

MAYFAIR HIGH SCHOOL



CURRICULUM HANDBOOK

2018-2019

Last Updated 8/06/18

CURRICULUM HANDBOOK



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BELLFLOWER UNIFIED SCHOOL DISTRICT

16703 South Clark Avenue
Bellflower, CA 90706
(562) 866-9011

MAYFAIR HIGH SCHOOL

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Non-Discrimination Statement

Notice of Non-Discrimination: Bellflower Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation or association with a person or a group with one or more of these actual or perceived characteristics. Parents/students who have questions or concerns about the policy can contact Dina Hernandez, Director, Academic Accountability, Title IX and Equity Compliance Officer at (562) 866-9011 ext. 2010 or 16703 S. Clark Avenue, Bellflower, CA 90706.

Aviso de no discriminación: El Distrito Escolar Unificado de Bellflower prohíbe discriminación, hostigamiento, intimidación, y acoso a base de real o percibido antepasado, edad, color, discapacidad, género, identidad de género, expresión de género, nacionalidad, raza o grupo étnico, religión, sexo, orientación sexual, o asociación con una persona o grupo con una o más de estas características reales o percibidas. Padres de familia/estudiantes que tengan preguntas o inquietudes sobre la política pueden comunicarse con Dina Hernández, Directora-Responsabilidad Académica, Oficial de Título IX y Cumplimiento de Equidad al (562)866-9011 ext. 2010 o 16703 S. Clark Avenue, Bellflower, CA 90706.

Principal's Message

Dear Mayfair Community

Welcome to the 2018-2019 school year. It is with great pride and excitement that I write this letter to you as the Principal of Mayfair Middle/ High School. I am excited and honored to have the opportunity to lead a school with such a rich tradition both in and out of the classroom.

Mayfair has earned a reputation of academic excellence through the hard work of our students, teachers, parents, and staff. Mayfair is proud to support numerous challenging academic courses, an outstanding athletic program, second to none visual and performing arts programs and various school clubs for students. We encourage you to experience our school culture, one that is focused on providing students with the academic and social resources that will prepare them to achieve their postsecondary goals.

At Mayfair we believe that it is important for our students to be connected to school through positive relationships and a strong sense of community. I believe that every student can learn and be successful if provided the right supports and opportunities. Our teachers and staff are committed to providing all students with an appropriate and challenging educational experience in a respectful environment that fosters learning and growth.

A crucial part of success for students is attendance. As a parent or guardian it is essential for you to maintain an attitude that “Every Day Counts” for students to be in school and ready to learn each day. At Mayfair, we will assist in helping parents and families understand the importance of instructional time and school attendance.

When we take the time to strategically plan, forge positive relationships, celebrate our achievements, and continue to *build* on our successful foundation, we can foster a learning environment where our entire Mayfair community thrives.

Mayfair Middle/High School is a place where exceptional teaching and learning is the norm. I am truly honored to be a part of the Monsoon Community.

Have a great school year!

Mrs. Julie Stanley

Principal

District Mission Statement

OUR MISSION

The mission of the Bellflower Unified School District is to provide the pathway for all students to attain the expertise and develop skills of academic excellence that will empower them to:

- Become lifelong active learners
- Demonstrate respect for themselves and others in a dynamic, diverse and global society
- Become responsible, informed, productive, independent and contributing citizens
- Perform successfully in their chosen field and in society

WE BELIEVE THAT

- Every student deserves to learn every day
- Positive relationships and a strong sense of community connect students to learning
- Teachers who challenge and care for students make a significant impact on students' lives
- Standard of Excellence, Nothing Less will be achieved from every individual in our learning community

WE COMMIT TO

- Providing each student with an appropriate and challenging educational experience
- Maintaining a respectful environment that fosters learning through positive relationships among students, adults and our diverse community
- Hiring and retaining only the best educators and paraprofessionals while investing in their success
- Providing quality education based on high standards, effective practices, continuous improvement, and innovation

UC/CSU Course Requirements

The “a-g” Subject Requirements

Courses must be completed with a grade of C or better.

a. HISTORY/SOCIAL SCIENCE

2 YEARS REQUIRED

- One year of World History or Geography
- One year of US History or one-half year of US History and one-half year of American Government/Civics

b. ENGLISH

4 YEARS REQUIRED

- Four years of college preparatory English
- Students may only use 1 year of ESL/ELD

c. MATHEMATICS

3 YEARS REQUIRED 4 YEARS RECOMMENDED

- Integrated Math I/Algebra I
- Integrated Math II/Geometry
- Integrated Math III/Algebra II
- Math Analysis/Honors Math Analysis
- Statistics/AP Statistics
- AP Calculus (AB) or (BC)

***Courses taken in 7th and 8th grade may be considered (Integrated Math I or higher)*

d. LABORATORY SCIENCE

2 YEARS REQUIRED 3 YEARS RECOMMENDED

- Biology
- Chemistry
- Physics

e. LANGUAGE OTHER THAN ENGLISH

2 YEARS REQUIRED 3 YEARS RECOMMENDED

- Two years of the same world language

f. VISUAL & PERFORMING ARTS

1 YEAR REQUIRED

- A yearlong approved arts course from a single VPA discipline:
- See Mayfair’s “a-g” approved courses’ list

g. COLLEGE PREPARATORY ELECTIVE

1 YEAR REQUIRED

- One year (two semesters), in addition to those required in "a-f" above
- See Mayfair’s “a-g” approved courses’ list.

MAYFAIR HIGH SCHOOL’S APPROVED “a – g” COURSE LISTS CAN BE VIEWED AT: <https://doorways.ucop.edu/list>

- CSU website: <http://calstate.edu/>
- UC Website: <http://www.universityofcalifornia.edu/>
- Course requirements may differ for private colleges/universities: <http://www.californiacolleges.edu/>

STUDENTS WILL ALSO NEED TO TAKE APPROPRIATE COLLEGE TESTS:

- SAT information: <http://www.collegeboard.com/>
- ACT information: <http://actstudent.org/>

MHS Graduation Requirements

Student must earn a passing grade in both fall and spring semester.

SUBJECT AREA	CREDIT
HISTORY/SOCIAL SCIENCE 4 YEARS <ul style="list-style-type: none"> • Geography (1 semester) • Modern World History • U.S. History • Government • Economics (1 semester) 	40
ENGLISH 4 YEARS <ul style="list-style-type: none"> • English 9, English 9 Honors • English 10, English 10 Honors • English 11 or AP English 11 • English 12, ERW English 12, or AP English 12 	40
MATHEMATICS* 2 YEARS <p>*AT LEAST ONE MATHEMATICS COURSE MUST MEET OR EXCEED THE RIGOR OF THE CONTENT STANDARDS FOR INTEGRATED MATH I</p> <ul style="list-style-type: none"> • Business Math • Integrated Math I/Algebra I • Integrated Math II/Geometry • Integrated Math III/Algebra II • Math Analysis /Math Analysis Honors • Statistics • AP Statistics • AP Calculus (AB) or (BC) 	20
SCIENCE: BIOLOGICAL 1 YEAR <ul style="list-style-type: none"> • Survey of Biology • Biology (lab) or Honors Biology (lab) 	10
SCIENCE: PHYSICAL 1 YEAR <ul style="list-style-type: none"> • Earth Science • Chemistry (lab) 	10
FINE ARTS <u>OR</u> WORLD LANGUAGE 1 YEAR	10
PHYSICAL EDUCATION 2 YEARS	20
PRACTICAL ARTS** 1 SEMESTER Career Technical Education Courses <i>**May be waived if the student passes an additional year of the same world language.</i>	5
HEALTH 1 SEMESTER	5
ADDITIONAL YEAR of MATH or SCIENCE 1 YEAR	10
ADDITIONAL ELECTIVE CREDITS	50
TOTAL CREDITS	220

Academic Foundation

For prerequisites and specific course information, see course descriptions starting on page 23

<u>Required 9th Grade Courses</u> English 9 or English 9 Honors World Geog.(1 sem) or AP Human Geog. (1 year) Health (1 sem) Math Science Physical Education College-Preparatory Elective * Students who are English learners will be placed in English Language Development (Beg/Int/Adv) as their elective.	<u>Required 10th Grade Courses</u> English 10 or English 10 Honors World History or AP World History Math Science Physical Education College-Preparatory Elective * Students who are English learners will be placed in English Language Development (Beg/Int/Adv) as their elective.
<u>Required 11th Grade Courses</u> English 11 or AP English 11 US History or AP US History Math Science 2 College-Preparatory Electives * Students who are English learners will be placed in English Language Development (Beg/Int/Adv) as their elective.	<u>Required 12th Grade Courses</u> English 12 or Expository Reading & Writing or AP English 12 Government or AP Government Economics (1 sem) or AP Economics (1 year) Math or Science College-Preparatory Elective as needed * Students who are English learners will be placed in English Language Development (Beg/Int/Adv) as their elective.
	A free period is available if seniors have successfully earned at least 175 credits. Seniors should plan on successfully completing at least five periods per semester.

Students may earn high school credit for successfully passing a course taken in grades 7 and 8 with a grade of C or higher both semesters, that meets or exceeds the same academic standards and rigor found in a comparable high school course. The superintendent/designee will yearly identify courses in grades 7 and 8 that qualify for high school credit and submit those courses to the Board of Education for approval as part of the Course Matrix approval process.

Course Withdrawal Policy

Once school begins, students have one week to request a change of elective course(s). Academic course changes and withdrawals must be requested before the end of the third week of school. After this time period, students must wait until the first semester is over. Once a student commits to a one year course they cannot exit the course at the end of the 1st semester.

Grade 12 Minimum Class Load Policy Seniors must have a minimum of 5 classes on their schedule.

Homework

Homework is considered an extension of the classroom learning process. Homework is a valuable component of the educational process, providing constructive exercises to reinforce new concepts learned that day. The goals of homework are to assist students in mastering the concepts learned in the classroom, to extend the curriculum when desirable, and to develop good study habits and responsible attitudes. Students at each grade level are assigned homework on a regular basis. Homework has direct application to what is being studied in the classroom and is designed to be completed outside the classroom setting. Teachers make sure that all students understand the expectations and purpose for the assignment and that it is relevant to the class work. Parents are encouraged to provide the opportunity for their children to complete homework assignments by providing a quiet, well-lit space for them to do their homework and regularly monitoring their children to see that homework is completed. Parent involvement ensures the success of all our students.

Four-Year Planning Sheet

9 th Grade	1 st Semester Grade	2 nd Semester Grade	Summer Grade	Meets "a – g" Requirements
English 9				
Geography/Health				
PE				
Science				
Math				
College-Preparatory Elective:				
10 th Grade	1 st Semester Grade	2 nd Semester Grade	Summer Grade	Meets "a – g" Requirements
English 10				
World History				
PE				
Science				
Math				
College-Preparatory Elective:				
11 th Grade	1 st Semester Grade	2 nd Semester Grade	Summer Grade	Meets "a – g" Requirements
English 11				
US History				
Science				
Math				
College-Preparatory Elective:				
College-Preparatory Elective:				
12 th Grade	1 st Semester Grade	2 nd Semester Grade	Summer Grade	Meets "a – g" Requirements
English 12				
Government				
Economics (1 sem)				
Math or Science:				
College-Preparatory Elective:				

“a - g” COURSE CHECKLIST

Freshmen applicants must complete a specific set of 15 college prep courses (known as “a – g”) to be eligible for admission to the California State University and the University of California. A unit is equal to one academic year or two semesters. **Each course needs to be completed with a grade of C or better.** The courses are as follows:

THE “a – g” SUBJECT REQUIREMENTS	Years Required			
	1 year	2 years	3 years	4 years
a. History/Social Science – Two Years One year of US History or US History and American Government, and one year of social science .				
b. English – Four Years Composition and literature designated as college preparatory .				
c. Mathematics – Three Years Integrated Math I, Integrated Math II, Integrated Math III, and advanced math. Courses taken in 7 th and 8 th grades may be considered .				
d. Laboratory Science – Two Years At least one biological science and one physical science.				
e. Language other than English – Two Years in the same language College prep language courses taken in 7 th and 8 th grade may be included.				
f. Visual & Performing Arts – One Year Art, dance, theater/drama, music. *see UC “a-g” course list				
g. College-Preparatory Electives – One Year Any additional courses (not previously listed) that are included in the UC “a – g” list.				

Although the shaded boxes denote courses that are not required, additional years are recommended.

*Mayfair High School’s approved “a-g” course lists can be viewed at <https://doorways.ucop.edu/list> .

Mayfair UC/CSU “a-g” Course Approved List

The following courses meet requirements for admission to the University of California. Underlined courses denote extra honors credit for UC/CSU: A=5, B=4, C=3.

* denotes courses that cannot be used to fulfill the “g” elective requirement

a - HISTORY/SOCIAL SCIENCE

AP Government and Politics: United States

AP Human Geography

AP United States History

AP World History

Modern World History

U.S. Government/Political Systems

U.S. History

World Geography

b - ENGLISH

AP English (11) Language and Composition

AP English (12) Literature and Composition

English 9

English 9 (H)

English 10

English 10 (H)

English 11

English 12

CSU Expository Reading and Writing (ERW English 12)

c - MATHEMATICS

*AP Calculus AB

*AP Calculus BC

AP Statistics

*Integrated Math I/Algebra I

*Integrated Math II/Geometry

*Integrated Math II (H)/Geometry Honors

*Integrated Math III/Algebra II

*Integrated Math III (H) /Algebra II Honors

Math Analysis

Math Analysis (H)

Statistics

Trigonometry (1 semester)

d - LABORATORY SCIENCE

Anatomy & Physiology (Honors)

AP Biology

AP Chemistry

AP Physics 1

Biology

Biology (H)

Chemistry

Physics

e - LANGUAGE OTHER THAN ENGLISH

AP French (IV) Language & Culture

AP Spanish (IV) Language & Culture

AP Spanish (V) Literature & Culture

*French I

French II

French III

French IV

*Mandarin I

Mandarin II

*Spanish for Spanish Speakers I

Spanish for Spanish Speakers II

*Spanish I

Spanish II

Spanish III

f - VISUAL & PERFORMING ARTS

*Academy Advanced Painting Techniques and Portfolio Presentation

*Academy Basic Drawing, Painting & Anatomy

*Academy Beginning Figure Drawing

*Academy Computer Graphics/Animation

*Academy Graphics for Illustration

Advanced Graphic Art & Design

Advanced Strings

AP Studio Art Portfolio

AP Studio Art 2D Design

AP Studio Art Drawing

f - VISUAL & PERFORMING ARTS (cont.)

*Art

3D Art 1

*Beginning Band

Beginning Strings

*Ceramics A

Ceramics B

Digital Art

*Drama

Drawing & Painting B

Drawing & Painting C

Drawing & Painting D

*Jazz Band

*Marching Band

Mariners

*Music Appreciation

*Photo I

Photo II

Printmaking

Show Time

*Wind Ensemble

g - COLLEGE PREPARATORY ELECTIVE

Accounting I

Accounting II

Advanced ELD

AP Computer Science A

AP Computer Science Principles

AP Macroeconomics

AP Microeconomics

AP Psychology

Computer Literacy

Creative Writing

Computer Studies

Earth Science

Economics

Forensic Science

Foundations in Health Science (Intro to Health Careers)

Furniture Construction

Introduction to Business

Introduction to Engineering Design (PLTW)

JavaScript Programming

Global Trade & Logistics

Journalism

Leadership

Marketing

Principles of Engineering (PLTW)

Psychology

Web Design & Animation

Testing Programs

Testing is an essential element of accountability in education. Mayfair students are taught how to take tests they will encounter throughout their education, careers, and professions. Whether it is a driving test, a college entrance exam, a test to reach the next level in a career, or a licensing examination, Mayfair students are taught test taking strategies as well as the content within the exam. The following is a list of required and voluntary tests students take during high school.

FITNESSGRAM®

The California State Board of Education has designated FITNESSGRAM® as the Physical Fitness Test (PFT) for students in California public schools. The FITNESSGRAM® is a comprehensive, health related fitness battery and its primary goal is to assist students in establishing lifetime habits of regular physical activity. The FITNESSGRAM® uses criterion referenced standards to evaluate performance for each fitness area (e.g. body composition, abdominal strength, and endurance). All ninth grade students will be required to take the FITNESSGRAM®.

VOLUNTARY TESTING PROGRAMS Advanced Placement Exams (<http://www.collegeboard.com/student/testing/ap/about.html>)

The Advanced Placement program is an opportunity for students to pursue college level studies while still in secondary school and to receive college credit for the class if they pass the AP exam. Taking an AP examination in one or more of the available subject areas enables students to compare their knowledge and understanding of a college level subject with the high academic standards established by college faculty. Students who take AP courses are able to learn a subject in depth, develop analytical reasoning skills, and form disciplined study habits that contribute to continued success at the college level. Successful performance in a college level AP course is, therefore, a great advantage to a student who wishes to attend highly selective colleges and universities. There is a fee for each AP test taken; however, fee waivers are available.

PSAT (<http://www.collegeboard.com>)

The PSAT is most useful to junior students, although it is available for freshmen and sophomores as well. It is designed to prepare students to take the SAT, a nationally recognized college entrance exam. It is structured like the SAT, testing verbal, mathematics, and writing skills. In addition to providing preparation for taking the SAT, the PSAT scores are used by the National Merit Scholarship Test Service to determine scholarship winners (student eligibility for scholarships is determined based on PSAT scores earned in the junior year only).

ACT (www.actstudent.org)

The ACT, like the SAT, is used for college entrance purposes. It assesses students' skills in English usage, reading comprehension, and math. Most colleges will require either the ACT test or the SAT for admission. There is a fee to take this examination, but it may be waived if necessary. Guidance counselors can assist students in determining whether to take the SAT or the ACT, when to take it, and how to apply for a fee waiver if needed. Students generally take this test during the spring semester of their junior year and, if necessary, repeat it to raise their scores during their senior year.

SAT TEST (www.collegeboard.com)

The Scholastic Aptitude Test is part of the College Board's testing program. It is designed to assess aptitude for college level work and provides verbal, math and writing scores. Most universities will require either the SAT test the ACT test for admission. There is a fee to take this examination, but it may be waived if necessary. Guidance counselors can assist students in determining whether to take the SAT or the ACT, when to take it, and how to apply for a fee waiver if needed. Students generally take this test during the spring semester of their junior year and, if necessary, repeat it to raise their scores during their senior year.

SAT SUBJECT TESTS (www.collegeboard.com)

The SAT Subject tests are no longer required for entrance into college, although they may be necessary for certain majors. Please contact the school you plan to apply to see if you should take them. Subject Tests are one hour-long, content-based tests that allow you to showcase achievement in specific subject areas where you excel. You can take up to three in one sitting. SAT Subject Tests allow you to differentiate yourself in the college admission process or send a strong message regarding your readiness to study specific majors or programs in college. Some colleges also use Subject Tests to place students into the appropriate courses. Based on your performance on the test(s), you could potentially fulfill basic requirements or receive credit for introductory-level courses.

Are You Eligible for the California State University System?

CALCULATE YOUR ELIGIBILITY INDEX

Once you calculate your GPA, you can use this formula to see if your GPA and test scores meet the minimum required eligibility index.

- California residents (California high school graduate or a resident of California for tuition purposes) must have a minimum eligibility index of 2900 using SAT scores or 694 using ACT scores. (The SAT score component for CSU is the sum of the mathematics and critical reading scores. Neither ACT nor SAT writing scores are included in the calculation of the CSU Eligibility Index.)
- California nonresidents or non graduates of California high schools must have a minimum eligibility index of 3502 using SAT scores or 842 using ACT scores.

SAT Scores:	ACT Scores:
(Your GPA) x 800 + Your SAT Total	(Your GPA) x 200 + (10 x ACT Comp)
>>> My index is _____	>>> My index is _____

If you apply for admission before you graduate from high school, you should compute your GPA using grades earned in "a-g" courses completed after the 9th grade. Do not include grades you expect to earn in courses you have not completed.

COUNSELING STAFF

It is the goal of each counselor in the Bellflower Unified School District to provide students with a positive and productive high school experience and preparation for a fulfilling lifelong career. We encourage our students and parents to make an appointment and get to know us.

MAYFAIR HIGH SCHOOL COUNSELORS

Julie McIntosh	9th Grade
Jasmine Lane	A-E
Cora Ozier	F-L
Kevin Garcia	M-Rol
Kelly Young	Rom-Z

WHO IS YOUR COUNSELOR?

- A credentialed, specially trained, caring professional who is a good listener
- A student advocate available to help students with educational, personal, social and career life-planning needs
- A coordinator for educational programs
- A consultant for community resource people: physicians, nurses, speech therapists, psychologists and other professionals
- A personal contact for representatives from colleges and universities, military and armed services personnel and trade and technical school staff
- A professional who aids parents, educators and community in understanding young people

WHAT DOES YOUR COUNSELOR DO?

- Recognizes and makes the best use of student potential
- Recognizes, understands and works through students' personal and educational problems
- Skilled in understanding student interests, values and aptitudes in planning for life goals and careers
- Develops student life skills and their understanding of the decision-making process
- Builds self-confidence and self-esteem
- Creates respect for cultural diversity
- Enables students to accept responsibility for their actions for success at school
- Enables students to manage anger and resolve conflict peacefully
- Enables students to learn to communicate effectively
- Enables students to set goals and monitors student progress including attendance, grades and behavior

YOUR COUNSELOR COUNSELS STUDENTS ABOUT...

- School, college, job, career and personal plans
- Getting along with and relating to others
- Attendance, discipline, social/emotional, and personal problems, and the challenges of adolescence

YOUR COUNSELOR ALSO...

- Listens to students, parents, teachers, administrators and community members
- Maintains student confidences
- Acts as a bridge between home, school, and the community
- Aids teachers and parents in helping young people obtain a sound education
- Promotes understanding through observation and participation in the classroom

HOW AND WHEN DOES A STUDENT SEE THEIR COUNSELOR?

Individually and in groups - student request - counselor request - parent request - teacher, administrator, or a staff referral - referral by a friend - before, during and after school. Student appointment slips are available in the High School Office. Parents can contact the High School Student Services Office to make an appointment.

WHERE CAN THE STUDENTS SEE THEIR SCHOOL COUNSELOR?

In the High School Office - in the classroom - during snack and lunch supervision - during student activities - in the community - during athletic supervision

COUNSELING AND GUIDANCE SERVICES

During the two years of middle school and the four years of high school, students and parents are encouraged to seek counselor assistance on an individual basis:

- To request counseling follow-up for personal, social and class/school problems and concerns
- To request parent conferences
- To attend and participate in counseling and guidance programs
- To use counseling and guidance services

COUNSELING SERVICES

The Bellflower Unified School District counselors are committed to providing comprehensive guidance services. Each student and parent can expect these services to be provided through classroom, group and one-on-one counseling.

THE MAJOR COUNSELING SERVICES ARE:

GUIDANCE COUNSELING- Addressing academic, career and personal/social needs of students

RESPONSIVE SERVICES - Assistance and referral information for special needs

GOAL DEVELOPMENT - Individual and group goals for college, career, self-actualization and decision-making skills. As a result of the grade level guidance services and the use of Naviance as a tool, the student will:

NINTH GRADE

- Identify interests and abilities and relate these to future plans
- Develop a tentative four-year educational plan including diploma requirements
- Investigate post high school plans, including college admission requirements and financial aid
- Assist students in acquiring study skills

TENTH GRADE

- Explore the decision-making process
- Continue to learn about colleges/financial aid and develop post high school plans
- Update the four year educational plan and progress toward diploma requirements
- Be encouraged to take college recommended testing

ELEVENTH GRADE

- Continue to update four year plan and review progress toward diploma requirements
- Be encouraged to participate in CalAPS sponsored services
- Evaluate college information, financial aid and/or occupational programs
- Have opportunity to take community college courses
- Formulate a tentative post high school plan
- Be encouraged to take college recommended testing

TWELFTH GRADE

- Review diploma status, college requirements, vocational job skills and research post high school alternatives
- Apply decision-making skills to educational and career plans
- Investigate specific information on colleges, scholarships, financial aid and employment opportunities
- Be encouraged to take college recommended testing
- Be encouraged to participate in CalAPS services
- Have the opportunity to take community college courses

STUDENTS AND PARENTS CAN ALSO EXPECT THE FOLLOWING SERVICES:

- Orientation for students
- Parent, teacher and/or student conferences
- Registration, scheduling, program adjustments
- Parents and students may request weekly progress reports
- Parents and students will be invited to college and financial aid information nights
- Parents and students will be informed of student's progress toward diploma requirements, credit deficiencies and subject area credit status

STUDENTS WILL BE GIVEN:

Financial aid information, a chance to meet college representatives, college admission testing information, assistance with applications for colleges and scholarships, and additional options outlined to students: CalAPS, trade, technical and direct work placement.

COURSE DESCRIPTIONS

THE ARTS: VISUAL & PERFORMING

The goal of the Visual and Performing Arts Department is to develop and enhance an appreciation for art, design, music and drama. Students have an opportunity to create and to have their work displayed and/or performed. These courses meet the Fine Arts/Foreign Language graduation requirement when taken in grades 9-12.

VISUAL ARTS

ART

1010 Year

This course introduces students to the basic element of art, with particular emphasis on line, color, shape and form, space, texture/pattern, and the value. Students learn basic rendering techniques to create depth in all media, and also learn to develop hand-eye coordination. The course takes students from preliminary skillbuilders to the finished product. Concepts that are addressed are character design, color theory, portraiture and interpretive portraiture, composition, 2D design, cartooning, etc... Media that students will be exposed to include graphite, charcoal, colored pencil, watercolor, watercolor and acrylic, ink, collage, and gouache. This class focuses on the technical and conceptual development of the artist.

Prerequisite : None

PRINTMAKING 1

1012 Semester

This course is designed to provide students with a foundation to printmaking as a fine art. Students will create original print projects using linoleum block, intaglio/etching, screen printing, nature prints, monoprints, lithography, papermaking & handmade bookbinding. Students will explore the personal styles and cultural heritage of famous printmaking artists, art movements, and participate in art critiques. Computers & internet is used throughout the year for art image ideas and museum research.

**This course offering is subject to change pending required resources and appropriate facilities.*

DIGITAL ART

1423 Semester

This is an introductory, semester class to Adobe Photoshop (Fall) and Illustrator (Spring). Students will be taught how to use both Adobe Photoshop and Illustrator to create projects that are geared towards the field of graphic design. The projects range from logos to typography to poster layout. At the same time, students will learn the fundamentals of the Elements of Art and the Principles of Design to help them create and develop their ideas.

DRAWING AND PAINTING B

1123 Year

This is an intermediate course for those aspiring art students who want to be artistically challenged and are not in the Art Academy. The course focuses on drawing principles emphasizing composition, innovation, and technical application of diverse drawing materials and techniques that build off the basic ideology learned the previous year. Students will revisit media used before in General Art (see General Art 1010). They will also be introduced new media such as neutral prisma colored pencils, various grades of pencil, crowquill pens, and various mixed media techniques. Since student artwork becomes more creative and personal by the second year of art, students are responsible for all visual resources that will aid them on their projects. Subject matter will go from representational to abstract and techniques will move from polished and tight to minimal and loose. Students enrolling in this class must be self-disciplined and passionate about art. Students grades are based on visual resources, concepts/projects, preliminary work, in-class drawings, and critiques.

Prerequisite: A grade of “B” in Art, or a grade of “C” or higher with teacher recommendation. Students receiving a grade of “A” in general art or Drawing and Painting A should be encouraged to take Drawing and Painting B.

DRAWING AND PAINTING C and D

C=1125; D=1127 Year

This advanced art class is for students who are talented and motivated in art, but are not enrolled in Mayfair High School’s Academy of Animation and Digital Art. Students who have taken Drawing and Painting A and B are now mature enough to write up their concentration, focusing on a conceptual cohesive theme. Students are encouraged to produce works that exhibit individual interpretation. In addition to various projects, their assignments also include writing reflections and evaluations of their own work, and how it pertains to their concentration. Students are required to complete 2 projects that relate to their concentration.

Prerequisite: A grade of “B” or better in Drawing and Painting B and C or teacher recommendation.

CERAMICS A

1110 Year

Students learn to apply design principles in clay production through a number of handbuilding and wheel projects. They develop skills in glaze application and surface treatment. In addition to a study of cultural and historic aspects of the medium, students learn to assess ceramic pieces through constructive criticism. Grades 11 & 12 only - in case of course impaction - this course will be offered to Seniors first then Juniors.

CERAMICS B

1113 Year

Students continue their study of clay production with more advanced skills and activities. Students will develop a series of products using combinations of hand-building methods and throwing. Grades 11 & 12 only -- in case of course impaction - this course will be offered to Seniors first then Juniors.

Prerequisite: A grade of “C” or better in Ceramics A and teacher recommendation.

3D ART 1

1031 Year

Three-Dimensional Art is a year-long course, where you explore the basic three dimensional art elements and principles of design such as, line, shape, form, color, space, and texture. The goals of the program are to strengthen the students development of critical thinking skills as they apply them to three dimensional art forms and to help gain an appreciation and understanding of the visual world along with works that demonstrate technical proficiency of materials used.

PHOTOGRAPHY I**1413 Year**

Through the completion of specific projects, the student safely learns to control the photographic process from camera to printing, which will allow them to expertly express their creative and technical abilities. This course is counted towards the practical arts graduation requirement.

Prerequisite: None

PHOTOGRAPHY II or III**Photo II = 1422; Photo III = 1423 Year**

While developing new skills and applying all of the technical photographic skills learned in previous courses, the students develop their photographic portfolio. This portfolio will demonstrate the student's areas of photographic interest while showing their technical and creative skills. This course is counted towards the practical arts graduation requirement.

Prerequisite: Photography I, teacher recommendation.

ART ACADEMY & DESIGN AESTHETICS (AADA)

Students in this program have been selected by the faculty through the application process for demonstrating enthusiasm, high grades, and drawing ability.

FRESHMEN**ACADEMY COMPUTER GRAPHICS AND ANIMATION****1150 Year**

This class provides an introductory survey into the world of computer graphics, with an emphasis in using a variety of software programs to create both digital art and digital animations. Students will be exposed to the Apple Operating System (OSX) and will receive an introduction to the following software programs: *Adobe Illustrator*, *Adobe Photoshop*, *Corel Painter*, and *Adobe Flash*. Students will also be introduced to the use of scanners, digital cameras, and Wacom pen tablets.

ACADEMY BASIC DRAWING, PAINTING & ANATOMY**1121 Year**

This course is a hybrid class that is a combination of Drawing and Painting A and B. Students are introduced to the elements of art and the principles of design, with a focus on drawing and painting. Technical skill is a major focus, and the development of better hand-eye coordination is stressed. This class is a sampler of the many conceptual ideas in art, from studio to commercial. This class emphasizes composition, innovation, and technical application of diverse drawing materials and techniques, and sets the standard for quality artwork throughout their time in the AADA. Throughout the course, students will be exposed to the importance of visual resources and how to create unique and personal art using them. Grades in this class are based on projects, sketchbook entries, preliminary work, and critiques.

SOPHOMORES

ACADEMY GRAPHICS FOR ILLUSTRATION

1124 Year

AADA students develop their creative and artistic skills and go on an in depth search for their own personal artistic style. Throughout the course of the year, students are exposed to a variety of illustrative techniques. This exposure not only deals with numerous media possibilities but conceptual variations as well. The experience will aid in the student's discovery of their own artistic style, while benefiting their breadth section of the AP Studio Art Portfolio.

JUNIORS

AP STUDIO ART: DRAWING

1153 Year

This studio class for AADA juniors focuses on aiding students in increasing their originality, concentration, and breadth of artwork submitted for their AP Studio Art Portfolio and their AADA senior portfolio. It is necessary for students to take this class and the Graphics for Illustration class (1124) at the same time. This allows time to complete the projects needed for the portfolio exam. Students need to submit 12 pieces for the concentration section, 12 pieces for the breadth section, and 5 original quality pieces. In this class, students are devoted to creating original studio artwork in the student's area of concentration. The AP Studio Art Portfolio exam is encouraged but is not mandatory.

ACADEMY FIGURE DRAWING

1009 Year

This class is offered to students during zero period, and is important for the preparation for the AP Studio Art Portfolio in their junior year. Students will draw their subject matter from life and the computer, which forces them to look away from the table and up at their subject, where they will measure relative distances in order to achieve correct proportions. Still life, cityscapes, landscapes, and human anatomy are explored in depth in order to get a better understanding of planes, perspective, mass, and motion. This class moves from basic life drawing to interpretative life drawing, allowing students to explore a deeper and more personal relationship to their subject while developing their own personal style.

SENIORS

AP STUDIO ART: 2-D DESIGN

1161 Year

This studio class for AADA Seniors focuses on aiding students in increasing their originality, concentration, and breadth of artwork submitted for their AP Studio Art Portfolio and their AADA senior portfolio. This allows time to complete the projects needed for the portfolio exam. Students need to submit 12 pieces for the concentration section, 12 pieces for the breadth section, and 5 original quality pieces. In this class, students are devoted to creating original studio artwork in the student's area of concentration. The AP Studio Art Portfolio exam is encouraged but is not mandatory.

THEATER ARTS

DRAMA I

1940 Year

This year-long course will examine the elements and mechanics of dramatic literature through reading, writing, and performance. The development of drama from Ancient Greece to modern times and their effect on society will be studied. Career paths in theatre will be explored. Students will learn how to manage time, prioritize responsibilities, and meet completion deadlines while working with others. Students will develop a working vocabulary of theatre. Participation in school productions is mandatory.

INSTRUMENTAL

BEGINNING BAND

1505 Year

A course in band instruments designed for the new music student who wishes to learn to play an instrument or to learn a second instrument. Students may bring or rent their own personal instrument.

MARCHING/ADVANCED BAND

1510 Year

Students study and perform advanced technical aspects of instrumental music. Students learn to play an instrument and march at the same time. In order to meet state P.E. standards, students will be expected to move/march at various tempos that will strengthen motor skills and improve and maintain cardio-respiratory efficiency to maintain a healthy body. Students will participate in stretching and marching basics to maintain the functional capacity of muscles and joints. Students participate in many public performances that develop commitment and teamwork. Students are required to attend a three-week band camp in August. This course may be repeated for credit. Ninth grade students enrolled in the course are expected to take and pass the California State Physical Fitness test in March.

Prerequisite:Teacher recommendation.

WIND ENSEMBLE

1547 Semester

This is an auditioned wind band that exposes students to a variety of advanced literature, music theory, terminology and performance. Students perform at Southern California School Band and Orchestra Association festivals and concert performances. Students demonstrate the understanding of a high level of music theory, tone and technique including learning and performing college level literature.

Prerequisite: Successful audition.

JAZZ BAND

1515 Year

Advanced musicians study and perform a variety of jazz styles. In addition, students study music theory, jazz harmony and improvisation. Many public performances are required. Performance outfits are worn.

Prerequisite: Audition in May of the preceding year. Students must be enrolled concurrently in Marching Band.

BEGINNING STRINGS (ORCHESTRA)

1513 Year

Students learn how to play one of the following string instruments: violin, viola, cello or bass. Beginning technique for each instrument are taught along with an introduction to music through its language, notation and historical background. Students perform concerts on campus and in the community. Some instruments can be loaned out upon teacher approval.

ADVANCED STRINGS (ORCHESTRA)

1514 Year

Advanced Strings is designed for the student who has at least one year of experience on violin, viola, cello or bass. The student learns advanced techniques on the instrument such as shifting and vibrato. Students also explore the history of music through great orchestra composers such as Beethoven and Mozart. The student will be expected to perform at concerts, school musicals and area music festivals.

Prerequisite: Completion of Beginning Strings or successful audition.

CHORAL

SHOWTIME or MARINERS

SHOWTIME =1542; MARINERS =1527 Year

These classes are for outstanding vocal music students. They provide opportunities for advanced reading techniques, choreography and exposure to a variety of choral styles. Many outside performances are required. Students have the opportunity to participate in festival performances and a spring concert tour. Students are financially responsible for their performance outfits. **Due to new state standards for physical education students will no longer receive physical education credit for these courses**

Prerequisite: Audition in May of the preceding year.

WOMEN'S CHORUS 9/12

1531 Year

This high school mixed choir class is for anyone who likes to sing and wants to learn basic vocal techniques. Students learn music reading, basic vocal techniques, music history and introduction to several musical styles and genres. This class will also focus on the solo singing of a varied repertoire of music. Throughout the year students will increase their musicianship through music reading, vocal technique, improvisational singing and performance. We will also briefly complete a lesson on singing in foreign languages. Throughout the year students will also learn world music drumming. This class is open to anybody who wants to learn to sing or become a better singer.

MUSIC APPRECIATION

1546 Year

This is a class for the student that wants to learn more about different genres or types of music. Music Appreciation will cover the following areas of study: instruments, basic music notation and terminology, the voice careers in music, Pop, Jazz, Ethnic Rock, Film, Classical, Traditional, Gospel, Hip-Hop, Dance, Opera and Musical Theatre. Students will listen to some type of music almost every day through a variety of media and live performances. This class meets the "a-g" requirements for college admission.

COLOR GUARD & DRILL TEAM

1519 and 8257 Year

Color Guard, which consists of Banner, Flag, and Drill Team, is a part of the Marching Band class. Students develop skills in song, flag, and precision drill. Students develop routines for games, rallies, assemblies, halftime shows and competitions. In order to meet state P.E. standards, students will be expected to move/march at various tempos and do choreography using the flag, rifle, and saber. Combining these skills will improve and maintain cardiorespiratory efficiency to maintain a healthy body. Students will participate in stretching and various dance movements to increase the functional capacity of muscles and joints. Students will participate in many public performances that develop commitment and teamwork. Students are required to participate in summer school and a three week band camp in August. This course may be repeated for credit. Ninth grade students enrolled in the course are expected to take and pass the California State Physical Fitness test in March.

Prerequisite: Students must try out in the spring and have a physical exam on file. Students considering this course should be aware that enrollment requires an extensive time commitment, including mornings, evenings, and some weekends.

GUITAR 1

1520 Year

This year-long course is designed to provide students with a beginning through intermediate guitar instruction while completing their A-G requirement in fine arts. Throughout the course students will learn musicianship, music reading skills, and guitar technique as well as performance practices. The class will perform throughout the year on an off campus. Students will feel confident playing guitar for their family and friends after this yearlong course. Students will also learn world music drumming. Students that have already taken Guitar 1 should not enroll in this class.

Prerequisite: Students must be able to provide their own guitar. See the instructor for questions.

CAREER TECHNICAL EDUCATION

The Career Technical Education Department offers courses designed to meet professional and personal goals including preparation for jobs, preparation for students who plan to major in business, computer science, or engineering at the college level, handling personal finances, and professional woodworking. Career Technical Education plays a key role in preparing all students for success in occupations that are fast growing and in high demand. Career Technical classes are open to students from grades 9-12 to give them the opportunity to gain job-entry skills, college preparedness, as well as leadership skills in the areas of software and systems development, business management, cabinetry, millwork, woodworking and financial services. A supply fee for projects taken home is collected from certain CTE courses. Students with questions or concerns should see or email Mr. Drown at ndrown@busd.k12.ca.us, or see Mr. Schneider, or Mr. Kinsey.

COMPUTER LITERACY

2019 Semester

This one semester course is designed to provide an overview of essential computer concepts, Windows 7 operating system, and efficient Internet usage along with basic skills necessary to use the Microsoft Office Suite 2010 more efficiently. Students will complete hands-on activities to gain familiarity with basic concepts and capabilities with each application in the Microsoft Office Suite. Applications include: Word, Excel, PowerPoint, and Access.

COMPUTER STUDIES 1

2102 Semester

Computer Studies, is a one semester course created to teach the essential ideas of computing to an audience with no prior computing experience. We will use live code exercises most days in class -- bringing the ideas to life. Computer Studies focuses on the following concepts: How do computers work? and their corresponding strengths and weaknesses, and the nature of code (computational thinking to solve problems).

SPORTS THERAPY/ATHLETIC TRAINING

2802 Year

This introductory course is designed to introduce students to the rapidly growing field of Sports Medicine. The course will place a special emphasis on the anatomy and physiology of the human body related to athletics. Students will learn client care skills such as how to monitor vital signs, blood pressure, body temperature, basic first aid, CPR, fitness, rescue practices, and injury identification. Students from the class may also participate in an after-school Student Athletic Training Program that will allow them hands-on-field experience with the Mayfair High School athletic programs.

MARKETING

2340 Semester

This course trains students with competencies necessary for entry-level employment and career opportunities within the private business sector. Students will learn the fundamental concepts of marketing and business principles in the scope of the private sector. Training requires hands-on experiences, conducting research, and developing marketing strategies, promoting and advertising products and services related to the private sector.

VIDEO GAME DESIGN

2235 Semester

In this semester course students will learn how to design and build unique games from beginning to end. Students will learn how to use various game-development programs to create appealing, interactive games in a range of modes. Students will learn about the different game types, and the game-design process. Students will create various hands-on projects that encompass the elements of game development. This course is a foundational course in the elements of video game design.

Engineering Technology Pathway

INTRODUCTION TO ENGINEERING DESIGN (Concentrator)

5602 Year

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

Prerequisite: Completion of IM2 with a “C” or better.

PRINCIPLES OF ENGINEERING (Capstone)

5603 Year

This one-year broad based survey course uses PLTW curriculum. Using activities and projects, students learn how engineers and technicians use math, science, and technology to solve real world problems. The course addresses social and political consequences of technological change. Students will explore careers in engineering and technology, including technology systems and manufacturing processes. This course meets one of the requirements for the Engineering Design Pathway Cord.

Business Management Pathway

INTRODUCTION TO BUSINESS (Concentrator)

2341 Year

This course offers a practical overview of all areas of business including banking, investments, income taxes, credit cards, loans, basic economic concepts, stocks, and marketing. Units of study include consumerism, use of credit, banking services, small business operations and management, investment strategies, the global economy, and computer technology. Students are introduced to today’s business concepts and skills required in today’s marketplace.

GLOBAL TRADE AND LOGISTICS (Capstone)

2406 Year

Global Trade and Logistics will cover International Business with the addition of logistics and technology components. In today’s business world, virtually every business is international because of the ease of communication and online ordering and processing. Students will learn about advantages and disadvantages of international business when compared to strictly domestic companies. Students will learn about economic concepts (both micro and macro) and their relationship to and impact on business operation in the private enterprise system. A major component of this course will be the deconstruction of a real-world corporation by completing a corporate analysis and portfolio that allows students to analyze various components of their chosen corporation when compared to others and then students will demonstrate the ability to research ethical dilemmas faced by their business and evaluate the financial and cultural impacts of their decisions. Emphasis will also be place on the cultural landscape of the world and how to properly assimilate to a new environment. Finally, the students will learn how businesses succeed through efficient, yet effective logistics. From the starting point of the order to the delivery of completed goods, students will learn what it takes to make sound business decisions in order to succeed in today’s competitive business world. This course meets “a-g” requirements.

Financial Services Pathway

ACCOUNTING I (Concentrator)

2550 Year

In this one-year course students learn the rules and procedures of accounting for profit-motivated businesses. Students use the basic accounting principles and procedures. Students also learn the three major types of business organizations: sole proprietorship, partnership and corporation. In addition they will work with the different accounting procedures used in each organization. Students use traditional paper as well as the computer to maintain accounting records. This course is articulated with Cerritos College and Rio Hondo Community College.

Prerequisite: Students enrolled in this course should have sound basic math skills and be able to think logically. Open to grades 10-12 with a grade “C” or better in Math.

ACCOUNTING II (Capstone)

2555 Year

This course provides advanced training on the principles and procedures of accounting. Students use common techniques to analyze and interpret financial statements, apply account procedures for not-for-profit organizations and work with the accounting systems used by departmentalized, branch and manufacturing business. This course is articulated with Rio Hondo Community College.

Prerequisite: Students enrolled in this course should have successfully completed Accounting I with a grade C or better and have sound basic math skills. Students need to be able to think logically and work independently.

Software and Systems Development Pathway

WEB DESIGN & ANIMATION (Concentrator)

2236 Year

This course is a year long course that teaches the introductory concepts of (web page design) HTML. Students will develop skills needed to create effective and useful web pages using beginning HTML. Topics covered will include, but are not limited to, HTML page structure and formatting commands, style sheets, tables, frames, and multimedia elements. . Students will develop skills needed to create effective, useful multimedia elements using Adobe Flash CS3. Students will gain experience developing web-based multimedia materials that contain sound, graphic, animation, and interactive web components. Adobe certification in the Flash software is available. This course is articulated with Rio Hondo Community College

JAVASCRIPT PROGRAMMING (Capstone)

2239 Year

In this a year long course, students learn the basics of JavaScript programming and how to use it to suit their professional and creative goals. Students will learn how to start JavaScript programs with web-based events, such as a click or a mouse movement. They will discover the importance of objects, methods, and properties, and how to use them to manage and change the elements of a web page using the Document Object Model. From beginning to end, students will learn by doing their own JavaScript based projects. Introduction to JavaScript covers topics including Cascading Style Sheets, Layers, Positioning, Animation, Drag and Drop, Cross Browser programming, Browser detection and control, and more. This course meets “a-g” requirements. This course is also articulated with Rio Hondo Community College.

Prerequisite: Successful completion of Web Page Design w/HTML with a “C” or better, or teacher approval.

Software and Systems Development Pathway

AP COMPUTER SCIENCE PRINCIPLES (Concentrator)

2238 Year

Computer Science Principles (CSP) is a year long course designed around the AP Computer Science Principles Framework. CS Principles is designed to be a rigorous, entry-level course for high school students. This course will focus on the big ideas in

computing, and computational thinking practices, with emphasis place on the four core units of study, with a fifth unit devoted exclusively to students working on their AP Performance Task (PT) projects: Digital Representation of Information, The Internet, Programming, Data, and lastly the Performance Tasks. This course meets “a-g” requirements.

AP COMPUTER SCIENCE A (Capstone)

2234 Year

AP Computer Science A is both a college prep course for potential computer science majors and a foundation course for students planning to study in other technical fields such as: engineering, physics, chemistry and geology. The course emphasizes programming methodology, procedural abstraction, algorithms, data structures, and data abstractions, as well as a detailed examination of a large case study program. Instruction includes preparation for the AP Computer Science A exam. This course meets “a-g” requirements. This course is also articulated with Rio Hondo Community College.

Prerequisite: Successful completion of Integrated Math or higher with a B or better.

Cabinetry, Millwork, and Woodworking Pathway

INTRO TO WOODWORKING (Concentrator)

5732 Year

This course introduces students to the fundamentals of woodworking tools and techniques. Students learn to use basic woodworking tools as well as the proper use of equipment and materials with an emphasis on safety. They are given instruction in safety, hand tools, power tools, designing, and preparing materials’ lists. Students construct projects to give them experience working with wood. **All students are required to pass a safety test before working with equipment.**

CABINET MAKING (Capstone)

5733 Year

This course introduces students to advanced techniques in woodworking. Students are instructed on additional uses of power tools in addition to joinery, fasteners, furniture, and finishing. Students are guided through a series of units which result in a specific project as the outcome. Students have the opportunity to learn the safe and effective use of woodworking equipment, tools and materials while completing specific projects.

Recommended: A grade of “B” or better in Woodworking Fundamentals or teacher approval.

Health Care Administrative Services

INTRODUCTION TO HEALTH CAREERS (Concentrator)

2792 Year

Introduction to Health Careers is designed to expose students to 17 different healthcare career fields. Students will complete modules in biomedical engineering, biotechnology research and development, clinical lab practices, dentistry, emergency medical technician, environmental medical technician, forensics, health information management, medical imaging, mental health services, nursing, ophthalmology, pharmacology, speech therapy, sports medicine, therapeutic services, and veterinary medicine. The goal of this course is to expose students to the diverse career opportunities available in the healthcare field, and increase and reinforce related academic skills.

Prerequisite: Grade 10, 11, or 12 only

MEDICAL BILLING & CODING (Capstone)**2880 Year**

The Medical Billing and Coding class is designed to equip students with the knowledge, technical skills, and work habits required for an entry-level position in the medical insurance billing and coding field by offering problem-solving exercises by utilizing real-world scenarios. The class places a strong emphasis on ethics, accountability, professionalism, and the individual's commitment to the pursuit of lifelong personal, educational and professional development, as it relates to the medical insurance billing and coding field. Students who would like to pursue any career in the healthcare field would benefit from the medical terminology learned in this course. The course prepares and qualifies students to sit for the national certification exam as an Insurance Coding Specialist. Medical coders, Health insurance specialists and Medical billers are in very high demand. Successful candidates are employed by hospitals, health care units, clinics, nursing homes, and insurance companies.

Prerequisite: Successfully completed Introductions to Health Careers with a C or better

ENGLISH LANGUAGE DEVELOPMENT (ELD)

Courses in the ELD department help the English learner acquire skills in reading, writing, listening and speaking in English. They provide support to the regular English program and promote student success in other subject areas. Students take these courses in addition to being enrolled in a regular English class. Once an English learner reclassifies, ELD courses are no longer mandatory. The eligibility for reclassification is:

7th Grade	8th Grade	9th and 10th grades	11th and 12th grades
1. Nearly Met, Met or Exceeds standards on SBAC or local assessment <u>and</u> a writing sample with a score of 7 using the appropriate district writing rubric	1. Met or Exceeds standards on a local assessment <u>and</u> a writing sample with a score of 7 using the appropriate district writing rubric	1. Met or Exceeds standards on a local assessment (no state tests at this level) <u>and</u> a writing sample with a score of 7 using the appropriate district writing rubric	1. Met or Exceeds standards on a local assessment <u>and</u> a writing sample with a score of 7 using the appropriate district writing rubric
2. "C" or higher in English <u>and</u> one other content area	2. "C" or higher in English <u>and</u> one other content area	2. "C" or higher in English <u>and</u> one other content area	2. "C" or higher in English <u>and</u> one other content area
3. 4 or 5 overall on CELDT (only one 3 in a sub category)	3. 4 or 5 overall on CELDT (only one 3 in a sub category)	3. 4 or 5 overall on CELDT (only one 3 in a sub category)	3. 4 or 5 overall on CELDT (only one 3 in a sub category)

Until reclassified, students are placed in one of three levels of ELD based on state assessment scores and pre-defined district criteria.

BEGINNING ELD**3173 Year**

This course is for the beginning emergent English learner. This class lasts for two periods and includes ELD instruction with core English instruction. Students focus on interpersonal skills and elementary forms of reading to build comprehension skills. Students will also learn basic listening and speaking skills as it applies to following directions and social conversations.

Identification: Students that score a 1 or 2 overall on the district language assessment and have been in the U.S. for less than one year.

ELD 9, ELD 10, ELD 11, ELD 12**3182, 3183, 3184, 3185 Year**

ELD is a protected time during the regular school day, in which teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop grade level proficiency. Grade level ELD uses the same core curriculum as their ELA counterparts with added resources and scaffolds built in.

Identification: Students who are demonstrating growth in English proficiency and are not struggling academically. Students must have been enrolled in a U.S. school for less than six years.

INTENSIVE ELD 9-12**3187 Year**

Intensive ELD is a protected time during the regular school day, in which teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical language ELs need for content learning in English. The intensive ELD curriculum is in addition to the core ELA curriculum and is focused on promoting the reading, writing, listening to, and speaking of academic English.

Identification: Students identified as a long-term English learner (LTEL) will receive intensive ELD. By definition, a Long-Term English Learner is a student who has been enrolled in U.S. schools for more than six years, is no longer progressing towards English proficiency and is struggling academically.

ENGLISH

Mayfair's English classes are based on the new California Standards for English Language Arts and English Language Development. All courses emphasize reading, writing, speaking, and listening skills, and provide students with the opportunity to write about a variety of subjects, focused on the argumentative, informational and explanatory, and narrative writing forms. Students are asked to read both broadly (high volume/varied genres) and deeply to develop reading comprehension, critical thinking, and vocabulary skills. To foster a habit of lifelong reading, instructional time is regularly devoted to independent reading.

ENGLISH 9**3250 Year**

Students explore a survey of world literature including non-fiction texts, novels, short stories, poetry, and a dramatic selection. This course provides students with the opportunity to sharpen their argumentative, informational and narrative writing skills.

ENGLISH 9 Honors**3261 Year**

As in English 9, students explore a survey of world literature including non-fiction texts, novels, short stories, poetry, and a dramatic selection. This course provides students with the opportunity to sharpen their argumentative, informational and narrative writing skills, but the pace and complexity of the class more closely models an Advanced Placement class.

ALL HONORS COURSES REQUIRE SUMMER HOMEWORK. THERE ARE NO EXCEPTIONS. Mandatory Summer Reading for Honors English 9: Meetings and/or prepared handouts that outline summer reading assignments are made available in the spring preceding the class, are available during summer through our front office, and are posted online by the last day of

school before summer at <http://www.mayfairmonsoons.org>. *No written homework is required over the summer, but students should take notes and be prepared for an exam covering the reading the first week of school.* Students who do not pass the summer reading test have the option of being transferred to English 9.

ENGLISH 10

3420 Year

Students explore a survey of world and American literature including non-fiction texts, novels, short stories, poetry, and a dramatic selection. This course provides students with the opportunity to continue to develop their argumentative, informational and narrative writing skills.

ENGLISH 10 Honors

3431 Year

Students explore a survey of world and American literature including non-fiction texts, novels, short stories, poetry, and a dramatic selection. This course provides students with the opportunity to continue to develop their argumentative, informational and narrative writing skills, but the pace and complexity of the class more closely models an Advanced Placement class.

ALL HONORS COURSES REQUIRE SUMMER HOMEWORK. THERE ARE NO EXCEPTIONS. **Mandatory Summer Reading for Honors English 10:** English 10 Honors requires reading and writing over summer; homework meetings with prepared handouts that outline summer reading assignments are available in the spring preceding the class, and are posted online during summer at <http://www.mayfairmonsoons.org>. For a seat in the class, summer homework must be turned in before the first day of school. Students who do not successfully complete summer homework by the stated deadline may be transferred into English 10 before the school year begins.

ENGLISH 11

3510 Year

This is a course in the critical reading of American literature and effective writing of a variety of types of composition. Students study literary texts, both fiction and nonfiction, focusing on *The American Dream*. They evaluate how authors express their ideas and work to emulate these models as they engage in the writing process. This course provides students with the opportunity to continue to develop their argumentative, informational and narrative writing skills. They are encouraged to integrate the contextual considerations of History 11, a parallel course. Core works include non-fiction texts, novels, poetry, short stories and a dramatic selection.

AP ENGLISH 11 - Language and Composition

3530 Year

The focus of this course is on nonfiction prose, rhetorical analysis, argumentation, and synthesis. Arguments and language are deconstructed so that the elements of effective communication become transparent, accessible, and replicable. Students are expected to read independently, conduct research, and write both informal and formal responses to class readings and to current issues. Writing assignments range from on demand timed quick writes of approximately 500 words, to formal multi-draft essays of up to 2500 words. In addition to the study of rhetoric, students read core American literature, and consider the issues raised by these texts from an argumentative stance. Successful completion of class requirements will prepare students for the AP Language and Composition exam administered in May by the College Board. Because this course often serves as a substitute for the first year composition course in many college and universities, it models college work in both content and pacing.

ALL HONORS COURSES REQUIRE SUMMER HOMEWORK. THERE ARE NO EXCEPTIONS. **Mandatory Summer Reading for Advanced Placement English 11 (Language and Composition):** AP English 11 requires reading and writing over summer; homework meetings with prepared handouts that outline summer reading assignments are available in the spring preceding the class, and are posted online during summer at <http://www.mayfairmonsoons.org>. For a seat in the class, summer homework must be turned in before the first day of school. Students who do not successfully complete summer homework by the stated deadline may be transferred into English 11 before the school year begins.

ENGLISH 12

3610 Year

This course focuses on British literature studied through the theme of *The Individual and Society*. Major core works studied include non-fiction texts, novels, short stories, poetry, and a dramatic selection. Students study a variety of the extended works of British literature. This course provides students with the opportunity to continue to develop their argumentative, informational and narrative writing skills.

AP ENGLISH 12- Literature and Composition

3630 Year

Students prepare for the AP exam by focusing on analysis of style and cross-thematic connections in significant prose and poetry using a variety of genres, including drama, fiction, narratives, nonfiction and persuasive essays, epics, and sonnets. Students write to a variety of prompts to hone upper-level writing skills including creating concise thesis statements, producing highly-organized paragraphs, and displaying a mastery of mechanics. This course may qualify as a substitute for first-year college literature in some universities; therefore, it models college work in both content and pacing.

ALL HONORS COURSES REQUIRE SUMMER HOMEWORK. THERE ARE NO EXCEPTIONS. **Mandatory Summer Reading for AP English 12 (Literature and Composition):** AP English 12 requires reading and writing over summer; homework meetings with prepared handouts that outline summer reading assignments are available in the spring preceding the class, and are posted online by the last day of school at <http://www.mayfairmonsoons.org>. For a seat in the class, summer homework must be turned in before the first day of school. Students who do not successfully complete summer homework by the stated deadline may be transferred into English 12 before the school year begins.

CSU EXPOSITORY READING & WRITING (ERW English 12)

3616 Year

The goal of the Expository Reading and Writing Course (ERWC) is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of several rigorous instructional modules, students in this year long, rhetoric-based course develop advanced proficiencies in expository, analytical, and argumentative reading and writing. Modules provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors, and to apply those strategies in their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose, to analyze the impact of structural and rhetorical strategies, and to examine the social, political, and philosophical assumptions that underlie the text.

In the spring of the junior year, students take standardized tests in English and math; their test results are evaluated for college readiness. Students who test “conditionally” college ready in English at the end of their junior year may demonstrate

college readiness during the senior year by taking ERWC and earning a “C” or better during both semesters. Speak to your counselor for additional details.

THE CERRITOS COLLEGE DUAL ENROLLMENT PROGRAM (English)

BUSD, in partnership with Cerritos College, is offering dual enrollment course offerings on the Mayfair campus taught by Cerritos College faculty members. Students who qualify, will be dually enrolled at Cerritos College and Mayfair and earning college credit as well as high school units simultaneously. Interested students need to be complete a process that includes registering online for Cerritos College and taking the Cerritos College English placement exam. Due to the rigorous nature of the course, students can earn a full year of high school English credit in a semesters time. Space is limited for qualified students. See you counselor or assistant principal over curriculum for more information.

Prerequisite: Students must complete the Cerritos College student enrollment process and secure a valid Cerritos College student ID number. Students must also take the Cerritos College English placement exam which will determine placement. Opportunities to complete both at Mayfair will be available. Due to the nature and rigor of the dual enrollment courses, classes will be double-period blocked, begin at zero period (6:15 am start) and will be limited to 30 students per class.

ENGLISH 72 (Dual Enrollment) 0007 Semester

English 72 (Intro to College Writing & Reasoning) introduces students to the writing process as a means of developing ideas into clear, correct, and effective writing. The course concentrates on short essay writing in accord with the conventions of standard English. Students write a series of compositions that integrate critical thinking, evaluative writing, and library research. This course is available to incoming juniors and seniors and is equivalent to passing ERW English 12.

ENGLISH 100 (Dual Enrollment) 0007 Semester

English 100 (Freshman Composition) This course guides the student through the writing process to develop expository prose with an emphasis on effective organization and on correctness. The course meets transfer requirements for four-year institutions (CSU and UC) and is required for the A.A. degree. This course is only available to incoming seniors and is equivalent to passing the AP English 11 class and AP exam.

JOURNALISM

3840 Year

The Journalism elective is designed to provide students with a basic understanding of journalism practices, and newspaper writing and design techniques. Students will write, edit, and layout 6-8 issues of *The Windjammer*, our student newspaper. In this class, students will do ALL of the work for each publication, developing interview techniques, enhancing writing abilities, and applying editing skills. Students will also acquire skills in graphic design, photography, and comic drawing. Through this class, students will (1) write effectively for a variety of audiences, purposes, and occasions; (2) develop skills needed for visual communication; (3) develop speaking, listening, viewing, and critical thinking skills; (4) use current technology to enhance learning; (5) produce quality issues of the school newspaper; (6) practice ethical journalism; (7) meet deadlines on time; and (8) understand, appreciate, and develop skills in photojournalism.

Recommended: Grades 10 – 12, an “A” or “B” in English, English teacher's recommendation, and Journalism Advisor's signature.

YEARBOOK

3830 Year

Students selected for this class are involved in the design, layout, and production of Mayfair High School's yearbook, *Tradewinds*. This includes writing of stories and captions, photography of candid and group events, design and layout of pages, the production of a yearbook DVD, and the overall editorial theme of each year's book. Students should have their own digital camera, but this is not mandatory for entrance into the course. Course may be repeated for credit with permission.

Prerequisite: “C” or better in English, interview with student and staff panel, recommendation from 3 teachers (including English teacher), and Yearbook Advisor signature. This course is for students in grades 10 – 12, but freshmen who have completed one full year of middle school yearbook (with recommendation from MS Yearbook Advisor), and meet all other prerequisites, will be permitted to enroll.

CREATIVE WRITING

3820 Semester or Year

Creative Writing is a completely product based class. Students are graded and evaluated on their ability to write poetry, short stories, scripts, and films. Personal style and creativity are highly encouraged as students find their voices through writing. The class is also responsible for the production of the school's literary magazine, *The Quill*.

Fall Semester: Students focus on poetry and short stories. For the poetry unit, students will study and write several poems of differing length, subject matter, and form. For the short story unit, students will produce two short stories. Students will also judge entries and create the layout for *The Quill* literary magazine.

Spring Semester: Students focus on scripts and film. For the stage play unit, students will write scripts for one act plays to be used by the drama department. For the screenplay unit, students will produce a 10 minute short film from script to screen.

Recommended: Grades 10-12 and a “C” or better in English

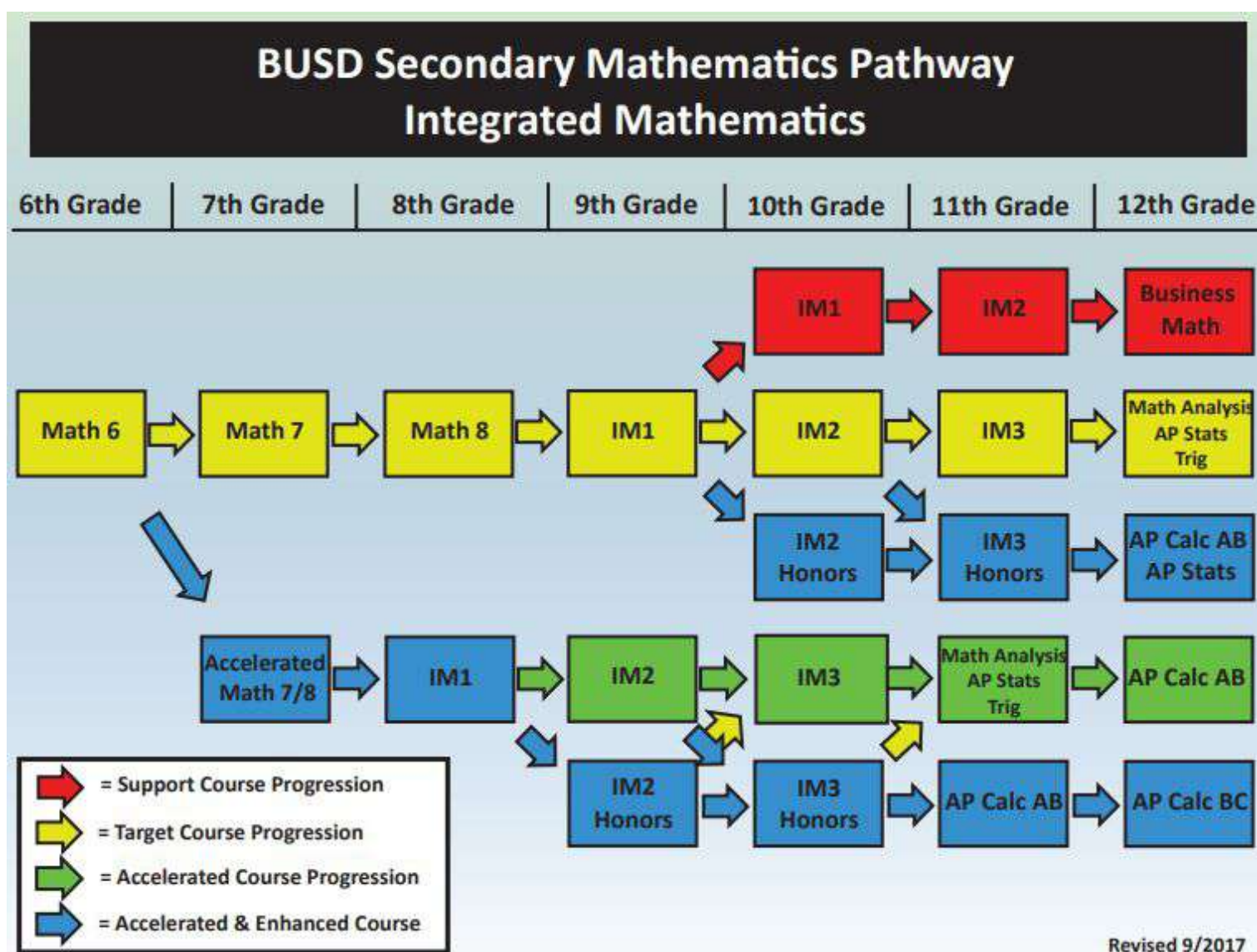
Taking a full year of this class counts as an “a-g” academic elective

MATHEMATICS

The Mathematics Department courses provide a sound analytical foundation for citizenship, college and the workplace. The Math Department provides the skills and experiences necessary for students to be computationally competent and mathematically powerful. The standards call for learning mathematical content in the context of real-world situations, using mathematics to solve problems, and developing “habits of mind” that foster mastery of mathematics content as well as mathematical understanding.

The California State Standards for Mathematics

California State Standards reflect the importance of focus, coherence, and rigor as the guiding principles for mathematics instruction and learning. California’s implementation of the State Standards demonstrates a commitment to providing a world-class education for all students that supports college and career readiness and the knowledge and skills necessary to fully participate in the twenty-first-century global economy.



Integrated Math Pathway

The Bellflower Unified School District is proud to offer an Integrated Math Pathway to present the new California State Standards. The Integrated Math Pathway was designed to optimize the organization of the new standards into a more natural and coherent order. For example, students will receive instruction in Algebra every year. The Integrated Math Pathway consists of three courses (IM1, IM2, and IM3). The three courses (as a package) are equivalent to the conventional courses (Algebra I, Geometry and Algebra II). We believe that the integrated approach to teaching and learning math will be beneficial to students. It will allow them to see mathematics as more relevant to their lives and enjoy a higher probability of success on standardized tests and be college and career ready.

INTEGRATED MATH I

7510 Year

The fundamental purpose of the Mathematics I course is to formalize and extend the mathematics that students learned in the middle grades. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. For the Integrated Math I course, instructional time focuses on six critical areas: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane.

INTEGRATED MATH II or INTEGRATED MATH II HONORS*

IM2 = 7511; IM2 Honors = 7513 Year

The focus of the Integrated Math II course is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I. Students will expand their experience with functions to include more specialized functions such as absolute value, step, and functions that are piecewise-defined. For the Mathematics II course, instructional time should focus on five critical areas: (1) extend the laws of exponents to rational exponents; (2) compare key characteristics of quadratic functions with those of linear and exponential functions; (3) create and solve equations and inequalities involving linear, exponential, and quadratic expressions; (4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning.

Prerequisite INTEGRATED MATH II: "C" or better in both semesters of Integrated Math I.

Prerequisite INTEGRATED MATH II Honors: "A" in Integrated Math I or teacher recommendation.

INTEGRATED MATH III or INTEGRATED MATH III HONORS*

IM3 = 7512; IM3 Honors = 7514 Year

The focus of the Mathematics III course is extending the notion of functions to encompass polynomial functions, rational functions, radical and other inverse functions, logarithmic and exponential functions. Students will expand their experience with functions to include more specialized functions such as the trigonometric functions. For the Mathematics III course, instructional time should focus on four critical areas: (1) extend the understanding of angles to the unit circle and the graphs of the six trigonometric functions; (2) compare key characteristics of inverse functions (radical and logarithmic and inverse trigonometric), rational functions polynomial functions and cyclical functions with quadratic functions and linear and exponential functions; (3) create and solve equations that involve rational expressions, polynomial expressions, logarithmic or exponential as well as trigonometric expressions; (4) extend work with probability to discuss the normal curve.

Prerequisite INTEGRATED MATH III: "C" or better in both semesters of Integrated Math II.

Prerequisite INTEGRATED MATH III Honors: "B" or better in Integrated Math II Honors OR teacher recommendation.

STATISTICS

7477 Year

This course provides an introduction to statistics. In addition to learning how to apply statistical procedures, this course explains how to meaningfully describe real sets of data, what the results of statistical tests mean in terms of their practical applications, and how to evaluate the validity of the assumptions behind statistical tests. Topics included are mean, standard deviation, variance, probability, random variables, binomial probability distribution, normal probability distribution, central limit theorem, testing hypotheses, confidence intervals, linear regression, and linear correlation.

Prerequisite: “C” or better in Integrated Math III, senior students only.

A calculator with two-variable statistics is required. A graphing calculator is recommended.

TRIGONOMETRY

7490 Year

This course is designed for students who have successfully completed Algebra 2 and Geometry who would benefit from a less rigorous option to math analysis. Trigonometry topics include geometric properties of triangles, angle relationships and similarity, the unit circle and circular functions, trigonometric functions and their graphs, circular and right triangle trigonometry, trigonometric identity proofs, inverse circular functions, trigonometric equations, Law of Sines and Cosines, Vectors and the Dot Product, complex numbers, polar coordinates and graphs of polar equations, and parametric equations.

Prerequisite: “C” or better Integrated Math III or greater.

Graphing calculators are recommended.

MATH ANALYSIS

7495 Year

Math Analysis combines the trigonometric, geometric, and algebraic concepts needed to prepare students for the study of Calculus, and strengthens students’ conceptual understanding of problems and mathematical reasoning. This course utilizes a functions approach that serves as the organizing principle tying concepts together. This approach supports the Rule of Four, which states that functions are represented symbolically, numerically, graphically, and verbally. Students will study functions and their graphs, the library of functions and transformations, inverse functions, trigonometric functions, circular and right triangle trigonometry, trigonometric identity proofs, analytic trigonometry, sequences and series, polar coordinates, and matrices. Students will broaden their basic knowledge of trigonometry by working with more advanced identities, Law of Sines and Cosines, and trigonometric equations.

Prerequisite: “C” or better in Integrated Math III or Trigonometry.

Graphing calculators are recommended.

MATH ANALYSIS HONORS

7496 Year

In addition to the regular Math Analysis curriculum, students will learn additional advanced topics in analytic geometry as well as some Calculus topics, including finding limits graphically and numerically, continuity, one sided limits, infinite limits, derivatives, tangent line problems, differential rules, and the chain rule.

Prerequisite: “B” or better in Integrated Math III, Math Analysis, or Trigonometry and teacher recommendation.

A TI-84 Graphing Calculator is required.

CALCULUS

7497 Year

Calculus is designed for highly-motivated math students who wish to take an additional year of math, but are not interested in AP level mathematics. This course covers the standard topics which would be addressed in a first semester college calculus course including the fundamentals of differential calculus, integral calculus, differential equations, and infinite series.

Prerequisite: “B” or better in Math Analysis, or Trigonometry. IM3 Honors students must have an “A” with a teacher recommendation.

Graphing calculators are recommended.

AP CALCULUS AB**7500 Year**

Students will study important concepts in calculus, including differentiation, exponential and logarithmic functions, applications, differential equations, functions of several variables and circular functions. Successful completion of this course prepares students to take the Advanced Placement Calculus AB exam for college credit.

Prerequisite: “B” or better second semester of Math Analysis Honors, or teacher recommendation.

Graphing calculator required.

Mandatory summer project: All students who enroll in this class must attend a meeting during the last month of school in Room 405 where a review packet will be distributed that is to be completed for the first day of school. No time extension will be granted. New students can pick up the packet from their counselor and will have 15 days from the day of enrollment to turn in the packet. However, if a student enrolls before the third Friday in August, the due date will be the first day of school. Failure to turn in the package may prevent a student from taking the class or will result in a lower grade.

AP CALCULUS BC**7501 Year**

Students will study important concepts in Calculus, including differentiation, integration, exponential and logarithmic functions, applications, differential equations, functions of several variables, circular functions, infinite series, and parametric, vector, and polar functions. Successful completion of this course prepares students to take the AP Calculus BC exam.

Prerequisite: A score of “3” or better on the AP Calculus AB exam.

AP STATISTICS**7481 Year**

Students will study an exploration of data by constructing, interpreting, summarizing and comparing graphical displays of distributions of univariate data; exploring bivariate and categorical data, data collection, planning and conducting of surveys and experiments; generalize results and types of conclusions. Students will study probability rules, distributions, simulation of random variables, and linear transformation of random variables. They will combine independent random variables, normal distributions, and sampling distributions, estimate population parameters and testing hypothesis; study the test of significance; and study linear and multiple regression.

Prerequisite: “B” or better in Integrated Math III or greater and teacher recommendation

A TI-83 plus or TI-84 plus (silver edition preferred) graphing calculator is required for the class.

Mandatory Summer Project: All students enrolled in the class must attend a summer meeting in room 405 to pick up a package due on the first day of school. No time extension will be granted. New students can pick up the packet from their counselor and will have 15 days from the day of enrollment to turn in the packet. However, if a student enrolls before the third Friday in August, the due date will be the first day of school. Failure to turn in the package may prevent a student from taking the class or may result in a lower grade.

PHYSICAL EDUCATION

Physical Education is an integral part of the educational process. Students will gain a variety of competencies and knowledge, which will contribute to their health and wellbeing. The courses are comprehensive, co-instructional programs which are designed to meet the fitness needs of today's youth.

PHYSICAL EDUCATION 9 (Fall & Spring)

8110/8115 Year

Physical Education for grade nine will teach students health-related benefits of regular physical activity and the skills to adopt a physically active, healthful lifestyle. Students will be asked to demonstrate their knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. Students will be asked to achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. All ninth grade students will be required to take the FITNESSGRAM, a state mandated physical fitness test.

PHYSICAL EDUCATION 10-12 (Fall & Spring)

8140/8145 Year

Physical Education for grade ten will allow students to become confident, independent, self-controlled, and resilient. Students will develop positive social skills, set and strive for personal goals. Students will also learn to assume leadership, cooperate with others, accept responsibility for their own behavior, and ultimately, improve their academic performance. Students will add to the standards learned and achieved in grade nine and will be asked to demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

WEIGHT TRAINING (Fall & Spring)

8535/8536 Year

This course is offered to provide students with the opportunity to explore weight training as an intensive experience in an activity that they wish to participate in for years to come. Students will be asked to explain the principles of biomechanics of first-, second-, and third-class levers and apply those principles to a variety of lifting techniques. Demonstrate proper spotting techniques for all lifts and exercises that require spotting. Identify and apply the principles of biomechanics necessary for the safe and successful performance of weight training. Establish a set of personal physical fitness goals, using the principles of training, and create a strength-training and conditioning program.

Course Prerequisite: Student must be in grades 11 or 12. The expectation is that Weight Training students are , responsible, motivated, dress out, and participate every day.

ATHLETICS/TEAM SPORTS

8550 Semester

The goal of the athletic program is to provide training in sports as an integral part of the educational offerings for secondary students. Each area of athletics is organized to provide students with experiences which fulfill physical and mental training, provide for leadership opportunities, develop cooperation, sportsmanship and fair play, and teach the skills related to each sport.

Prerequisite: Academic eligibility and coach approval.

PREPAREDNESS EDUCATION

The goals of the non-departmental courses are to develop real-life skills focusing on rigorous academics, character building, civic values and skills that are essential for effective citizenship.

LEADERSHIP

4825 Year

This course is mandatory for all Associated Student Body (ASB) officers. This course introduces students to the elements of sound organizational and administrative skills and the preparation to implement them with integrity and forthrightness. It is open to a limited number of interested students.

PEP SQUAD

8225 Year

Students will develop skills in yell leading, song, and precision drill team. They will develop routines for games, rallies, assemblies, halftime shows and competitions. The groups also develop routines for the next year's tryouts.

Prerequisite: Tryout are during the previous spring. Physical exam must be on file. Students considering this course should be aware of the requirement of a commitment of time -- mornings, evenings, and some weekends.

HEALTH

6875 Semester

This course is a contemporary survey of today's health issues. The issues covered in this semester course are proper nutrition, physical fitness, communicable and noncommunicable diseases, abuse, human sexuality, personal safety, life-saving techniques, mental health concepts and some human anatomy.

LINK CREW

6801 Year

Link Crew Leadership strives to increase in students a sense of community, academic commitment and positive social school climate. Link Crew helps 9th graders successfully transition into high school. The Link Crew Leadership class provides time to design and implement connections for current freshmen through both academic and social follow ups and to learn valuable leadership skills through a variety of classroom activities. Students learn skills including written, interpersonal and intrapersonal communication, team building, agenda setting, presentation/facilitation, time management, health and balance, and the closure method. Through the curriculum, students are trained to act as team leaders, motivators, role models, and peer facilitators who provide support to their freshmen "crew" throughout the year.

DIVERSIFIED OCCUPATIONS

2801 Semester

Diversified Occupations is a vocational cooperative education program available to high school seniors. The academic and career objectives of each student are used to guide the process of career planning and acquisition. Classroom theory is applied to employment experiences throughout the school year to enable students to develop and refine the skills necessary to maintain employment.

TEACHER OR OFFICE AIDE

1805 OR 1809 Semester

Students may be assigned as a teacher aide or an office aide to assist with the preparation of materials and other tasks as assigned by the instructor. Experience and training in office practices and procedures such as filing, collating, sorting and alphabetizing may be gained from working in a school office. A maximum of fifteen credits may be counted toward graduation.

Prerequisite: Must be a Senior with 2.5 GPA or higher and not credit deficient. Teacher approval required. See your counselor for list of teachers with available TA positions.

SCIENCE

The Science Department's offerings are designed to meet the needs of all students with the primary goal of teaching scientific literacy so that students learn basic concepts, facts and processes of science, develop an appreciation for science in everyday life and use thinking skills for lifelong learning. Honors courses move at an accelerated pace, and are designed to provide more depth and breadth within the curriculum. Classes move at an accelerated pace.

Advanced Placement Science Course Schedule

Course Title	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
AP Biology	Yes	No	Yes	Yes	No
AP Chemistry	No	Yes	Yes	No	Yes
AP Environmental Science	Yes	Yes	No	Yes	Yes
AP Physics	No	Yes	Yes	No	Yes

A “yes” indicates that the course is projected to run in that year. All projections are subject to change.

The following courses are considered lab sciences and meet UC/CSU “a – g” requirements:

BIOLOGY/HONORS BIOLOGY

6200/6215 Year

This course is designed to prepare students for college level biology. The areas of study include: cells, biochemistry, genetics, microbiology, evolution, physiology, and ecology. Students will utilize basic tools of biology including dissecting equipment, microscopes, lab equipment and chemical agents. Students will learn to apply the scientific method to their studies. This course counts toward life science graduation requirements.

Prerequisite Biology 10th Grade: Must pass Integrated Math I with a grade of “C” or better or be concurrently enrolled in Integrated Math I having passed the previous course with a “B” or better and have passed Earth Science with a “B” or better.

Prerequisite Biology 9th Grade: Must be concurrently enrolled in Integrated Math I or high mathematics, must earn a “B” or better in 8th grade science and have an 8th grade science teacher recommendation.

Prerequisite Honors Biology: Prerequisite Honors Biology: This course is primarily intended for advanced 9th grade science students, with teacher recommendation and concurrent enrollment in Integrated Math I with a C or better in their previous math course. Grade 10 students may be permitted if room is available and with the recommendation of previous science teacher and the student has completed Integrated Math 1 with a “C” or better.

Summer Study Guide: As part of the expanded curriculum of Honors Biology, summer study is required to prepare for the fall semester. See instructor for further details. Summer assignment can be found at

<http://mhssummerhomework.blogspot.com>.

AP BIOLOGY

6210 Year

This course is a college level biology course that prepares students for the Advanced Placement Exam. The topics studied are evolution, energy transformation, genetics, unity and diversity and ecological interactions. This class stresses the themes that unite these topics. Essay writing skills are critical and extensive study is necessary. There are numerous laboratory activities that require extended commitments beyond the normal school day.

Prerequisite: Grade 11 and 12, a B average in Biology, a B average in Chemistry, and teacher recommendation.

Summer Reading: Students will be tested on chapter readings on the first day of school. Failure to pass the test will lead to a schedule change to another science class. All assignments will also be due at that time. See instructor for details. Summer assignment can be found at <http://mhsummerhomework.blogspot.com>

CHEMISTRY

6300 Year

This course introduces the basic principles of chemistry: atomic structure, chemical nomenclature, the mole concept, chemical reactions, states of matter, the periodic table, chemical bonds, solution chemistry and reaction rates. Mathematical problem-solving and laboratory experimentation are emphasized. A strong background in algebraic concepts is necessary. This course counts toward physical science graduation requirements. Approved safety goggles and a scientific calculator are required.

Prerequisite: Biology and Integrated Math I, each with a grade of "C" or better, and recommendation of Biology teacher. Concurrent enrollment in Geometry or a higher math class is recommended. Concurrent enrollment in Physics is permitted if prerequisites are met.

PHYSICS

6355 Year

In this course, science students study major areas that make up physics: mechanics, electricity and magnetism, thermodynamics, sound and fluid dynamics. Emphasis on laboratory work will help the student study and understand natural phenomena in physics. Quarter projects may be assigned that require the application of physics concepts. This course counts toward physical science graduation requirements.

Prerequisite: Concurrent enrollment in Algebra II or a higher math class, completion of Geometry with a grade "B" or better, and recommendation from previous science teacher. Access to a computer is required.

Summer Assignment: Students will be required to sign-in and complete an online assignment due before the first day of school. Failure to complete the online assignment may lead to a schedule change to another science class. Link for instructions are available at: <http://mhsummerhomework.blogspot.com> See instructor for clarification.

AP PHYSICS 1

6361 Year

AP Physics 1 is a college level laboratory science course that uses algebra and trigonometry as the primary tools for problem solving. AP Physics 1 covers topics in Newtonian Mechanics, Fluid Mechanics and Thermal Physics, Electricity and Magnetism, Waves and Optics, and Atomic and Nuclear Physics. The goals of this course, as described by the College Board AP Physics Course Description, are to read, understand, and interpret physical information, use the scientific method to analyze a particular physical phenomenon or problem, use basic mathematical reasoning in a physical situation or problem and perform experiments and interpret the results of observations.

Prerequisite: Grade 11 or 12; Algebra 2 with "B" or better; Chemistry with "B" or better strongly recommended; teacher recommendation.

Summer Assignment: Students will be required to sign-in and complete an online assignment due before the first day of school. Failure to complete the online assignment may lead to a schedule change to another science class. Link for instructions are available at: <http://mhsummerhomework.blogspot.com> See instructor for clarification.

HONORS ANATOMY & PHYSIOLOGY

6171 Year

This is an advanced course designed to study the structure and function of the human body. Students will gain an in depth knowledge of cells, tissues, organs, organ system design and the diseases associated with each. We will use current research to analyze articles and explore careers that involve the human body. Dissection specimens are used to model anatomical structures.

Prerequisite: Biology with a “B” or better and Chemistry with a “C” or better and recommendation of previous science teacher. Concurrent enrollment in Physics is acceptable.

Summer Assignment: Students will be required to complete reading and assignments on “Chapter 1” in *An Introduction to Anatomy and Physiology*. Students will be tested on this chapter during the first week of school. Failure to pass the test may lead to a schedule change to another science class. Summer assignment can be found at <http://mhsummerhomework.blogspot.com>.

AP CHEMISTRY (Will NOT Be Offered in 2018-19)

6330 Year

This course prepares students to take the AP exam in Chemistry. Students are challenged with learning activities equivalent to those of a first-year college Chemistry class. Successful students will attain an in-depth understanding of chemical concepts, significant laboratory experiences and knowledge of current directions in chemical research. This course will include laboratory experiences outside of normal school hours to be scheduled after school or at other suitable times.

Prerequisite: Grade 11 or 12; Integrated Math I with “B” or better; Chemistry with “B” or better; Physics with a “B” or better (or concurrent enrollment in Physics) strongly recommended; teacher recommendation.

Summer Reading: Chapters 1-4 of Zumdahl, *Chemistry* (7th edition, 2007). **Summer Assignment:** (See instructor) Will be due on various dates in July & August. Tests on Chapters 1-4 will be administered the first week of school. Failure to pass the test on chapters 1-4 may lead to a schedule change to another science class. Summer assignment can be found at <http://mhsummerhomework.blogspot.com>.

AP ENVIRONMENTAL SCIENCE (To Be Offered 2018-19)

6280 Year

Explore and investigate the interrelationships of the natural world, identify and analyze environmental problems, both natural and human-made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them.

Prerequisite: Grade 10, 11 or 12 only. Biology recommended. Two years of lab science with grade “C” or better recommended.

Summer Assignment: Required and the summer assignment will be announced at a later time.

The following courses are not considered to be lab sciences:

EARTH SCIENCE

6249 Year

This course includes Earth's place in the universe, its dynamic processes, the role of energy in Earth's system, biochemical cycles, the structure and origin of the atmosphere and the connections to California's geology. The scientific method is used and science careers are discussed. This course does not satisfy the UC/CSU "d" lab-science course requirement, but fulfills the UC/CSU "g" elective course requirement.

SURVEY OF BIOLOGY

6202 Year

This course is designed to prepare students for Biology. The areas of study include cells, biochemistry, genetics, microbiology, evolution, comparative anatomy and physiology of the systems, and ecology. Students will utilize basic tools of biology and will learn to apply the scientific method to their studies.

ENVIRONMENTAL SCIENCE

6381 Year

The course combines general life science and general physical science, with emphasis on the environment. Students will observe nature in an attempt to better understand the relationships and interactions between organisms and the environment. Emphasis will be placed on current topics pertaining to the environment such as energy use, pollution, and human impact. Environmental science provides useful information which will allow students to make educated decisions for our community, country, and the planet.

Prerequisite: Grade 11 or 12.

FORENSIC SCIENCE

6280 Year

This course is designed to follow the history of forensic science from the simplest crime solving techniques to today's DNA technology. The class will require students to act as investigators, engaging in many of the processes necessary for a Science-as-Inquiry approach. At various points, students must gather data, think critically and logically about relationships between evidence and explanations, construct and analyze alternative explanations, and communicate scientific arguments. This course does not satisfy the UC/CSU "d" lab-science course requirement, but fulfills the UC/CSU "g" elective course requirement.

Prerequisite: Grade 11 or 12 only. Biology recommended. Two years of science with grade "C" or better.

SOCIAL SCIENCES

The goals of the History-Social Science curriculum are to develop cultural understanding, civic values, an understanding of the democratic process and to promote critical thinking and participation skills that are essential for effective citizenship.

WORLD GEOGRAPHY

4140 Semester

World Geography is a semester class dedicated to the study of the five geographic themes of location, place, interaction, movement and regions. This course includes rigorous assignments and special projects.

AP HUMAN GEOGRAPHY

4144 Year

This course is available to students in grades 9 – 12, and it may be taken in lieu of World Geography. This course is concerned with the ways in which patterns on Earth's surface reflect and influence physical and human processes. Looking at the world from a spatial perspective, students seek to understand the changing spatial organization and material character of Earth's surface. Geographical analysis uses scale as a framework for understanding how events and processes at different scales influence one another. This course describes patterns and analyzes how they came about and what they mean. Students understand how events and processes operating in one place can influence those operating at other places.

Recommended: Students who pass the AP Human Geography exam may receive college credit. Therefore, the course models college level work in both content and pacing. It is recommended that students have met or exceeded standard on the CAASP in English/Language Arts. Students must complete a summer assignment.

MODERN WORLD HISTORY

4200 Year

This is a 10th grade course, and deals with the significant developments throughout the world from the late 18th Century to the present. It will emphasize the political, cultural and social events that have shaped modern civilizations. Geography will be studied as it relates to the content of the course.

AP WORLD HISTORY

4211 Year

The purpose of the AP World History course is to develop a greater understanding of the evolution of global processes and contacts, in interaction with different types of societies. The course highlights the nature of changes in international structures and their causes and consequences, as well as comparisons among major societies. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to this Course.

Recommended: Students who pass the AP World History exam may receive college credit. Therefore, the course models college level work in both content and pacing. It is recommended that students have met or exceeded standard on the CAASP in English/Language Arts. Students must also complete a summer assignment.

UNITED STATES HISTORY

4300 Year

This is an 11th grade course, and begins with a selective review of United States history with an emphasis on two major themes--the nation's beginnings and the industrial transformation of the new nation. The remainder of the course emphasizes the major turning points in American history in the twentieth century.

AP UNITED STATES HISTORY**4360 Year**

This college level course for 11th and 12th graders is designed to provide students with the analytical skills and factual knowledge necessary to assess critically the problems and issues in American history, including the analysis of primary documents. This course covers various social, cultural, intellectual and political aspects of the historical growth of the United States in world perspective from early exploration in the 1400's to the present. This course guides students in preparation for the AP exam in American History.

Recommended: Students who pass the AP United States History exam may receive college credit. Therefore, the course models college level work in both content and pacing. It is recommended that students have met or exceeded standard on the CAASP in English/Language Arts. Students must also complete a summer assignment.

U.S. GOVERNMENT/POLITICAL SYSTEMS**4415 Year**

This is a 12th grade course, and will provide students with an overview of the general principles, concepts, theories and actual operations of the American political system and contemporary issues. Emphasis is placed on the characteristics of American government and its interactions with the global community. Successful completion of this course satisfies state graduation requirements and prepares college-bound students for an introductory course in political science including general principles of microeconomic and macroeconomic concepts and theories. Emphasis will be placed on the United States economy and its interaction with the global community as well as practical problems in the field of finance. Successful completion of this course will prepare students for a better understanding of their economic needs in society.

AP GOVERNMENT AND POLITICS UNITED STATES**4430 Year**

This is an introductory college course in American government and politics designed to assist students in their understanding of U.S. Constitutional underpinnings, political beliefs and behavior, political parties and interest groups, institutions (Congress, Presidency, Courts and the Federal Bureaucracy) and policy processes of the federal and state governments, civil rights and liberties and foreign policy. This course also guides students in preparation for the AP exam in American Government.

Recommended: Students who pass the AP Government exam may receive college credit. Therefore, the course models college level work in both content and pacing. It is recommended that students have met or exceeded standard on the CAASP in English/Language Arts. Students must also complete a summer assignment.

ECONOMICS**4500 Semester**

This is a 12th grade course. This course will provide students with an overview of the general principles of microeconomic and macroeconomic concepts and theories. Emphasis will be placed on the United States economy and its interaction with the global community. This course is designed to help students develop critical-thinking skills through the understanding, application and analysis of fundamental economic concepts. Students will apply quantitative and mathematical skills to economics. Also, students will be expected to apply economic logic to a wide variety of real-world and hypothetical situations.

AP MACRO/MICRO ECONOMICS**4498/4497 Semester**

This college level course will prepare students for both the Advanced Placement Examination in Macroeconomics and Microeconomics. This course has been designed to help students develop critical-thinking skills through the understanding, application, and analysis of fundamental economic concepts. Students must enroll in both semesters when taking this AP course.

Recommended: Students who pass the AP Micro/Macroeconomics exams may receive college credit. Therefore, the course models college level work in both content and pacing. It is recommended that students have met or exceeded standard on the CAASP in English/Language Arts, and have successfully completed Algebra II or higher. Students must also complete a summer assignment.

PSYCHOLOGY**4600 Semester**

This course will provide a study of personality, thinking, learning, heredity and environment, emotion, mental illness, perception, telepathy and other aspects of human behavior.

Prerequisite: Grades 11-12

AP PSYCHOLOGY**4602 Year**

AP Psychology is a college level course designed to introduce students to the scientific study of the behavioral and mental processes of human beings and other animals. Students will be exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. Students will also learn about the methods and ethics of psychologists in science and practice. Students are expected to take the AP exam given by the College Board in May.

Prerequisite: Grades 10-12. Students should have a 3.5 minimum GPA and above average reading skills.

WORLD LANGUAGES

All World Language classes encourage that students learn and use 21st century technology skills to access the internet as a supplemental resource for class information, communication, and assignments.

FRENCH

FRENCH I

9100 Year

The purpose of this class is to give students the ability to function in real-life situations that they might encounter in a French-speaking environment. Students learn to talk about themselves, their families and their friends; they learn how to get around in towns, use public transportation in Paris and give directions; they learn how to make purchases in stores; they will be able to talk about the city of Paris and its attractions; and they learn to use the appropriate language in a variety of social interactions.

Prerequisite: A grade of “C” or better in English and teacher recommendation.

FRENCH II

9110 Year

Students further develop their abilities to function in situations they might encounter in a French-speaking environment. Students learn to describe people and things, how to talk about their residence and be able to get lodging (hotel), interact with others about their leisure-time and vacation activities and talk about health concerns. The students’ cultural knowledge expands to include all of France and its varied customs, traditions, landscapes and points of interest.

Prerequisite: A grade of “C” or better in French I.

FRENCH III

9120 Year

The purpose of this course is to further develop the student's’ ability to function in a French-speaking environment. Students learn to discuss jobs and the workplace; they learn to discuss clothing and its purchase; they learn to make travel plans using trains, planes and cars; and they learn more about French food and how to act appropriately both in a restaurant and at a family dining table. The students’ cultural knowledge expands to include the Francophone world with its varied histories, customs and points of interest.

Prerequisite: A grade of C or better in French II

FRENCH IV

9125 Year

The primary goals of French IV are: the refinement of communicative skills in the four skill areas of listening, speaking, reading, and writing; the enhancement of strategic competence (communicative strategies); the enhancement of grammatical competence (review of previously learned structures and acquisition of new structures and uses); and the refinement in understanding the French and Francophone culture.

Prerequisite: A grade of “C” or better in French III.

AP FRENCH LANGUAGE AND CULTURE

9130 Year

The purpose of this course is to give students a continuing opportunity to refine their communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course emphasizes communication and the study of the language and culture.

Students are expected to use French 100% of the time.

Prerequisite: A grade of “C” or better in French III or French IV.

Recommended: A grade of “B” or better in French III.

MANDARIN

MANDARIN I

9202 Year

Mandarin 1 is a year long introductory course for students with no basic knowledge of Mandarin Chinese. It introduces students to Mandarin Chinese through a communication-based approach. Students will learn the fundamentals of the language, history, as well as the culture by accomplishing meaningful tasks involving high-frequency everyday topics needed to communicate in the classroom and in community. Some of the cultural topics include traditional holidays and activities, such as Moon Festival, Chinese New Year, and Dragon Boat Festival. In addition, they will learn Chinese through comparing and contrasting the celebration of Chinese holidays and that of Western holidays such as Halloween, Thanksgiving, Christmas, Easter, and any applicable American holidays.

MANDARIN II

7511 Year

Students further develop their abilities to function in situations they might encounter in a Chinese Mandarin-speaking environment. Students learn how to travel in town, use public transportation and give directions; they learn how to make purchases in stores; and they learn to use the appropriate language in a variety of social interactions. Students learn to appreciate Chinese customs and history in more depth and develop critical thinking skills through the comparisons between Chinese culture and their home culture. Students are expected to participate in class activities using Chinese Mandarin to a large extent.

Prerequisite: A grade of “C” or better in Mandarin I.

MANDARIN III

9204 Year

Mandarin III course is a year-long intermediate course that offers students who have successfully completed Mandarin II or the equivalent the opportunity to continue the study of Chinese language and culture. It builds on the communicative-based competencies in Chinese culture, vocabulary, grammatical structures, and language proficiencies acquired in Mandarin II. Students will be provided with communicative experiences in the target language necessary to inquire and inform in more complex situational contexts. Students will continue to add to their knowledge of how to communicate in the real-life and authentic situations such as the classroom language, survival, travel, relationships, going out, events, etc. with the appropriate cultural response.

Prerequisite: A grade of “C” or better in Mandarin II.

AP CHINESE LANGUAGE AND CULTURE (AP MANDARIN IV)

9205 Year

This course is a theme-based two-semester course intended for students who wish to improve proficiency and integrate their language skills by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This course provides students a deeper understanding of the Chinese language and culture and aims to intertwine meaningful real-life language tasks that enhance vocabulary usage, communicative strategies, reading comprehensions, linguistic accuracy, and cultural awareness & appreciation. The course is taught almost exclusively in Chinese and incorporates authentic materials such as articles, videos, radio clips, social media, and short stories. This course also helps students broaden their world view by comparing Chinese cultural products, practices, and perspectives with those of their own society.

Prerequisite: A grade of “C” or better in Mandarin III.

SPANISH

SPANISH FOR SPANISH SPEAKERS I

9045 Year

Students will learn how to read and write at a basic/intermediate level, using different strategies. They will learn and practice formal, academic Spanish, by developing their listening and speaking skills. They will be introduced to Spanish grammar, as well as to classic and contemporary literature.

SPANISH FOR SPANISH SPEAKERS II

9050 Year

Students will learn how to read and write at an intermediate/advanced level, using different strategies. They will learn and practice formal, academic Spanish, by continuing to develop their listening and speaking skills. They will continue learning the use of Spanish grammar and syntax, and they will expand their knowledge of classic and contemporary literature.

Prerequisite: Spanish I or Spanish for Spanish Speakers.

SPANISH I

9000 Year

The purpose of this class is to give students the ability to function in real-life situations that they might encounter in a Spanish-speaking environment. Students learn numbers 0-100, students learn to greet people, talk about themselves, their families and their friends. Students learn to travel in towns, use public transportation and give directions; they learn to make purchases in stores; and they learn to use the appropriate language in a variety of social interactions. Students are exposed to the various cultures of Spanish-speaking people, including geography, history, traditions and daily life. Students acquire a basic living vocabulary.

Prerequisite: A grade of “C” or better in English and teacher recommendation.

SPANISH II

9010 Year

Students further develop their abilities to function in situations they might encounter in a Spanish-speaking environment. Students learn to appreciate Hispanic customs and history. Students are expected to participate in class activities using Spanish to a large extent.

Prerequisite: A grade of “C” or better in Spanish I.

SPANISH III

9020 Year

Students further develop their abilities to function in situations they might encounter in a Spanish-speaking environment. Students learn to speak in the past and future tenses and to express desires, emotions and beliefs; they learn to order food and to express their tastes in food; they learn to travel using public transportation in Spanish speaking countries. Students study art and art history of the Spanish-speaking world. Students’ cultural knowledge expands by learning customs, art and points of interest in the Spanish-speaking world. Students are expected to participate in using Spanish language to a large extent.

Prerequisite: A grade of “C” or better in Spanish II.

SPANISH IV

9029 Year

The primary goals for this course are the refinement of communicative skills in the four skill areas of listening, speaking, reading, and writing; the enhancement of strategic competence (communicative strategies); the enhancement of grammatical competence (review of previously learned structures and acquisition of new structures and uses); and the refinement in understanding Spanish and Hispanic cultures. Students are expected to participate in using Spanish language 100% of the time.

Prerequisite: A grade of “C” or better in Spanish III.

AP SPANISH LANGUAGE AND CULTURE (AP SPANISH IV)**9030 Year**

The purpose of this course is to give students a continuing opportunity to refine their communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course emphasizes communication and the study of the language and culture. This class is taught in Spanish only. Students are expected to use Spanish 100% of the time.

Prerequisite: A grade of “C” or better in Spanish III.

AP SPANISH LITERATURE AND CULTURE (AP SPANISH V)**9041 Year**

The AP Spanish Literature and Culture course introduces students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students continue to develop proficiencies across the full range of the modes of communication (interpersonal, presentational, and interpretive), honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, and literary criticism). Students are expected to use Spanish 100% of the time.

Prerequisite: A grade of “B” or better in AP Spanish Language.

SPECIAL SERVICES

ART ACADEMY OF DESIGN AESTHETICS (AADA)

The AADA is a four year art program that gives talented art students college level exposure to a variety of art media. Students in this program have been selected by the faculty through the application process for demonstrating enthusiasm, high grades, and drawing ability. They take two art classes per year for all four years. The academy has an average of 80 students in it each year, and accepts a new freshman class of 25 students per year. Students deal with a variety of art media and techniques, such as life drawing, graphic illustration, graphic design, beginning animation, digital imagery, and advanced drawing and painting. Students participate in numerous competitions throughout the year in order to win cash prizes, scholarship money, and to have their work viewed by a variety of audiences. After their four years in the program, students present a well-rounded, professional portfolio that shows their breadth, concentration, and quality of work to the community, administration, the superintendent, and our Board of Education. By their senior year, our students' artwork proves to be competitive with university student work.

SPECIAL EDUCATION

Students who qualify for special education programs may be served in a variety of ways. Mayfair offers a full inclusion Resource Specialist Program, a Special Day Class setting for students whose needs require special education 50% or more of the school day, and Phase II which includes classes for severely handicapped students. Mayfair has two school psychologists who work with students with special needs, an Adaptive Physical Education teacher, and a Speech and Language Specialist. Each student receiving special education services has an annual review of the program and an Individual Education Plan is written by a team of specialists, including the parent and student. For additional information, please see your counselor.

GIFTED AND TALENTED EDUCATION (GATE)

The GATE program serves students who are gifted academically and/or in the visual performing arts. Students who have been identified as gifted according to the Gifted and Talented criteria of our district receive differentiated instruction within the classroom. In addition, students can enroll in courses denoted as "Honors" or "AP". Additionally, GATE students may opt to join the Mayfair Academic Program (MAP). High achieving students are also given the opportunity to take these classes. Course content in these classes is a combination of enrichment and acceleration.

MAYFAIR ACADEMIC PROGRAM (MAP) The Mayfair Academic Program (MAP) is a voluntary organization, established in 1996, with the goal of preparing Mayfair's high achieving students for admittance to the most competitive colleges and universities in the country. The program provides an academically enriched course sequence that culminates with AP course work, and both rewards and challenges our most motivated and academically talented students. Students must complete a minimum of five AP courses before graduation. From presenting classes that mirror college rigor, to monitoring student progress through these classes, Mayfair's academy teachers work to provide the necessary academic support, cultural enrichment, and supervision to ensure students' achievement and success. In addition, a focus on collegiate skills and experiences through community service, mentor programs, travel, academic competition and presentation opportunities makes this unique program competitive with other high schools across the nation.

Admission to MAP is based upon the following:

- Passing a writing assessment in the spring before admittance into the program
- A score of Advanced on the English/Language Arts portions of the California Standards Test
- 3.60 cumulative GPA
- Desire and motivation to participate in a challenging curriculum

ADVANCED PLACEMENT PROGRAM (AP)

Advanced Placement (AP) classes are college-level courses taught on the high school campuses which prepare students to take the AP exams each spring. Students who pass AP exams can receive college credit at many colleges and universities (including the UC and CSU systems). AP courses carry an extra grade point as long as the student earns a C or better so that an A = 5 points, B = 4 points and C = 3 points. Students wishing to be admitted to competitive universities or majors should consider taking AP courses.

Recommendations for enrollment: Because AP courses model college level work in both content and pacing, they are recommended for highly motivated students.

CAREER CENTER The Career Center provides students with a bridge between school, college, and the world of work by using up to date career resources to research colleges and universities, as well as to discuss career and interest opportunities. Each year, under the supervision of the Career technician and high school counselors, many students are processed, guiding them through resume writing and in depth career planning.

CERRITOS COLLEGE PRESIDENT'S MIDDLE SCHOLARS PROGRAM

This program allows selected high school students who are interested in teaching careers to take college courses, focusing on STEM (science, technology, engineering, and math) fields at Cerritos College with an emphasis on future teaching careers related to STEM. Students are dually enrolled at Mayfair and Cerritos College earning credit towards graduation as well as up to 20 college units transferable to any CSU or UC. Cohorts are comprised of incoming 11th graders who meet specific academic criteria as well as assessments administered by Cerritos College. For more information, inquire with the administrator of Curriculum and Instruction.

ENGLISH LANGUAGE DEVELOPMENT

For a complete description of Mayfair's English Language Development program, see the course descriptions for the English Language Development Department starting on page 20.

CALIFORNIA SCHOLARSHIP FEDERATION (CSF)

CSF is a statewide honor society founded in 1921. It exists to foster a high standard of scholarship, service and citizenship. To qualify for membership each semester, a student must receive 10 points based on a formula which weighs academic and non-academic classes differently. When a student qualifies, he/she becomes a member by paying dues, attending a minimum number of meetings and completing the required volunteer project which each chapter establishes.

Membership during any four of a student's last six semesters in high school entitles him/her to:

- Life Membership designation on his/her diploma and school transcripts
- The right to apply for scholarships reserved for Life Members (over 50 colleges and universities offer such scholarships)
- Special recognition at graduation

Most colleges and universities recognize CSF membership as an advantage. When considering an application, most colleges and universities look favorably upon CSF membership. For more information, contact your counselor or the CSF Advisor, Mrs. Kristy Brown.



For additional course details and registration please visit:
www.calaps.org

Law Enforcement Services- Course 1

September 4, 2018 - May 23, 2019

Open to grades 9-12

This introductory level course provides an overview of the eligibility and training standards required for various professions in law enforcement. Students will gain experience in the area of police communications, report writing; procedures regarding probable cause, warrants, arrests, use of force, and patrol and traffic procedures. Students will compete in law enforcement competition opportunities during the year. (SkillsUSA)

T/TH 3:45pm-6:00pm 10 Credits SHS

Law Enforcement Services- Course 2 Crime Scene/Introduction to Forensic Science

September 4, 2018 - May 23, 2019

Open to grades 10-12 Prerequisite: Law Enforcement Services - Course 1

This intermediate level course provides students an introduction to the field of forensic science. The course will introduce the students to crime scene investigation, photographing of the crime scene, collection and preservation of evidence, and fingerprint techniques including comparison, rolling of prints, pattern identification and the Henry Classification. Students will gain an appreciation and understanding of the history of forensic science and how scientific evidence is used in court. Students will compete in law enforcement competition opportunities during the year. (SkillsUSA)

T/TH 3:45pm-6:00pm 10 Credits SHS

Firefighting Occupations- Course 1

September 5 2018 - May 22, 2019

Open to grades 9-12

This entry level course provides students an overview of the eligibility and training standards required for careers in fire service that include firefighting, arson investigating, rescue, and providing emergency medical services. Students participate in first aid/CPR training and rescue practices. Students will compete in fire competition opportunities during the year. (SkillsUSA)

M/W 3:45pm-6:00pm 10 Credits SHS

Firefighting Occupations- Course 2 Fire Control and Safety

September 5, 2018 - May 22, 2019

Open to grades 10-12 Prerequisite: Fire 1

This is an intermediate level course with a pre-requisite of Firefighting Course 1. Students will gain practical hands-on experience with fire apparatuses, tools, and equipment, e.g., hoses and nozzles, ladders, pumps, and personal protective equipment. Students participate in CERT training as well as CPR and rescue practices. Students will compete in fire competition opportunities during the year. (SkillsUSA)

M/W 3:45pm-6:00pm 10 Credits SHS

Entrepreneurship and Innovation- Course 1

September 4, 2018-May 23, 2019

Open to grades 9-12

This entry- level course trains students to recognize business opportunities and to develop business management skills for starting, operating, and maintaining their own business. Training includes operating a t-shirt printing, embroidery, laser etching business or other venture under the supervision of the instructor. Students will compete in opportunities during the year. (SkillsUSA)

T/TH 3:45pm-6:00pm 10 Credits SHS

Entrepreneurship- Design Thinking Course 2

September 4, 2018-May 24, 2019

Open to grades 10-12

This intermediate level course trains students to further develop their entrepreneurial skills. Training includes operating a t-shirt printing, embroidery, laser etching business or other venture under the supervision of the instructor. Students will develop and launch their own personal projects. Students will compete in opportunities during the year. (SkillsUSA)

M/W 3:45pm-6:00pm 10 Credits SHS

Pharmacy Technician

Dates TBD

Open to grades 11-12

This is a series of college courses offered by Cerritos Community College. Students will receive high school credit and 6.5 college units completing four courses within the year. This is a college course taught by a college professor on the CalAPS campus for dual enrollment. These courses will prepare students to work in a pharmacy, hospital or long-term facility.

T/TH 4:00pm-6:15pm 10 Credits SHS/Cerritos College



Culinary Arts September 5, 2018 - May 22, 2019
Open to grades 9-12
 This course prepares students to understand the scientific principles of nutrition and careers related to food and nutrition. Instruction includes nutrition and health, food safety and sanitation, meal management, food purchasing and food preparation. Students will demonstrate the ability to prepare and properly serve various food items for consumption. Students will compete in culinary competition opportunities during the year. (SkillsUSA)

Culinary Arts – Baking and Pastry Arts September 4, 2018 - May 23, 2019
Open to grades 10-12 Prerequisite: Culinary Arts 1
 Students will build upon their beginning culinary skills. Students will learn to make a variety of yeast breads, quick breads, cookies, cakes and pastries. Students will learn culinary techniques such as meringue production and egg tempering. Students will learn a variety of specialty desserts including Crème Brûlée, homemade ice cream, custards and puddings. Students will also learn to decorate their own custom cake for a special occasion. will compete in culinary competition opportunities during the year. (SkillsUSA)

T/TH 3:45pm-6:00pm 10 Credits BHS
Careers in Education September 4, 2018 - May 23, 2019
Open to grades 11-12
 This entry-level course is designed to provide students with knowledge of career opportunities in the field of teaching and other school site educational professions. Students will learn about children and adolescents in the areas of physical, intellectual, emotional and social growth and development. Students will learn instructional strategies and how to apply them in the classroom to meet the needs of all students. Students will identify ways to create an environment that stimulates learning and encourages student achievement. Classroom management techniques will be explained, discussed and practiced.

T/TH 3:45pm-6:00pm 10 Credits SHS
Early Childhood Specialist/Child Care Worker September 5, 2018 - May 22, 2019
Open to grades 9-12

This class prepares students for working with young children in preschool and home settings. In this class students learn the developmental stages of children. In the preschool lab setting, students will apply teaching methods to help children love to learn in a happy, structured environment. Students will complete on the job hours within a pre-school/childcare placement.

M/W 3:45pm-6:00pm 10 Credits SHS
Health Occupations- Course 1 September 4, 2018 - May 23, 2019
Open to grades 10-12

This entry level course provides students an overview of the training standards and roles and responsibilities required for various professions in the health industry. Students will participate in class instruction as well as complete observation hours at Lakewood Regional Medical Center. Students participate in first aid/CPR training and rescue practices.

M/W or T/TH 3:45pm-6:00pm 10 Credits SHS
Career Pathways in Education 2 September 5, 2018 - May 22, 2019
Open to grades 10-12

This class is the second of two courses within the Education, Child Development, and Family Services Sector. The course will provide continuing opportunities for students interested in careers in this sector to formally study education and participate in community classroom practice, experiences in partnering schools as students work with mentor educators/after-school programs.

M/W 3:45pm-6:00pm 10 Credits SHS
Emergency Medical Technician (EMT) September 4, 2018 - May 23, 2019
Open to grade 12 Only

*** Students will be notified of a start date of September or January based on approval status.
 California law requires all ambulance attendants to be trained and certified at the EMT level. EMTs are often used as the first dispatched medical providers within an Emergency Medical Services (EMS) system. Training consists of 170 hours, broken down into lecture, lab and supervised field experience. Students must participate in an ambulance ride-along and hospital emergency room clinical. CalAPS will provide an EMT Course Completion Certificate, EMT skills verification including LA County Scope of Practice and access to test with the National Registry of Emergency Medical Technicians (NREMT).

T/TH 3:45pm-6:00pm 10 Credits SHS
Heavy Construction 1- Wood Framing and Plumbing Systems September 5, 2018 - May 22, 2019

Open to grades 9-12
 This beginning course will train students in construction and building design within residential and commercial construction. Students will learn safety standards and procedures, the use of power tools, blueprint reading, measurement and estimation. Students will acquire experience working with building materials while building projects. Students will compete in construction competition opportunities during the year. (SkillsUSA)

M/W 3:45 pm- 6:00 pm 10 credits SHS
Makerspace "Fab Lab" Course 1 & 2 September 4, 2018 - May 23, 2019

Open to grades 9-12
 Makerspace is an applied course consisting of cross-disciplinary projects. Students work within a "workshop" to explore, build, and create achievable projects within a wide range of skills or areas. The "workshop" may cover alternative energy, animation, crafts, fashion, fiber arts, photography, robots, sustainability, vehicles, woodworking/carpentry, deconstruction, construction, circuits, motors and switches, propulsion, printing, architecture, etc. Students will compete in makerspace competition opportunities during the year. (SkillsUSA)

T/TH 3:45pm - 6:00pm 10 credits SHS TBD

Sports Therapy/Athletic Trainer
Open to grades 10-12
 This introductory course is designed to introduce students to the rapidly growing field of Sports Medicine. The course will place a special emphasis on the anatomy and physiology of the human body related to athletics. Students will learn client care skills such as how to monitor vital signs, blood pressure, body temperature, basic first aid, CPR, fitness, rescue practices, and injury identification. Students from the class may also participate in an after-school Student Athletic Training Program that will allow them hands-on-field experience at the local high school athletic programs.

Mon—Fri 10 Credits Open to Mayfair and Bellflower High School students only. This course will be taught at their home school.

