medical services. Students understand basic concepts designed to introduce them to Police, Fire, social services, Emergency Medical Services and the 911 Communications Systems. Students will learn how each of these groups interacts and are interdependent. Instruction will focus on understanding the multitude of careers in the field of Public Safety / Social Services and the various industry certifications available in the industry. Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, and workplace safety, technology, lifetime health, nutrition, fitness and employment literacy connection to core academic standards.	Year	9-10	'G' UC/CSU Pending	Elective credit This is a CTE introduction course
EMERGENCY RESPONSE 1	This course is the concentrator course in the Emergency Response and prepares high school students for work in entry-level positions in Fire Service and the Emergency Services through classroom	Year	11-12	'G' UC/CSU Pending	Elective credit

	<p>instruction, hands-on training and community experience. This pathway encompasses career opportunities in a variety of jobs in which the focus is ensuring the general safety and public service to the community. The careers included in this pathway primarily address public order, fire protection, social services and emergency medical services. Students understand basic concepts designed to introduce them to Fire, social services, Emergency Medical Services and the 911 Communications Systems. Students will learn how each of these groups interacts and are interdependent. Instruction will focus on understanding the multitude of careers in the field of Fire and Emergency Services and the various industry certifications available in the industry. Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, and workplace safety, technology, lifetime health, nutrition, fitness and employment literacy connection to core academic standards</p>				<p>This is a CTE concentrator course</p>
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Health Department

Health.....5.0 credits required for graduation

Health Course Descriptions

COURSE TITLE	COURSE DESCRIPTION	TERM	GRADE	A-G REQ	CREDITS
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HEALTH	This course is designed for 9th graders but may be completed at any grade level. Course work in this class is intended to assist students in obtaining accurate information, developing lifelong positive attitudes and behaviors, and making wise decisions related to their personal health. Study will include personal and community health; mental, emotional, and social health; injury prevention and safety; nutrition and physical activity; alcohol, tobacco, and other drugs; growth, development, and sexual health. Central themes are the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, an understanding of the process of growth and development, and informed use of health-related information, products, and services.	Semester	9-12		5 Health credits per semester. Course required for high school graduation
ONLINE HEALTH <i>Prerequisite: 3.0 GPA or above</i>	Successful completion of this course meets the high school graduation requirement for Health. This course follows the same program of study as described by the Health description above. Instruction for this course is given completely online. Internet access and the use of programs such as Word, Adobe Acrobat, and PowerPoint are required.	Semester	9-12		5 Health credits per semester. Course required for high school graduation

Industrial Technology

RECOMMENDED COURSE SEQUENCE

	ARCHITECTURE & ENGINEERING DESIGN PATHWAY	MANUFACTURING PATHWAY
9th	Engineering Design & CAD 1 Architecture Design & CAD 1-P	Engineering Design & CAD 1 Welding I
10th	Engineering Design & CAD 2	ROP Advanced Welding or

	or Architectural Design & CAD 1-P	Engineering Design & CAD 1
11th	Engineering Design & CAD 2 or Architectural Design & CAD 2 ROP CAD	ROP Advanced Welding or Engineering Design & CAD 2
12th	Engineering Design & CAD 3 or Architectural Design & CAD 3 ROP CAD	ROP Advanced Welding or Engineering Design & CAD 3

Industrial Technology Course Descriptions

*Courses listed below meet CUSD high school graduation requirements for
Fine Art/Foreign Language/or Career Technical Education credit*

COURSE TITLE	COURSE DESCRIPTION	TERM	GRADE	A-G REQ	CREDITS
WELDING TECHNOLOGY 1 <i>Manufacturing Technology</i>	Welding Technology I covers safety, tools, metal properties and their identification, arc welding, oxyacetylene gas welding, machining, and various other metal working processes. The second semester is Welding Technology IB and is an in-depth study into the major metal working processes used in industry today. Lecture/Lab.	Year	9-12		CTE/Fine Art/Foreign Language credit
ADVANCED WELDING <i>Manufacturing Technology</i> <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. Welding is articulated with Butte College to earn high school and Butte College credits which are also transferable to the CSU system. <u>Class meets at Pleasant Valley High School.</u> Articulated at Butte College for Welding 20 credit.	Year	11-12	"G" CSU/UC	CTE/Fine Art/Foreign Language credit Butte College 2+2

WELDING FABRICATION <i>Manufacturing Technology</i> <i>Prerequisite: Completion of Welding 1 and/or ROP Advanced Welding, or instructor's permission.</i>	Articulated for college credit at Butte College for Welding 20. 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 training. Students may be placed in internships for related hands-on training. SENIORS MEETING PREREQUISITES RECEIVE PRIORITY PLACEMENT IN IMPACTED CLASSES.	Year	11-12		CTE/Fine Art/Foreign Language credit Butte College 2+2
ENGINEERING DESIGN AND CAD 1 <i>Drafting Technology</i>	A one-year course for students with little or no drafting background. This course is the recommended prerequisite for all other drafting classes. Basic skills are covered in this class. Basic units to be covered include: the graphic language, freehand sketching, lettering, use of equipment, geometry of technical drawing, single plane drawing, orthographic drawing, pictorial presentations, sectional views, auxiliary drawings, basic mathematics, and Computer Aided Drafting (CAD). CAD instruction includes the Cartesian Coordinate System through two-dimensional problems using <u>AutoCAD</u> software. This course qualifies under the 2+2 Partnership Program as (DFT 12) which means students can earn 3 units of transferable college credit with a passing grade of "B".	Year	9-12	"G" CSU/UC	CTE/Fine Art/Foreign Language credit Butte College 2+2
ENGINEERING DESIGN & CAD 2 <i>Drafting Technology</i> <i>Prerequisite: Engineering Design and CAD 1</i>	A one-year course for students who wish to continue Engineering and Design applications. Students will study 3D Design Principles using various Computer Aided Drafting (CAD) systems. Units of study include Cartesian coordinates, universal coordinate system, planes/surfaces, wire-frames, surface models and solid models. The program will utilize a Problem-Based Learning (PBL) approach, which gives students practice in skills that will be required of them in the workplace. All work will be assembled into a student portfolio.	Year	10-12		CTE/Fine Art/Foreign Language credit Butte College 2+2

	This course qualifies under the 2+2 Partnership Program as (DFT 12) which means students can earn 3 units of transferable college credit with a passing grade of "B".				
ENGINEERING DESIGN & CAD 3 <i>Drafting Technology</i> <i>Prerequisite: Engineering Design and CAD 2</i>	A one-year course in Engineering Applications related to parametric modeling, materials and material properties. Engineering models, assemblies and sub-assemblies will be constructed and animated. In Product Design 2, students will take the PBL process to the next level by working with industry partners on real world problems.	Year	11-12		CTE/Fine Art/Foreign Language credit
ARCHITECTURAL DESIGN & CAD 1 - P <i>Drafting Technology</i>	This course introduces students to architectural design principles as they are used to develop interior and exterior living areas. Units of work include: Basic elements of Architectural Design, introduction to Uniform Building Code standards, introduction to elements of fine arts as they pertain to Architectural Design, individual room and space planning, and the completion of a student portfolio which contains a completed set of working drawings for a two bedroom, one bath house. Plans will be completed using AutoCAD software. Sketchings, floor plans, electrical plans, foundation plans, elevations, cross sections, details and site plans will be completed in this class. Architectural Design and CAD 1 is articulated with Butte College to earn high school and Butte College credits, which are also transferable to the CSU system.	Year	9-12	'F' UC/CSU	CTE/Fine Art/Foreign Language credit Butte College 2+2
ARCHITECTURAL DESIGN & CAD 2 <i>Drafting Technology</i> <i>Prerequisite: Architectural Design & CAD 1</i>	Architectural Design and CAD 2 is a one-year course for students who have successfully completed Architectural Design and CAD 1. Students must demonstrate a basic mastery of architectural fundamentals, design principles and computer drafting skills. Students will use these skills to complete three-dimensional and color presentation projects. Design criteria will be provided by the instructor. Students will interpret the criteria and produce individually designed solutions. All projects must adhere to architectural design requirements and utilize the basic principles of artistic design. Finished work will be presented in portfolio form	Year	10-12		CTE/Fine Art/Foreign Language credit

ARCHITECTURAL DESIGN & CAD 3 <i>Drafting Technology</i> <i>Prerequisite: Architectural Design & CAD 2 or permission of instructor</i>	Architectural Design and CAD 3 is a one-year course for students who have successfully completed Architectural Design and CAD 1 & 2. Students must demonstrate a mastery of architectural fundamentals, design principles and computer drafting skills. Students will develop individual abstract residential projects. The nature of the project will be a vacation residence. It must be non-traditional in nature and in structure. Students must research several resources to develop their ideas. Three major components will be used to present student projects. The first will be a project board that will be a combination of manual and graphic developments. The second will be digital models developed on the computer. The third will be an actual quarter scale model using a variety of manual, computer drafting, computer milling and laser techniques. All three components of the vacation projects will be used to make an oral presentation.	Year	11-12		CTE/Fine Art/Foreign Language credit
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Mathematics Department

CUSD GRADUATION REQUIREMENT
 Mathematics.....20.0 credits (9th-11th grades)
 Algebra 1 or Integrated Math 110.0 credits

MATHEMATICS ACADEMIC PLANNING GUIDE

	8 th	9 th	10 th	11 th	12 th
High School Diploma, Community College, Certif. Programs and AA degree	Math B	Math C	Integrated Math 1	Integrated Math 2 or Integrated Math Essentials	4 th year of math recommended
CSU & Community College transfer to 4-year university	Math C	Integrated Math 1	Integrated Math 2	Integrated Math 3	4 th year of math strongly recommended
University of California	Math C or Integrated Math 1	Integrated Math 1 or Integrated Math 2	Integrated Math 2 or Integrated Math 3	Integrated Math 3 or Trigonometry	Trigonometry or AP/IB Calculus or AP Statistics

Mathematics Course Descriptions

COURSE TITLE	COURSE DESCRIPTION	TERM	GRADE	A-G REQ	CREDITS
MATH C	This course is designed to prepare students for Integrated Math 1. It will develop a stronger foundation in basic computational skills and include the following topics: analyzing patterns and data, proportional relationships, combining like terms, solving equations, distributive property, graphing linear equations, fractional equations, systems of equations, transformations and similarity, scatter plots, linear and exponential growth, laws of exponents, angles, Pythagorean Theorem, surface area and volume. Some of these topics may have been covered in previous 7 th and 8 th grade math courses. A student-owned scientific calculator will be beneficial for this course.	Year	9		Math credit
MATH LAB	This course is taken concurrently with Integrated Math 1 and is designed for students that need extra support to successfully complete Integrated Math 1, which is	Year	9		Elective credit

	required to earn a high school diploma. Math lab will help students develop a stronger foundation in basic computational skills from Math C and Integrated Math 1 while developing prerequisite skills necessary for Integrated Math 2. Other areas of focus are algebraic concepts, critical thinking, and study skills. The math lab teacher and mentors will provide one-on-one tutoring and small group work. <i>Students may enroll in this class based on teacher recommendation, screening assessment, and parent/student request.</i>				
INTEGRATED MATH 1-P <i>Prerequisite: Math C with a grade of "C" or better or teacher recommendation</i>	This course explores functions, exponents, slope & rate of change, writing and graphing linear equations, dimensional analysis, transformations, multiplying polynomials, solving complex equations that include fractions and exponents, modeling two-variable data, exponential growth and decay, solving systems of equations with substitution and elimination, congruence and coordinate geometry, inequalities, data representations, and constructions. Student-owned scientific calculators (or graphing calculators) are strongly encouraged for this course.	Year	9-12	'C' UC/CSU	Math credit
INTEGRATED MATH ESSENTIALS <i>Prerequisite: Integrated Math 1 and teacher recommendation</i>	This "bridge" course will provide additional reinforcement of foundational concepts covered in Integrated Math 1 while frontloading essential concepts from Integrated Math 2. For some students, this course will provide a necessary transition between Integrated Math 1 and Integrated Math 2 so that students can successfully complete the core sequence of high school math. Student-owned scientific calculators (or graphing calculators) are strongly encouraged for this course.	Year	10-12		Math credit
INTEGRATED MATH 2-P <i>Prerequisite: Integrated Math 1 with a grade of "C" or better or teacher recommendation</i>	This course includes quadratics and other functions, factoring, similarity, trig ratios and inverse trigonometry, probability, relationships of right triangles and special ratios, zero product property, completing the square, quadrilaterals, angles and areas of polygons, circles, volume, surface area, imaginary numbers, and inequalities. Student-owned scientific calculators (or graphing calculators) are strongly encouraged in this course.	Year	9-12	'C' UC/CSU	Math credit

INTEGRATED MATH 3-P <i>Prerequisite:</i> <i>Integrated Math 2 with a grade of "C" or better or teacher recommendation</i>	This course covers solving equations, investigations of functions, linear and quadratic math models, transformations of graphs, complex numbers, completing the square, solving one-variable and two-variable inequalities, and geometric modeling. Additional topics are inverses, exponential and logarithmic functions, series, operations of rational expressions, three-variable systems, trigonometry with triangles and the unit circle. Probability and statistics includes permutations, combinations, sampling variability, and various data distributions. Student-owned graphing calculators are strongly encouraged for this course.	Year	9-12	'C' UC/CSU	Math credit
TRIGONOMETRY/PRE-CALCULUS-P <i>Prerequisite:</i> <i>Int Math 3 with a grade of "C" or better or teacher recommendation</i>	This course covers trigonometry and its applications, analytical geometry, advanced functions, and data analysis. This class will prepare students for calculus. Student-owned graphing calculators are strongly encouraged for this course.	Year	10-12	'C' or 'G' UC/CSU	Math credit
HONORS/TRIGONOMETRY/PRE-CALCULUS-P <i>Prerequisite:</i> <i>Integrated Math 3 with a grade of "A" or teacher recommendation</i>	This course explores trigonometric functions, graphs, equations, identities, as well as matrices, vectors, advanced functions, combinatorial, probability, statistics, and data analysis. It is designed to prepare students to take the AP Calculus course and it also satisfies part of the requirement for the IB Standard Level Math course. Student-owned graphing calculators are strongly encouraged for this course.	Year	10-12	'C' or 'G' UC/CSU UC Approved for honors credit	Math credit
IB STANDARD LEVEL MATH-P	This course will emphasize the following six areas from the IB Math SL curriculum: algebra, functions and notations, circular functions and trigonometry, vectors, statistics and probability, and calculus. An extended math exploration (portfolio project) will also be	Year	12	'C' or 'G' UC/CSU	Math credit

<i>Prerequisite: Honors Trigonometry/Pre-Calculus with a grade of "C" or better</i>	assigned that will include research time. The math exploration satisfies the written component required for the internal assessment required by IB. Students that take this course will be prepared for the IB exam required for full diploma candidates in the spring semester. This course is also a college prep class for students that wish to pursue a rigorous math class instead of taking an AP (Advanced Placement) math class.				
AP CALCULUS AB-P <i>Prerequisite: Trigonometry/Pre-Calculus with a grade of "B" or better or 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 UC Approved for honors credit	Math credit
AP STATISTICS -P <i>Prerequisite: Integrated Math 3 with a grade of "B" or better or teacher recommendation</i>	This course may be taken concurrently with Trig/PreCalc or Honor's Trig or AP Calculus. 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 course would take place over a full year, similar to the AP Calculus course currently in place.	Year	10-12	'C' or 'G' UC/CSU UC Approved for honors credit	Math credit
ADVANCED MATH CONCEPTS – P <i>Integrated Math 3 with a grade of a "C" or better or teacher</i>	This is a rigorous, college preparatory math course that covers topics from a variety of fields. This course is designed to show some of the essence and quality of mathematics, and to enhance precision in evaluation and expression of ideas, thereby developing a student's quantitative reasoning skills. Students in this course are expected to have a firm grasp of concepts though Integrated Math 3 (Algebra 2), and be prepared to both build upon previous concepts as well as explore a variety of new topics. Students will formulate ideas, set goals and demonstrate application through group work, presentations, individual assessments, homework and	Year	10-12	'C' or 'G' UC/CSU	Math credit

<i>recommend ation</i>	special projects. Topics include sets, logic, number systems, advanced algebra, geometry and measurement, growth and decay, graphs, functions, probability and statistics.				
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Media Arts Department

CTE Pathway Courses
<ul style="list-style-type: none"> ● Intro to Multi-Media ● Video Production (UC A-G VPA credit and College credit) ● Film & Media Studies (*Pending UC A-G Approval) ● Audio & Media Production (Receives college credit) ● Video Production 2 (Receives college credit) ● Video Production 3 (Receives college credit)
Industry Sector: Arts, Media, & Entertainment Career Pathway: Design, Visual, & Media Arts
Freshman: Intro to Multimedia Sophomore: Video Production (y) Junior: Audio Production, Video Production 2, and/or Film & Media Studies Senior: Audio Production, Video Production 2 or 3, and/or Film & Media Studies

Media Arts Course Descriptions

COURSE TITLE	COURSE DESCRIPTION	TERM	GRADE	A-G REQ	CREDITS
Intro to Multimedia	So much technology, so little time! This is a one semester class that makes a perfect back-up to Health at the 9 th grade level. This course will introduce students to many of the concepts and programs used in our higher level courses as well as giving a chance to become proficient using GAFE, Google Apps for Education. Units of the course include video production and filmmaking, still photography, audio production, animation, special fx, and graphic design.	Sem	9-12		5 elective credits

Video Production (Beginner)	Video Production focuses on the creation of an environment where students can master high-level communication, technological, artistic and critical thinking skills. Students will understand and gain knowledge of full	Year	10-12	'F' CSU/UC	Articulated with the Butte College 2+2 Program where students earn
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	<p>video production including filming and editing digital video, and will conceptualize and produce full scripts and storyboards for all of their projects. Understanding key artistic aspects of filmmaking such as composition, continuity, and aesthetics of film are also major components of this course. Students will also research technical schools, colleges, universities, and career opportunities in the field of video production.</p> <p>Filming and editing various styles of videos will be the primary focus of this hands on course. Music videos, commercials, silent films, and short movies will be units in this course.</p>				<p>simultaneous high school and college credit.</p> <p>5 credits per semester CTE/Fine Arts/Foreign Lang</p>
<p>Video Production 2 & 3 (Advanced) <i>Prerequisites: Successful completion of Video Production or instructor's approval.</i></p>	<p>This advanced level course 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 producing, filming, editing, lighting, still photography, storyboarding and script writing, audio creation and editing, file conversion and management, and web page creation. Students will do studio and on location shoots for various types of videos and multi-media projects produced under the “House of BLUE Productions” name. Students will get hands on experience running a small multi-media business and will learn valuable business skills and knowledge. Students will also learn about the skills and education necessary to prepare for audio and video careers from career research and analysis, visiting local businesses, and from various multi-media guest speakers.</p>	Year	11-12		<p>Course receives 3 units of college credit through Butte College articulations.</p> <p>Pending approval for UC/CSU CTE Elective “G” credit.</p> <p>5 credits per semester CTE/Fine Arts/Foreign Lang</p>
<p>Audio & Media Production</p>	<p>This class gives students the opportunity to acquire the technical knowledge and skills needed for entry level employment in the audio or media communications industry. The primary focus of this course will be on audio creation, audio editing, and audio recording. You do not need to be a</p>	Year	11-12		<p>Course receives 3 units of college credit through Butte College articulations.</p>

	musician to be successful in this class, but you should have a desire or passion to work with audio, music, and other exciting areas of multi-media. Units in rock and roll history, musical genres, and the history of rap will be studied. Other areas of study will include broadcast production in a studio setting. Special projects provide students with hands-on experiences with computer equipment, microphones, and drum machines in a variety of media applications and productions.				5 credits per semester CTE/Fine Arts/Foreign Lang
Film & Media Studies	Do you love watching and discussing movies? Storytelling is the most common way that we communicate to one another. Stories told with film have a tremendous influence on our attitudes and perceptions of the world around us. In fact, films may be one of the most powerful tools in modern culture for shaping values and conveying information. By viewing, studying, discussing and writing about film, students develop and demonstrate skills in technological, cultural, and media literacy, as well as critical thinking and problem solving - skills that will serve them well in the real world. We will be viewing many of the best films ever produced in this exciting new course.	Year	11-12		5 elective credits per semester *Pending UC A-G Approval

Physical Education Department

CUSD GRADUATION REQUIREMENT

Physical Education.... 20.0 credits

9th Grade - Required Enrollment (y)

Physical Education Course Descriptions

COURSE TITLE	COURSE DESCRIPTION	TERM	GRADE	A-G REQ	CREDITS
PE 9	Objectives of the 9th grade curriculum are to develop movement skills and movement knowledge; to develop a positive self-image; and to develop social skills by working in a team setting. The curriculum adheres to the state framework guidelines where students work within the emphasis of fitness; team sports. The curriculum includes: volleyball, track & field,	Year	9 (Req)		Physical Education credit

	ultimate Frisbee, basketball, field games, dance, street hockey, indoor games, flag football, softball and physical fitness concepts. Students are graded on the following criteria: effort/participation, enthusiasm/leadership/sportsmanship, movement skill development & understanding, knowledge of rules/strategies/etc.				
PE 10	Objectives of the 10th grade curriculum are concerned with social etiquette; effective movement; and the pursuit of individual and carry-over activities. The emphasis is on self-improvement through knowledge and positive aspects of sport and fitness. The curriculum includes fitness concepts, tennis, golf, volleyball, pickleball, badminton, basketball, field games, street hockey, dance and softball. Students are graded on the following criteria: effort, participation, enthusiasm, leadership, sportsmanship, movement, skill development, understanding/knowledge of rules, strategies, and fitness.	Year	10 (Req)		Physical Education credit
PE 11-12	Students will participate daily in activities as an extension of the 9th and 10th grade progression. There will be opportunities in various activities with emphasis on group and individual choice and carry-over activities. Students are graded on the following criteria: effort, participation, enthusiasm, leadership, sportsmanship, movement, skill development, understanding/knowledge of rules, strategies, and fitness.	Year	12		Physical Education credit
PERSONAL FITNESS <i>Prerequisite: A grade "C" or better in 10th grade physical education and/or teacher recommendation</i>	This course is structured for students to develop and a program of regular exercise (with a mandatory cardiovascular component). Body sculpting, nutrition, flexibility, weight maintenance, power development, and jogging are included. Self-discipline is a key to success.	Year	11-12 10 th grade with teacher approval		Elective credit
SPORTS CONDITIONING	Student will participate daily in a strengthening and conditioning workout. The environment will be closely supervised, progress recorded and close communication maintained with the respective coaches. The environment will be intense in nature with the ultimate goal being to develop each student to their physical peak.	Year	11-12 10 th grade with teacher approval		Elective credit

SPORTS MEDICINE	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. <u>Class meets at Pleasant Valley High School.</u>	Year	11-12		Elective credit
LEISURE SPORTS	Basic knowledge of a variety of sports rules and skill sets are required. Students will participate daily in sports and games that focus on teamwork and movement. Class will be structured around a “game play” environment with students actively participating in competitive play situations designed around specific sports such as ; soccer, football, softball, volleyball, and more. This course is designed for the already physically active student that has completed PE credit requirements, but want to continue with their physical fitness through play.	Year	10-12		Elective credit
ISPE	This course is an additional class to a student’s full, 6 period schedule. A student taking this class must forfeit the option to have an open period or a period as a teacher’s aide in the future. Co-educational environment taught by a Certificated Physical Education teacher. Independent Study Physical Education is structured for students to focus on health related and skill related fitness. Students will act as informed responsible individuals and be able to set, prioritize, and revise personal goals as they relate to lifelong fitness. Athletics, recreation, and lifetime sports/fitness will provide students an opportunity to apply specific health and skill related component concepts in their respective settings. Students will be required to complete a minimum of 200 minutes of physical education instruction for every school week. Students must have participation verified by approved qualified individuals responsible for supervising and verifying student participation. Parents will not be approved as a supervising adult. Students will also be required to meet with a certified instructor for 45 minutes of the 200 minutes once every week. Weekly instructor meetings during 0 period will require students to perform fitness assessments. Students will evaluate their performance, analyze data, reflect on personal goals, and adjust behavior as necessary.	Sem	10-12		Physical Education credit

Science Department

*Students who take Biology during the 9th grade year will not be able to take the Biology HL exam.

**Non-college prep science courses will count toward graduation , but not CSU/UC entrance requirements.

CUSD GRADUATION REQUIREMENT

Physical Science10.0 credits Life Science10.0 credits

	9 th	10 th	11 th	12 th
IB	CP Science 9 (elective) ----- Biology*	Chemistry ----- Chemistry	IB Biology HL1 ----- IB Biology HL2 (SL exam) Or IB Chemistry SL **optional Chemistry SL exam can be taken Jr or Sr year.	IB Biology HL2 (HL exam) ----- IB Chemistry SL Or IB Biology HL2 (SL exam)
UC Preparatory AP Program	CP Science 9 (elective) Biology	Biology Chemistry	Chemistry, AP Chemistry AP Biology Anatomy/Physiology Physics Biotechnology	AP Biology Anatomy/Physiology AP Chemistry Physics Biotechnology
CSU Preparatory	CP Science 9 (elective) Biology	Biology Chemistry CP Earth Sci(elective)	Chemistry CP Earth Sci (elective) Physics Anatomy/Physiology AP Biology AP Chemistry Biotechnology	AP Biology Anatomy/Physiology AP Chemistry Physics Biotechnology CP Earth Sci (elective)
Community College/ Vocational Preparatory	Physical Science**	Life Science**	Physical Science** Life Science** CP Earth Science (elect)	Physical Science** Life Science** CP Earth Science (elect)

Science Course Descriptions

COURSE TITLE	COURSE DESCRIPTION	TERM	GRADE	A-G REQ	CREDITS
PHYSICAL SCIENCE <i>This is an introductory</i>	Physical Science is a one-year course of study in which students will explore principles of science through a variety of scientific disciplines. Students will study and experience the process of science,	Year	9-12		Physical science credit

<i>non-college preparatory level course. No credit can be earned if Biology, Chemistry, CP Earth & Space Science, or College Prep Science 9 has been passed with a "C-" or better.</i>	motion and forces, energy and matter, astronomy, weather, climate, plate tectonics, California geology, and the human impact on resources. Laboratory and field experiences will be used to develop the students' skills. Successful completion of this yearlong course will earn 10 credits in physical science.				
LIFE SCIENCE <i>This is an introductory non-college preparatory level course for students to earn Life Science credits. No credit can be earned if Biology, Chemistry, CP Earth & Space Science, or College Prep Science 9 has been passed with a "C-" or better.</i>	Life Science is a one-year course of study in which students will explore principles of science through a variety of scientific disciplines. Students will study cell biology, genetics, ecology, evolution, microbiology, human biology, plant biology, and the physiology. Laboratory experiences will be used to develop the student's skills. Successful completion of this yearlong course will earn 10 credits in life science.	Year	9-12		Life Science credit
COLLEGE PREP SCIENCE 9-P <i>Prerequisite: Pass IM-1 and English with a grade of "C" or better. May also pass Math C with a grade of "B."</i>	This is a physical science course that is designed to prepare students for college preparatory science classes (Chemistry and Honors Biology) in tenth and eleventh grades. One semester will include the study of physics: motion, waves and sound, light and nuclear physics. The other semester will include instruction in basic chemistry: atomic & molecular structure, mixtures & solutions, organic chemistry, and chemical reactions. The course includes a considerable amount of reading, writing, and analysis of data using mathematical equations in a laboratory setting.	Year	9	'G' UC/CSU	Physical Science credit
BIOLOGY-P <i>Prerequisite: Grade of "C" or better in previous college prep Science and</i>	Students will study cell biology (biochemistry, cell structure, energy transfer, and usage), genetics, ecology, evolution, microbiology, human biology, plant biology, and physiology. The course involves considerable reading, writing, and laboratory	Year	9-12	'D' UC/CSU	Life Science credit

<i>English courses or a "B" or better in non-college prep science courses.</i>	work. Successful students can expect to complete three hours of homework and studying per week.				
AP BIOLOGY-P <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. A significant number of labs are student designed. Successful students will spend a considerable amount of time outside of class preparing for this course.	Year	11-12	'D' UC/CSU UC approved for honors credit	Life Science credit
BIOLOGY IB HL1-P <i>Prerequisite: Grade of "B" or better in previous science courses and have passed or be concurrently enrolled in IM-2.</i>	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). Students that have already taken Biology may not take this class.	Year	11	'D' UC/CSU	Life Science credit
BIOLOGY IB HL2-P <i>Prerequisite: Completion of Biology IB HL1 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 IB Higher Level 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. One internal assessment project is required for the second semester.	Year	12	'D' UC/CSU UC approved for honors credit	Life Science credit
ANATOMY PHYSIOLOGY-P <i>Prerequisite: Completion of Biology, and Chemistry or College Prep Earth & Space Science with a grade of "C" or better.</i>	This course will introduce the student to the anatomy and functions of the eleven systems of the human body. Students interested in any of the health fields will find this class invaluable in their education. The class also includes a study of the causes, effects, and treatment of many diseases and also includes animal dissection and laboratory investigation. This course involves a great deal of memorization.	Year	11-12	'D' UC/CSU	Life Science credit

COLLEGE PREP EARTH AND SPACE SCIENCE – P <i>Prerequisite: Concurrent enrollment in IM-2, IM-3, or successful completion of any one of these courses with a grade of "C" or better.</i>	This science course is designed to expose the student to scientific methods, concepts, and vocabulary relating to exploration of the Earth. Earth Science is the study of our earthly (and beyond) habitat, a synthesis of systems like geology, chemistry, hydrology, oceanography, meteorology, astronomy, and space science. Laboratory experiments and field studies will develop students' reasoning power, the ability to apply system principles, as well as acquaint students with laboratory and field study techniques.	Year	10-12	'G' UC/CSU	Physical Science credit
CHEMISTRY-P <i>Prerequisite: Grade "C" or better in previous college prep science course (both semesters), and concurrent enrollment in IM-2 or IM-3, or successful completion of any these courses with a grade of "C" or better.</i>	A year course designed to allow students to master basic principles of chemistry. Topics covered include atomic structure, bonding, organic chemistry, types of chemical reactions, stoichiometry, thermochemistry, reaction mechanisms, equilibrium, states of matter, and acids and bases. Requires approximately 3-5 hours of homework/study time per week outside of class.	Year	10-12	'D' UC/CSU	Physical Science credit
AP CHEMISTRY-P <i>Prerequisite: "B" or better in Chemistry and IM-2.</i>	This course is designed to help a student 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, and nuclear chemistry.	Year	11-12	'D' UC/CSU UC approved for honors credit	Physical Science credit
CHEMISTRY IB SL-P <i>Prerequisite: "B" or better in Chemistry and IM-2.</i>	This course is designed to help students master material for the IB exam in Chemistry and is taken during the second year of a two-year sequence of chemistry curriculum. The first semester topics include: atomic structure, bonding, types of chemical reactions, stoichiometry, periodic table, nuclear chemistry, states of matter,	Year	11-12	'D' UC/CSU	Physical Science credit

	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 for IB students. A large number of labs are student designed.				
PHYSICS-P <i>Prerequisite: Completion of IM-3 with a grade of "B" or better.</i>	This is a year-long course designed to learn the following concepts of physics: mechanics, heat, energy, waves, sound, light, electricity, relativity, and magnetism.	Year	11-12	'D' UC/CSU	Physical Science credit
BIOTECHNOLOGY-P <i>Prerequisite: "C" or better in Biology and Chemistry, or "B" in College Prep Earth and Space Science.</i>	This course introduces students to the fundamental scientific principles of biotechnology bioethics, the variety of careers in biosciences, as well as the commercial and regulatory characteristics of the biosciences. Students will also explore forensics – the application of science for solving crimes during the second semester. A significant part of the course involves actual and simulated research being done in actual laboratories world-wide, which gives students the unique opportunity to carry out the world changing experiments about which they are learning. To accomplish this goal, the course is especially laboratory intensive, and students spend approximately 50% of class time carrying out actual experiments.	Year	11-12	'D' UC/CSU	Life Science credit

Social Science Course Descriptions

CUSD GRADUATION REQUIREMENT
Social Sciences.....30.0 credits

Social Sciences Department Course Descriptions

COURSE TITLE	COURSE DESCRIPTION	TERM	GRADE	A-G REQ	CREDITS
World History-P	Course content focuses on world developments from the American and French revolutions to the present. Students connect historical events with their effects on the development of culture. The effects of geography on events and people are explored. The course is aligned with state Social Science standards to include: The rise of Democratic Ideals, the Industrial Revolution, 19th century Imperialism, WWI, 20th century Totalitarian Dictatorships, WWII, the Cold War against the Soviet Union and China, the developing	Year	10	'A' UC/CSU	World History credit

	Third World, and Conflict in the World today. Students should expect to study/complete homework every night.				
AP World History P	<p>This is the honors level of the required 10th grade World History course. As prescribed by the College Board, it covers ...</p> <p>Unit 1 – The Ancient World, to 600 C.E. 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 20th 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>	Year	10	'A' UC/CSU UC Approved for honors credit	World History credit
United States History-P	The first semester of this yearlong course will cover colonial America through World War I. The second semester will begin with the 1920s and continue through to major social and domestic policy issues in contemporary American society. The primary emphasis of the course is on 20 th century American History. Curriculum includes both content standards and Historical and Social Sciences analysis skills standards.	Year	11-12	'A' UC/CSU	US History credit
AP United States History -P	This is the honors level of the required 11 th grade United States History course. The first semester covers American history from the British colonial era through the end of the 19 th century. The second semester covers 20 th 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.	Year	11-12	'A' UC/CSU UC Approved for honors credit	US History credit
Government P	This is a study to inform students on how our government operates, its duties and responsibilities (at all levels), and the part " <i>we the people</i> " play in its operation. Areas covered are: formation of our government, problems encountered and resolved, civil liberties, civil rights, the presidency, congress, courts, state and local government. Emphasis is also placed on current American problems.	Year	12	'A' UC/CSU	Governm ent credit

AP US Government and Politics/AP Macroeconomics	<p>This year long course will combine the content standards of AP US Government and Politics and AP Macroeconomics. Students will alternate the two curriculums, on a unit basis, over the course of the year as they prepare for the AP exams in both subjects. Although it is not required, students will have the opportunity to sit for examinations and potentially earn college credit for one or both. Students must remain enrolled for the entire year to earn credits.</p> <p>AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments.</p> <p>AP Macroeconomics is designed as an initial college-level course in macroeconomics and as a foundation for possible future study in economics or business. AP Macroeconomics emphasizes economic principles as applied to the economy as a whole. Lessons include an analysis of national income and its components, economic indicators, inflation and unemployment, money and banking, stabilization policies, and the United States and world trade.</p>	Year r	12	'A' UC/CSU 'G' UC/CSU	Government & Economics credit if enrolled for entire school year. Elective credit if enrolled for semester
Economics-P	<p>Students will study and learn the principles of economics and of the American economic system. They will compare the American system to economic systems of other nations. Students will learn fundamental economic concepts, appreciate how the principle concepts of economics relate, and understand the structure of economic systems. Students will learn to make reasoned consumer judgments about economic decisions.</p>	Sem	12	'G' UC/CSU	Economics credit
History of Europe IB HL2 - P <i>Prerequisite: AP U.S. History or teacher permission</i>	<p><i>This course meets high school graduation requirements for Govt/Economics.</i> 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,</p>	Year r	12	'A' UC/CSU UC Approved for honors credit	Government & Economics credit if enrolled for entire school year

	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.				Elective credit if enrolled for a semester
Psychology- P	This survey course covers a variety of topics in psychology including the schools of psychology, learning theory, altered states of consciousness, the life cycle (childhood, adolescence, adulthood, death, and dying), personality, stress, mental illness, and therapy. Expectations include the use of reading, writing, and oral discussion skills. After taking the class, students should have acquired general knowledge in psychology as well as a better understanding of themselves and their relationships with others.	Year	11-12	'G' UC/CSU	Elective credit

Visual & Performing Arts Department

CUSD GRADUATION REQUIREMENTS

CTE, Fine Art

Performing Arts or Foreign Language.....10.0 credits

Visual & Performing Arts Course Descriptions

COURSE TITLE	COURSE DESCRIPTION	TERM	GRADE	A-G REQ	CREDITS
INTRODUCTION TO ART-P	EXPLORE the visual arts! Experience different art techniques, ideas, and styles using a variety of materials. Try your hand at drawing, painting, collage, sculpture, ceramics, printmaking, <i>and more</i> in a fun, relaxing environment. Learn how to use the elements of art and principles of design in your unique creative expression. This is a foundation art course and may not be repeated for credit .	Year	9-12	'F' UC/CSU	CTE/Fine Art/Foreign Language credit
DRAWING-P	Don't want to go through life only being able to draw stick figures? Want to express your ideas visually? Now is the time to learn! This beginning drawing class is designed to help anyone learn to draw. It's hands-on and fun! It emphasizes freehand drawing, and students learn from observation as well as developing their creativity. Pencil, colored pencil, and other drawing media	Year	9-12	'F' UC/CSU	CTE/Fine Art/Foreign Language credit

	and many different drawing subjects and techniques will be explored. This course is a foundation course for Art Studio and may not be repeated for credit.				
CERAMICS-P <i>Prerequisite: None although, Introduction to Art is recommended.</i>	- Let's play with dirt! This hand building ceramics course will introduce you to the world of clay (dirt)! The Main focus of instruction will cover basic hand building techniques of clay instruction. Functional, decorative and sculptural pieces will be explored in a variety of manners. Beginning firing and glazing techniques will also be covered. Some wheelwork may be included. This course may be repeated for credit with teacher approval.	Year	10-12	'F' UC/CSU	CTE/Fine Art/Foreign Language credit
DIGITAL ARTS EXPLORATION	<i>This is a semester art course that backs up to Health or any other semester class.</i> Make ART ON THE COMPUTER in this class that explores technique, design, meaning, and innovation in digital art-making. Students create original digital art using Adobe Photoshop and other software for digital painting, collage, and graphic arts. Students develop an appreciation of traditional artistic expression, as well as useful skills in today's world of technology. This is an art foundation course that earns five credits toward the fine art credit for CUSD graduation. This semester course may not be repeated for credit.	Sem	9-12		CTE/Fine Art/Foreign Language credit
PHOTOGRAPHY I-P	FOCUS on the art of photography and how to take great photos! Learn to use composition, create mood, and develop your creativity using a digital camera and Photoshop! Investigate art genres through the lens! Apply your skills in a variety of visual communication opportunities. You will find your unique point of view using the art and design of photography, while developing useful skills in technology. Photography I is articulated with Butte College to earn high school and Butte College credits which are also transferable to the CSU and UC systems. This is a foundation course in the art department.	Year	10-12	'F' UC/CSU	CTE/Fine Art/Foreign Language credit
PHOTOGRAPHY 2-P	- Advanced photo students, refine your skills, find your style, and develop your understanding of the art of photography	Year	11-12	'F' UC/CSU	CTE/Fine Art/Foreign

<i>Prerequisite: "C" grade in Photography I or teacher's approval</i>	for your own and 'real world' applications. Extend your Photo I experience and explore visual communication at a deeper and more personal level. This course may be repeated for credit with teacher approval.				Language credit
ART STUDIO 1 <i>Prerequisite: Drawing, Introduction to Art, or teacher permission by submitting a portfolio of art.</i>	Artistic? Looking for other creative students? The Art Studio is an intermediate art class where students are encouraged to pursue their own style of art while learning different media and developing their skills and talents. Learning about art related careers, contemporary artists, and creating a portfolio of your own artwork will be included. Other highlights include art exhibits, art-related field trips and keeping a sketchbook.	Year	10-12	'F' UC/CSU	CTE/Fine Art/Foreign Language credit
ART STUDIO 2 <i>Prerequisite: Art Studio 1 with a "C" grade or better</i>	Hello, artists! This class is for students wanting a second year of Art Studio. Having honed your art skills in Art Studio 1, you will continue to develop your own style of art and create a portfolio of your works with many opportunities to exhibit your art. The second year of Art Studio is a chance to really explore your own personal artistic interests, while you prepare for the world of work, an art career, or higher education. The second year also includes art field trips. If you love art, this is the class for you!	Year	11-12		CTE/Fine Art/Foreign Language credit
ART STUDIO 3 <i>Prerequisite: Art Studio 2 with a "C" grade or better.</i>	This is the third year, advanced level in The Art Studio @ PV. The three-part emphasis: studio work, art exhibition, and Art Service Learning focuses on art projects to further develop style and to create an advanced portfolio of their art. Learning about art careers will be a component of this course.	Year	12		CTE/Fine Art/Foreign Language credit
GRAPHIC DESIGN 1- P	Graphics are all around you — print media, Internet, TV, packaging, and the document you're reading now! As our world becomes increasingly visual, graphics are impacting how information is delivered. This course provides experiences for students to use image, type, color, illustration, and photography to create dynamic media using Adobe Creative Suite. Students will focus on the design process needed to create print and digital media that	Year	9-12	'F' UC/CSU Pending	CTE/Fine Art/Foreign Language credit

	effectively communicate messages and information.				
A CAPPELLA CHOIR-P	A Cappella Choir is an elective course where you will learn the basics of vocal technique, sing a wide variety of music and be a part of a large performing group. Emphasis is placed upon developing musical skills, choral singing and building the confidence necessary for public performance. Attendance at concerts, music festivals and community events is required.	Year	9-12	'F' UC/CSU	CTE/Fine Art/Foreign Language credit
MADRIGALS- P <i>Prerequisite: A Cappella Choir or audition.</i>	Prerequisite: Acapella Choir • Madrigals is a course designed for the advanced small choral group. As such it is highly selective and admission is by audition. The course content and purpose is similar to that of A Capella Choir.	Year	9-12	'F' UC/CSU	CTE/Fine Art/Foreign Language credit
BEGINNING PIANO-P	This class is open to those with little or no knowledge of how to play the piano. Instruction includes music reading, hand position, and fingering techniques as well as playing the standard piano literature. It is recommended that students have a piano at home to practice. By the end of the year, the student should be able to play easy to intermediate level music.	Year	9-12	'F' UC/CSU	CTE/Fine Art/Foreign Language credit
INTERMEDIATE PIANO		Year	9-12		CTE/Fine Art/Foreign Language credit
SYMPHONIC BAND-P <i>Prerequisite: completion of Concert Band, or instructor approval</i>	Symphonic Band is a course designed for 10th-12th grade students who have had at least one year of experience playing an instrument or have successfully completed Concert Band. Music fundamentals, music notation, music theory, sight reading, music history, ear training, instrumental fundamentals, and technique (scales, arpeggios, etc.) are some of the topics that will be covered and reviewed. State and national curriculum standards will be covered throughout the year as well. We will have many performances during the year throughout the school, community, and North State. The Symphonic Band will also be a part of the Marching Band.	Year	10-12, with completion of Concert Band or instructor approval	'F' UC/CSU Pending	CTE/Fine Art/Foreign Language credit

WIND ENSEMBLE-P <i>Prerequisite: Advanced instrumental skills, by audition only (instructor approval)</i>	Wind Ensemble is a course designed for 9th-12th grade students who have had significant experience playing an instrument. Admission to the course is by audition only (instructor approval). Music fundamentals, music notation, music theory, sight reading, music history, ear training, instrumental fundamentals, and technique (scales, arpeggios, etc.) are some of the topics that will be covered and reviewed. State and national curriculum standards will be covered throughout the year as well. We will have many performances during the year throughout the school, community, and North State. The Wind Ensemble will also be a part of the Marching Band.	Year	9-12, by audition only (instructor approval)	'F' UC/CSU Pending	CTE/Fine Art/Foreign Language credit
JAZZ ENSEMBLE-P	Jazz Ensemble is an elite performance group for instrumental music students who already play an instrumental. Enrollment in Symphonic Band is required and instructor permission required. Music and jazz fundamentals, music notation, music theory, sight reading, music history, ear training, instrumental fundamentals, and technique are some of the topics that will be covered and reviewed. Students will perform music of many styles at many different performances throughout the year, including (but not limited to) concerts, festivals, tours. In addition, students will have the opportunity to participate in several out of town trips. Students in Jazz Ensemble are frequently required to participate in out of school activities in addition to the regularly scheduled class meeting time. Individual practice is required and expected.	Year	9-12	'F' UC/CSU Pending	CTE/Fine Art/Foreign Language credit
MUSIC THEORY-P <i>Prerequisite: students should be able to play an instrument (any instrument, including voice).</i>	Music theory is a year-long course for students who wish to learn about music theory: music fundamentals, music history, ear training, scales, chords, chord patterns, composition, songwriting, and arranging, etc.; are all topics to be covered. Students will put on a recital of original compositions. Students will have the option of taking the AP Music Theory test, as well.	Year	9-12	'F' UC/CSU	CTE/Fine Art/Foreign Language credit

AP MUSIC THEORY-P <i>Prerequisite:</i> <i>Students must be able to read & write musical notation and have acquired performance skills in voice or on an instrument.</i>	This course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. With the successful completion of this course, students will also be able to pass out of the first semester of a college level music theory course.	Year	11-12	'F' UC/CSU	CTE/Fine Art/Foreign Language credit
GUITAR 1-P	Guitar I is a beginning guitar class for students who want to learn how to play the guitar. Guitar technique, music theory, and music history will be covered in depth. Students will play music of many styles and will be expected to perform regularly. No previous musical experience necessary. Individual practice is required and expected. Students must provide an acoustic (non-electric) guitar.	Year	9-12	'F' UC/CSU	CTE/Fine Art/Foreign Language credit
THEATRE ARTS 1-P	The course is open to all grade levels and is designed to introduce students to the fundamentals of acting and the world of the theater. Units covering stage makeup, auditioning, Stanislavski's method acting, improvisation, script writing, pantomime, monologues, dialects, character analysis, directing, set design, and world of the play will be emphasized. Also includes written reviews of school/community performances 4 times per year.	Year	9-12	'F' UC/CSU	CTE/Fine Art/Foreign Language credit
THEATRE ARTS 2-P <i>Prerequisite:</i> <i>Consent of instructor and successful completion of Theater Arts I</i>	This course is designed for the advanced drama student who wishes to refine his/her acting technique or technical knowledge to professional performance quality. One act plays, scenes, international theatre, historical scenes, script analysis, advanced theory, improvisation, script writing, set design, and technical theatre, will be emphasized.	Year	10-12	'F' UC/CSU	CTE/Fine Art/Foreign Language credit
THEATRE ARTS IB SL – P <i>Prerequisite:</i> <i>Current IB candidate and</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.	Year	11-12	'F' UC/CSU	CTE/Fine Art/Foreign Language credit

<i>consent of instructor</i>	Assessments will include a Director's Notebook, a research presentation, and a collaborative theatre piece to be performed in the spring. 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.				
THEATRE ARTS IB HL 2 - P <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 Director's Notebook, a research presentation, a study and practical work of a theorist, and a collaborative theatre piece to be performed in the spring. Attending four theatrical productions is also required for analysis and reflection upon the student's own work.	Year	12	'F' UC/CSU	CTE/Fine Art/Foreign Language credit UC approved for honors credit
STAGECRAFT <i>No prerequisite but recommended previous theatrical experiences</i>	This year, you will have the opportunity to experience theater behind the scene - the magic of theater. You will be given the chance to participate in: Scenic Design • Sound Design • Lighting Design • Costume Design • Prop Design • Construction • Strike • Organization • Shop Preparation & Upkeep • Inventory & Product Ordering • Remodeling • Make-up Design and Application • Stage Management • Production Crew • Strike • Professional Seminars and Demonstrations • Audience Etiquette • Portfolio Creation • Resume Creation • Storyboarding • Collaborative Efforts and Rehearsals • House Management	Year	9-12		Elective credit
SYMPHONIC BAND-P <i>Prerequisite: completion of Concert Band, or instructor approval</i>	Symphonic Band is a course designed for 10th-12th grade students who have had at least one year of experience playing an instrument or have successfully completed Concert Band. Music fundamentals, music notation, music theory, sight reading, music history, ear training, instrumental fundamentals, and technique (scales, arpeggios, etc.) are some of the topics that will be covered and reviewed. State and national curriculum standards	Year	10-12, with completion of Concert Band or instructor approval	'F' UC/CSU Pending	CTE/Fine Art/Foreign Language credit

	will be covered throughout the year as well. We will have many performances during the year throughout the school, community, and North State. The Symphonic Band will also be a part of the Marching Band.				
WIND ENSEMBLE-P <i>Prerequisite: Advanced instrumental skills, by audition only (instructor approval)</i>	Wind Ensemble is a course designed for 9th-12th grade students who have had significant experience playing an instrument. Admission to the course is by audition only (instructor approval). Music fundamentals, music notation, music theory, sight reading, music history, ear training, instrumental fundamentals, and technique (scales, arpeggios, etc.) are some of the topics that will be covered and reviewed. State and national curriculum standards will be covered throughout the year as well. We will have many performances during the year throughout the school, community, and North State. The Wind Ensemble will also be a part of the Marching Band.	Year	9-12, by audition only (instructor approval)	'F' UC/CSU Pending	CTE/Fine Art/Foreign Language credit
HISTORY OF MUSIC-P	This course is designed to develop each percussionist to become an independent musician of the highest caliber possible. Students from this class will perform with the following Pleasant Valley High School performing ensembles: Concert Band, Symphonic Band, Wind Ensemble, Jazz Band, and Marching Band. Percussion students will play in percussion ensembles in class and at evening performances. This class will also focus on improvement of individual musicianship in all areas of percussion performance (mallet, snare, timpani, auxiliary, and drum set). Music fundamentals, music notation, music theory, sight reading, music history, ear training, instrumental fundamentals, and technique (scales, arpeggios, etc.) are some of the topics that will be covered and reviewed. State and national curriculum standards will be covered throughout the year as well. We will have many performances during the year throughout the school, community, and North State.	Year	9-12	"F" UC/CSU Pending	CTE/Fine Art/Foreign Language credit

	<p>History of Music explores the role of music in our lives. Not a performance class, the curriculum will approach the building blocks of music, the history and development of music, and the cultural influences of music. Topics will include rhythm, pitch, counterpoint, harmony, form, analysis, history, style, and music literacy.</p> <p>Students will:</p> <ul style="list-style-type: none"> -Develop increased awareness of music -Develop appreciation and enjoyment of a wide variety of music literature -Increase knowledge of repertoire and style -Develop ability to discuss music literature using appropriate terminology -Develop basic knowledge of music theory <p>This course will allow anyone (both musicians and non-musicians) to take a music class and study music, something that surrounds us all.</p>				
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World Language Department

CUSD GRADUATION REQUIREMENTS

Fine Arts, Performing Arts or Foreign Language.....**10.0 credits**

Enrollment in a world language is not a CUSD graduation requirement. Enrollment for two years in the same world language with a "C" or better is required for students applying for admission to a California State University, the University of California, and other four-year colleges/universities. A grade of "C" or better in English is recommended for enrollment in first year world languages.

World Language Course Descriptions

COURSE TITLE	COURSE DESCRIPTION	TERM	GRADE	A-G REQ	CREDITS
FRENCH 1-P	A variety of activities are used in this first year course, such as songs, folk dances, and a study of French impressionists, as well as the exercises Discovering French, to familiarize students with basic vocabulary. Grammatical emphasis is on verbs in the present and past tense.	Year	9-12	'E' UC/CSU	CTE/Fine Art/Foreign Language
FRENCH 2-P <i>Prerequisite: Successful completion of French I with a grade of "C" or better</i>	French II expands the concepts and vocabulary learned in the first year through exercises in Discovering French. Students write frequent dialogues and short stories to improve speaking and writing skills. Cultural activities include music, videos, poetry, and discussion of current events.	Year	10-12	'E' UC/CSU	CTE/Fine Art/Foreign Language

<i>and teacher recommendation</i>					
FRENCH 3-P <i>Prerequisite: Successful completion of French II with a grade of "C+" or better</i>	A continuation of comprehension, speaking, reading, and writing skills. More verb tenses and more sophisticated grammar are studied, using a district-approved text. Students learn more about contemporary French culture and attitudes, and they read both contemporary and classical French literature.	Year	10-12	'E' or 'G' UC/CSU	CTE/Fine Art/Foreign Language
AP FRENCH LANGUAGE - P <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 UC approved for honors credit	CTE/Fine Art/Foreign Language
FRENCH IB SL -P <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 UC approved for honors credit	CTE/Fine Art/Foreign Language
JAPANESE 3-P <i>Prerequisite: Japanese II with a grade of "C" or better or previous Japanese language experience with teacher approval</i>	This course is a continuation of Japanese 2. This course is designed to help students become good communicators both in written and spoken Japanese by further developing the four language skills. Web-based listening exercises and video clips will introduce the students to natural contemporary Japanese language. This course will provide authentic opportunities for students to use their Japanese. Through focused thematic units, students are exposed to modern and Japanese culture and language. Students develop conversation and expression of ideas; master more advanced grammatical patterns, write compositions, and have an enhanced understanding of Japanese culture.	Year	10-12	'E' or 'G' UC/CSU	CTE/Fine Art/Foreign Language
JAPANESE 4-P <i>Prerequisite: Japanese 3 with a grade</i>	This course is a continuation of Japanese III and is designed for the advanced student who wishes to pursue or use Japanese in college or a career. Fourth-year Japanese students move beyond acquisition of fundamental grammatical forms to	Year	11-12	'E' or 'G' UC/CSU	CTE/Fine Art/Foreign Language

<i>of "C" or better or previous Japanese language experience with teacher approval</i>	reading and discussion of more complex material. Students are introduced to Japanese history, folktales, and travel through essays, poems and stories in the target language. This class is for those who are interested in enhancing their language skills and cultural knowledge, but who do not wish to take the AP or IB exams.				
AP JAPANESE LANGUAGE & CULTURE-P <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 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.	Year	11-12	'E' or 'G' UC/CSU UC approved for honors credit	CTE/Fine Art/Foreign Language
JAPANESE IB SL –P <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 preparatory materials for the IB Standard Level exam.	Year	11-12	'E' or 'G' UC/CSU UC approved for honors credit	CTE/Fine Art/Foreign Language
SPANISH 1-P	This course is designed to introduce the student to the fundamentals of speaking, reading, writing, and understanding the Spanish language. Oral communicative language is stressed using controlled vocabulary in everyday conversations. The Hispanic culture is studied via slides, movies, and readings. Art, games, and music are used, as are skits, to enhance language usage. Text: Realidades Uno and accompanying workbook are used.	Year	9-12	'E' UC/CSU	CTE/Fine Art/Foreign Language
SPANISH 2-P <i>Prerequisite: Successful completion of</i>	Spanish II is a continuation of the first year with emphasis on broadening of speaking, reading, understanding, and writing skills. Students write and perform dialogues and videos using more complex	Year	9-12	'E' UC/CSU	CTE/Fine Art/Foreign Language

<i>Spanish I with a grade of "C" or better and teacher recommendation</i>	vocabulary and concepts. Movies and powerpoint presentations are used to study Spanish and Latin American cultures. Text: Realidades Dos and accompanying workbook are used.				
SPANISH 3-P <i>Prerequisite: Successful completion of Spanish II with a grade of "C+" or better and teacher recommendation</i>	A continuation of comprehension, speaking, reading, and writing skills. More verb tenses and more sophisticated grammar are studied. Students learn more about Hispanic culture and attitudes via movies, magazines, and short literary works in Spanish. A district approved text and workbook are used.	Year	10-12	'E' or 'G' UC/CSU	CTE/Fine Art/Foreign Language
SPANISH 4-P <i>Prerequisite: Successful completion of Spanish III with a grade of "B" or better and teacher recommendation</i>	This course is a continuation of listening, speaking, reading, and writing skills. More detailed grammar is studied, but an emphasis will be placed on using the language in context. Students will learn more about Spanish-speaking countries' cultures and attitudes via movies, magazines, literature, and other culturally authentic materials. This class will be for those who are interested in enhancing their language skills and cultural knowledge, but who do not wish to take the AP or IB exams.	Year	10-12	'E' or 'G' UC/CSU	CTE/Fine Art/Foreign Language
AP SPANISH LANGUAGE-P <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 Álbum.	Year	11-12	'E' or 'G' UC/CSU UC approved for honors credit	CTE/Fine Art/Foreign Language
SPANISH IB SL –P <i>Prerequisite: Successful completion of Spanish III with a grade of "B" or better and teacher</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 approved for honors credit	CTE/Fine Art/Foreign Language

<i>recommenda tion</i>					
SPANISH IB HL2 -P <i>Prerequisite: Successful completion of Spanish IB HL1 with a grade of "B" or better and teacher recommenda tion</i>	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 th 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> .	Year	12	'E' or 'G' UC/CSU UC approve d for honors credit	CTE/Fine Art/Foreign Language

Discipline

School Administration

Each school shall publish and enforce rules and regulations for student conduct with the following guidelines:

1. The rules will not be arbitrary.
2. They will not discriminate among students.
3. They will not demean students.
4. They will not violate any individual rights constitutionally guaranteed to students:

Dates and information regarding disciplinary action(s) shall be entered in a student's record when appropriate. Those cases requiring discipline beyond the principal's authority to administer shall be reported to the Superintendent. The building principal shall have the authority to assign discipline to students, subject to the rules and regulations approved by the Board of Education and/or the Superintendent and subject to the student's due process right to notice, hearing, and appeal.

When student behavior is clearly in violation of the law, the act shall be reported to the police.

Conference

A conference is a meeting between the student and appropriate school personnel. This may include parent/guardian or any community personnel deemed necessary to facilitate resolution of the disciplinary matter.

Detention

A student is assigned to a supervised area for a specified period of time before or after school. (C. C. R. Title 5, Sec. 353)

Saturday Alternative Program

Students will be assigned to attend Saturday School for absences that are considered truant (cut) Unserved detentions or disciplinary reasons. Depending upon circumstances and with parent permission, this Saturday program may be used in lieu of or in conjunction with out-of-school suspension.

In-School Suspension

May be assigned in lieu of Out-of-School Suspension - students may be assigned to an alternative program or campus within the CUSD.

Suspension (E.C. 48900)

Suspension is the removal of a pupil from ongoing instruction for behavior adjustment purposes. A student may be suspended from class/school for disciplinary reasons by administrative or teacher action. A principal or designee may suspend a student for not more than five consecutive school days; a teacher may suspend for the remainder of the day in which the misbehavior occurred and the day following (from his/her class only). A suspension may be extended under certain conditions, when an expulsion hearing is pending. There are two kinds of suspension, on-campus suspension (either at PVHS in alternative program or at a CUSD Alternative Ed. campus) and at-home suspension.

EDUCATION CODE

SECTION 48900

48900. A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished , or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.

- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
- (s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:
 - (1) While on school grounds.
 - (2) While going to or coming from school.
 - (3) During the lunch period whether on or off the campus.
 - (4) During, or while going to or coming from, a school sponsored activity.
- (t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an

aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) A superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

Suspension -Sexual Harassment (E.C. 48900.2)

In addition to the reasons specified in Sec. 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Sec. 212.5 of the E.G. Code.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

Suspension for Hate Violence (E.C. 48900.3)

In addition to the reasons specified in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

EDUCATION CODE SECTION 233

Definition of "hate violence" per Penal Code 422.6

No person, whether or not acting under color of law, shall by force or threat of force, willfully injure, intimidate, interfere with, oppress, or threaten any other person in the free exercise or enjoyment of any right or privilege secured to him or her by the Constitution or laws of this state or by the Constitution or laws of the United States because of the other person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation, or because he or she perceives that the other person has one or more of those characteristics.

Suspension/Expulsion -Prohibited Actions (E.C. 48900.4)

In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment. 1994

Expulsion

The Board of Education has the authority to expel a student for serious and/or repeated offenses, In certain cases, whenever a student commits an act warranting expulsion, the school principal must recommend expulsion from the school district or justify in writing to the Board the reason(s) why expulsion is not being recommended. Both the student and the student's parents or guardian shall receive appropriate notices and be informed of the opportunities for hearings on expulsion. Expulsion hearings are formal and legal in nature.

48915.

(a) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance: Causing serious physical injury to another person, except in self-defense. Possession of any knife or other dangerous object of no reasonable use to the pupil. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis. Robbery or extortion. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

(b) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel shall be based on a finding of one or both of the following:

(1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section

48900. Possession of an explosive.

(d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:

(1) Is appropriately prepared to accommodate pupils who exhibit discipline problems. Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school. Is not housed at the school site attended by the pupil at the time of suspension.

(e) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:

(1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

(2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the safety of the pupil or others

(f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.

(g) As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

(h) As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

Hazing

Education Code 32050. As used in this article, "hazing" includes any method of initiation or pre initiation into a student organization or any pastime or amusement engaged in with respect to such an organization which causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any student or other person attending any school, community college, college, university or other educational institution in this state; but the term "hazing" does not include customary athletic events or other similar contests or competitions.

Education Code 32051. No student, or other person in attendance at any public, private, parochial, or military school, community college, college or other educational institution, shall conspire to engage in hazing, participate in hazing, or commit any act that causes or is likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to any fellow student or person attending the institution.

The violation of this section is a misdemeanor, punishable by a fine of not less than one hundred dollars (\$100), nor more than five thousand dollars (\$5,000), or imprisonment in the county jail for not more than one year, or both.

CELLULAR TELEPHONE USE

Electronic Signaling Devices (i.e.: cell phones) have become a reality on campus. The education code states that the governing board of each school district or school site designee may regulate the possession or use of any electronic signaling device. Staff at Pleasant Valley High School expects cell phones to be turned off and put out of sight during class time. While class is in session students are not to send or receive calls or messages. Disruption of school activity according to education code 48900(k) will result in school consequences. Using an electronic device during class time is not allowed. Electronic devices include but are not limited to phones or music devices. Use of an electronic device during class time will result in:

First offense: the device will be taken from the student and returned to him/her at the end of the school day.

Second offense: the device will be taken from the student and returned to the parent or guardian at the end of the school day or when they are able to get to school following the end of the school day.

Third offense: the device will be taken from the student. The device will not be returned until a meeting is held with the student, parent/guardian, and school official to discuss future disciplinary action.

These consequences range from a conference to confiscation for the remainder of the school day, and I or suspension from school. Students with repeat offenses may lose use of their phone for the remainder of the school year.

CODE OF CONDUCT FOR CO-CURRICULAR ACTIVITIES

In addition to the aforementioned Rules and Regulations -A Guide to School Discipline, the District maintains a Code of Conduct for elected Student Body Officers and participants in student clubs and organizations, athletics and cheerleading. The Code of Conduct includes specific disciplinary actions for theft or for using, possessing or furnishing of tobacco, alcohol or other illegal drugs. (P. P. 5005)