

BELLFLOWER HIGH SCHOOL



CURRICULUM HANDBOOK

2019-2020

BECAUSE UNITY CREATES SUCCESS

CURRICULUM HANDBOOK



2019-2020

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BELLFLOWER HIGH SCHOOL

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Notice of Non- Discrimination:

Bellflower Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, 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 Stacey Stewart, Assistant Superintendent of Special Education and Student Support, Title IX and Equity Compliance Officer. staceystewart@busd.k12.ca.us, (562) 866-9011 ext. 2030.

Dear Bellflower Parents and Students,

A strong academic foundation opens doors to future achievements and personal success. Bellflower High School is committed to providing a rich academic education by offering a broad range of courses for students who will pursue further academic endeavors and those who desire to enter the work force upon graduation.

It is important for all students not only to have a strong basic educational foundation that will enable them to learn and perform in a changing world, but also to learn higher-order skills to communicate effectively, use technology and develop a healthy lifestyle. Bellflower's rigorous standards-based curriculum and our school-wide expected learning results are designed to build upon the basic concepts and skills, as well as to stimulate challenging learning so that students will achieve their "educational purpose" and prepare themselves to be responsible, contributing members of society.

As our students plan their high school courses of study, they need to explore all avenues: their interests, abilities, talents, and desired career choices. The Curriculum Handbook 2019-2020 is designed to help students and parents gather the necessary information for making critical selections to complete an individual educational plan. Careful study of this handbook will provide course descriptions of both required and elective classes, as well as requirements for high school graduation, college entrance requirements and career preparation.

In addition to course descriptions, this handbook includes district goals, a four-year planning chart, college and university entrance requirements, special programs, and extra-curricular activities. This information enables parents and students to decide collaboratively on a course of study that will accomplish goals for graduation and beyond. Parents and students are encouraged to plan a four-year course of study based on college and university entrance requirements and co-curricular activities. Assistance in determining what courses to select can be obtained from our high school counselors.

Choices made now will have a direct impact on the direction and the career options available after high school and graduation. Judiciously planning courses in high school will assist in achievement of academic goals and an auspicious future.

Sincerely,

A handwritten signature in black ink that reads "Michael Lundgren". The signature is written in a cursive style with a large, prominent "M" and "L".

Michael Lundgren
Principal



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WE BUILD FUTURES

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



BELLFLOWER MIDDLE/HIGH SCHOOL MISSION STATEMENT

The mission of Bellflower Middle/High School is to provide a quality education including academic, vocational and technology courses that enable students to become life-long learners who work collaboratively, communicate effectively, think critically, behave responsibly, and who are able to meet the demands of our changing society in order to achieve life-long goals.

BELLFLOWER MIDDLE/HIGH SCHOOL VISION STATEMENT

The vision of Bellflower Middle-High School is to create a place where all students can learn in a safe, clean, and supportive environment.

- All students will participate in an academic foundation of courses while having access to a variety of quality curricular and co-curricular programs as proficiency levels allow.
- The learning community will reflect a high degree of ethics, integrity, and responsibility, and will take full advantage of the diversity and talents of the staff and student population.
- Students who have barriers to learning will receive support services through school and community resources.
- All students will develop personal learning plans connected to goals beyond high school.
- All students will be prepared, upon graduation, to pursue post-secondary education and/or pursue a career in the work force.

BUC PRIDE MATRIX



BELFLOWER MIDDLE/HIGH SCHOOL

THE BELFLOWER BUC COMMUNITY IS COMMITTED TO SUPPORTING THE LEARNING & BEHAVIOR NEEDS FOR ALL STUDENTS THROUGH POSITIVITY, RESPECT, INTEGRITY, DEDICATION, AND EXCELLENCE!



	POSITIVITY	RESPECT	INTEGRITY	DEDICATION	EXCELLENCE
CLASSROOM	<ul style="list-style-type: none"> Value others feelings Have positive class participation Be helpful to others 	<ul style="list-style-type: none"> Speak when appropriate Actively listen Value school property Follow class procedures Use appropriate language Treat others the way you want to be treated 	<ul style="list-style-type: none"> Be truthful and honest Always be on your best behavior Respect substitutes Do the right thing 	<ul style="list-style-type: none"> Bring materials to class Be prepared to work when the bell rings Turn in assignments on time Actively participate Stay on task Complete all work Be on time 	<ul style="list-style-type: none"> Persevere: Always try your best Actively participate Dress appropriately Come prepared to learn Produce quality work
COMMON AREAS (Quads, Walkways, Stairways, Cafeteria, Bucs Cove)	<ul style="list-style-type: none"> Support school activities Use appropriate language Follow the rules of the road when walking Keep areas beautiful Be patient in lines Set good examples 	<ul style="list-style-type: none"> Be polite & courteous Share the space Keep voices low Keep hands to self Observe surroundings Properly dispose of own trash 	<ul style="list-style-type: none"> PG-PCA Avoid confrontation Respect others' property Report suspicious behavior 	<ul style="list-style-type: none"> Properly respond to authority Follow rules Have appropriate pass Follow procedures properly Get to destination quickly 	<ul style="list-style-type: none"> Encourage others to keep areas clean Be a leader Use good table manners Help guide new students
BATHROOMS	<ul style="list-style-type: none"> Wait patiently Bathroom business only 	<ul style="list-style-type: none"> Clean up after yourself Use bathroom supplies appropriately 	<ul style="list-style-type: none"> Respect peoples' privacy Clean up after yourself Report suspicious behavior 	<ul style="list-style-type: none"> Preserve clean environment Practice good hygiene 	<ul style="list-style-type: none"> Share bathroom supplies, when necessary
PE/ ATHLETICS/ LOCKER ROOMS	<ul style="list-style-type: none"> Do your best, never give up Perfect Practice makes Perfect Get dressed and ready to be involved Finish what you start Leave areas cleaner than you found them Exhibit good sportsmanship Include everyone 	<ul style="list-style-type: none"> Use positive language Take care of equipment Keep locker room & fields clean Listen to teachers and coaches Respect personal property and space 	<ul style="list-style-type: none"> Take responsibility for your actions Be honest Be helpful to others Play hard, but fair 	<ul style="list-style-type: none"> Be on time Maintain good attendance Follow coaches' instructions Be supportive of all team members Follow through on your commitments Keep up with studies Always participate 	<ul style="list-style-type: none"> Help others Do your best to improve your skills Model positive behavior at all times Go the extra mile even if others are not
LIBRARY/ COMPUTER LAB	<ul style="list-style-type: none"> Use computers appropriately Take pride in completing your work Value resources available to you 	<ul style="list-style-type: none"> Value school property Finish or dispose of food or drink outside of library Clean work area before leaving Limit unnecessary conversation Use a calm and respectful tone of voice Be patient Use good manners (please & thank you) Use appropriate language Wait quietly Follow directions 	<ul style="list-style-type: none"> Let others work on their assignment without interruptions Respect others' property Follow posted rules 	<ul style="list-style-type: none"> Stay focused on the task you are there to complete 	<ul style="list-style-type: none"> Desire to do your best at all times Help others who might need assistance
OFFICES	<ul style="list-style-type: none"> Arrive at appropriate times Arrive with a pass during school hours Positive thinking and reflection 	<ul style="list-style-type: none"> Use a calm and respectful tone of voice Be patient Use good manners (please & thank you) Use appropriate language Wait quietly Follow directions 	<ul style="list-style-type: none"> Respect office property Be honest Turn in lost items 	<ul style="list-style-type: none"> Keep it clean Lend a helping hand 	<ul style="list-style-type: none"> Show appreciation Always have a purpose
OFF-CAMPUS CONDUCT/BUS	<ul style="list-style-type: none"> Use positive or encouraging language Include others 	<ul style="list-style-type: none"> Follow bus drivers' rules Keep all hands and objects in appropriate places Keep voice/electronics low Remain in your seat Pick up after yourself and others 	<ul style="list-style-type: none"> Respect others' property Report suspicious behavior Vandalism is inappropriate and should be reported Wait your turn when entering or exiting a facility 	<ul style="list-style-type: none"> Know where your stops are Be on time Be patient 	<ul style="list-style-type: none"> Thank the bus driver or guide Be helpful to others Represent yourself and your school in a positive manner

THE BELFLOWER COMMUNITY IS WORKING TOGETHER TO ENSURE ALL STUDENTS DEMONSTRATE PERSONAL RESPONSIBILITY, COMMUNICATE EFFECTIVELY, WORK COLLABORATIVELY, USE HIGHER ORDER THINKING SKILLS, AND PRODUCE HIGH QUALITY WORK, UPON GRADUATION.

WE EXPECT ALL BUCCANEERS TO DEMONSTRATE BUC PRIDE!!

BELFLOWER HIGH SCHOOL

ACADEMIC FOUNDATION

<p>Required 9th Grade Courses</p> <p>English 9 or English 9 Honors World Geography (1 semester) or AP Human Geography (1 year) Health (1 semester) Mathematics Science Physical Education Elective</p> <p>* Students who are English learners will be placed in English Language Development as their elective.</p>	<p>Required 10th Grade Courses</p> <p>English 10 or English 10 Honors Modern World History or AP World History Mathematics Science Physical Education Elective</p> <p>* Students who are English learners will be placed in English Language Development as their elective.</p>
<p>Required 11th Grade Courses</p> <p>English 11, AP English 11 or Dual Enrollment English 72 (semester) US History or AP US History Mathematics Science 2 Electives</p> <p>* Students who are English learners will be placed in English Language Development as their elective.</p>	<p>Required 12th Grade Courses</p> <p>English 12, AP English 12, ERW English 12 or Dual Enrollment English 100 (semester) Government or AP Government Economics (1 sem) or AP Economics (1 year) Mathematics or Science Electives as needed</p> <p>* Students who are English learners will be placed in English Language Development as their elective.</p>

A free period is available if seniors have successfully earned at least 175 credits. Seniors should plan on successfully completing at least five periods the first 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 WITHDRAWALS

Once school begins, students will have two weeks to submit a request for an elective or academic course change. After the deadline, no class changes will be made. For year-long courses, students will be expected to remain in the course for the duration of the year, regardless of grade earned.

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 concepts learned. 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				
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				
Elective:				
11 th Grade	1 st Semester Grade	2 nd Semester Grade	Summer Grade	Meets a – g Requirements
English 11				
US History				
Science				
Math				
Elective:				
Elective:				
12 th Grade	1 st Semester Grade	2 nd Semester Grade	Summer Grade	Meets a – g Requirements
English 12				
Government				
Economics (1 semester)				
Math or Science:				
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. 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 Algebra 1, Geometry, Algebra II, 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 and 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.

*Bellflower High School's approved a-g course lists can be viewed at
<https://hs-articulation.ucop.edu/agcourselist/institution/825>.

THE A – G SUBJECT REQUIREMENTS UC/CSU COURSE REQUIREMENTS

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

a. HISTORY/SOCIAL SCIENCE	2 YEARS REQUIRED
<ul style="list-style-type: none"> • One year of World History, Cultures 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
<ul style="list-style-type: none"> • Four years of college preparatory English • Students may only use 1 year of ELD 	
c. MATHEMATICS	3 YEARS REQUIRED 4 YEARS RECOMMENDED
<ul style="list-style-type: none"> • Integrated Math 1 • Integrated Math 2 • Integrated Math 3 • Math Analysis/Honors Math Analysis • Statistics • AP Calculus (AB) or (BC)/Calculus <p>**Courses taken in 7th and 8th grade may be considered (Integrated Math 1 or higher)</p>	
d. LABORATORY SCIENCE	2 YEARS REQUIRED 3 YEARS RECOMMENDED
<ul style="list-style-type: none"> • Biology • Chemistry • Physics 	
e. LANGUAGE OTHER THAN ENGLISH	2 YEARS REQUIRED 3 YEARS RECOMMENDED
<ul style="list-style-type: none"> • Two years of the same foreign language 	
f. VISUAL AND PERFORMING ARTS (VPA)	1 YEAR REQUIRED
<ul style="list-style-type: none"> • A yearlong approved arts course from a single VPA discipline: • See Bellflower's a - g approved course list. 	
g. ELECTIVES	1 YEAR REQUIRED
<ul style="list-style-type: none"> • One year (two semesters), in addition to those required in a-f above. • See Bellflower's a - g approved course list. 	

BELLFLOWER HIGH SCHOOL'S APPROVED a – g COURSE LISTS CAN BE VIEWED AT: <https://hs-articulation.ucop.edu/agcourselist/institution/825>

- CSU website: <http://calstate.edu/>
- UC Website: <http://www.universityofcalifornia.edu/>

STUDENTS WILL ALSO NEED TO TAKE APPROPRIATE COLLEGE TESTS:

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

BELLFLOWER HIGH SCHOOL GRADUATION REQUIREMENTS

Student must earn a passing grade in both fall and spring semesters

SUBJECT AREA	CREDITS
HISTORY/SOCIAL SCIENCE <ul style="list-style-type: none"> • Geography (1 semester) • Modern World History • U.S. History • Government • Economics (1 semester) 	4 YEARS 40
ENGLISH/LANGUAGE ARTS <ul style="list-style-type: none"> • English 9, English 9 Honors • English 10, English 10 Honors • English 11, AP English 11, English 72 • English 12, ERW English 12, AP English 12, English 100 	4 YEARS 40
MATHEMATICS* *At least one mathematics course must meet or exceed the rigor of the content standards for Algebra I/Integrated Math 1 <ul style="list-style-type: none"> • Business Math • Integrated Math 1 • Integrated Math 2/Integrated Math 2 Honors • Integrated Math 3/Integrated Math 3 Honors • Statistics • Math Analysis /H. Math Analysis • AP Calculus (AB) or (BC)/Calculus 	2 YEARS 20
SCIENCE: BIOLOGICAL <ul style="list-style-type: none"> • Survey of Biology • Biology (lab) or Honors Biology (lab) 	1 YEAR 10
SCIENCE: PHYSICAL <ul style="list-style-type: none"> • Earth Science • Chemistry (lab) 	1 YEAR 10
ADDITIONAL YEAR OF MATH OR SCIENCE <ul style="list-style-type: none"> • Forensics • Environmental Science • Anatomy & Physiology (lab) • Physics (lab) • Chemistry (lab). • See Math Section Above • Biology (lab)/AP Bio. 	10
FINE ARTS OR WORLD LANGUAGE	1 YEAR 10
PHYSICAL EDUCATION	2 YEARS 20
PRACTICAL ARTS** <ul style="list-style-type: none"> • CTE Courses • **May be waived if the student passes an additional year of the same foreign language. 	1 SEMESTER 5
HEALTH (STATE REQUIREMENT)	1 SEMESTER 5
ADDITIONAL ELECTIVE CREDITS	50
TOTAL CREDITS	220

TESTING PROGRAMS

Testing is an essential element of accountability in education. Bellflower students are taught how to take tests they will encounter throughout their education, careers, and professions. Whether it is the California High School Exit Exam, a driving test, a college entrance exam, a test to reach the next level in a career, or a licensing examination, Bellflower 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:

REQUIRED TESTING PROGRAMS

Smarter Balanced Assessments

The Smarter Balanced Assessment Consortium is developing a system of valid, reliable, and fair next-generation assessments aligned to the Common Core State Standards (CCSS) in English language arts/literacy (ELA/literacy) and mathematics for grades 3-8 and 11. The system—which includes both summative assessments for accountability purposes and optional interim assessments for instructional use—will use computer adaptive testing technologies to the greatest extent possible to provide meaningful feedback and actionable data that teachers and other educators can use to help students succeed.

Smarter Balanced assessments will go beyond multiple-choice questions to include extended response and technology enhanced items, as well as performance tasks that allow students to demonstrate critical-thinking and problem-solving skills.

Performance tasks will challenge students to apply their knowledge and skills to respond to complex real-world problems. These activities are meant to measure capacities such as depth of understanding, writing and research skills, and complex analysis, which cannot be adequately assessed with traditional assessment questions. The performance tasks will be taken on a computer (but will not be computer adaptive).

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®; students who do not pass the FITNESSGRAM® will be required to take P.E. for each consecutive year thereafter until successful completion of the test.

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 REASONING 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 or the ACT 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)

SAT Subject Tests are used to determine student levels of competency in specific subject areas, including foreign language, mathematics, English, history and science. All UC campuses require that students take two SAT subject tests in two different areas, chosen from the following: history, literature, mathematics (level 2 only), science or language other than English. Many other universities require or recommend that students take one or more of these tests for admission as well as placement purposes. There is a fee to take this examination, but it may be waived if necessary. Guidance counselors can assist students in determining which tests to take. The University of California system requires that all applicants take the writing and math tests, plus an additional test in another academic area.

2020 AP EXAM SCHEDULE



WEEK 1	Morning – 7:30 AM	Afternoon – 12 Noon
Monday, May 4, 2020	US Government/Political Systems	
Tuesday, May 5, 2020	Calculus AB Calculus BC	Human Geography
Wednesday, May 6, 2020	English Literature & Composition	
Thursday, May 7, 2020		Physics 1: Algebra Based
Friday, May 8, 2020	US History	

WEEK 2	Morning – 7:30 AM	Afternoon – 12 Noon
Monday, May 11, 2020	Biology	Environmental Science
Tuesday, May 12, 2020	Spanish Language & Culture	
Wednesday, May 13, 2020	English Language & Composition	Music Theory
Thursday, May 14, 2020	World History	
Friday, May 15, 2020		

BELFLOWER UC/CSU **A-G** APPROVED COURSE LIST

The following courses meet the requirements for admission to the University of California school system. Underlined courses denote extra honors credit. A=5, B=4, and C=3.

A. HISTORY/SOCIAL SCIENCE

AP US Government/Politics
AP Human Geography
AP US History
AP World History
Modern World History
US History
US Government/Political Systems
World Geography

B. ENGLISH

AP English Language & Composition 11
AP English Literature & Composition 12
CSU Expository Reading & Writing (ERW)
English 9
English 9 Honors
English 10
English 10 Honors
English 11
English 12

C. MATHEMATICS

Algebra 1
Algebra 2/Algebra 2 Honors
Geometry/Geometry Honors
Integrated Math 1
Integrated Math 2
Integrated Math 2 Honors
Integrated Math 3
Integrated Math 3 Honors
Math Analysis
Math Analysis Honors
Calculus
AP Calculus AB
AP Calculus BC
Statistics

D. LABORATORY SCIENCE

Anatomy & Physiology
Anatomy & Physiology Honors
AP Biology
AP Environmental Science
AP Physics 1 (Algebra Based)
AP Chemistry
Chemistry
Chemistry Honors
Biology
Biology Honors
Physics

E. WORLD LANGUAGE

French 1
French II
French III
AP French IV
Spanish for Spanish Speakers 1
Spanish for Spanish Speakers 2
Spanish 1
Spanish II
Spanish III
Spanish IV
AP Spanish IV
Mandarin I
Mandarin II
Mandarin III

F. VISUAL/PERFORMING ARTS

Angels
AP Music Theory
Ceramics A
Ceramics B
Choir
Concert Band
Digital Photography
Drama
Drama Workshop
Drawing/Painting A
Drawing/Painting B
Ensemble
Film Studies
Guitar I
Jazz Band
Marching Band
Percussion Ensemble
Photography 1
Printmaking 1
Shakespearean Theater
Women's Chorus
Graphic Production Technology

G. COLLEGE PREP ELECTIVE

Advanced Auto
Advanced ELD 9-12
ASB Leadership (HS only)
Auto
Cabinetmaking
Ceramics B
Creative Writing
Criminalistics
Culinary Arts 1
Culinary Arts 2
Earth Science
Economics
ELD 10
ELD 11
ELD 12
ELD 9
Film/Video 1
Film/Video 2
Forensic Science
Intensive ELD 9/12
Intro to Engineering Design
Intro to Law
Introduction to Health Careers
Introduction to Woodworking
Journalism
Link Crew
Oceanography
Principles of Engineering
Psychology
Sports Therapy/Athletic Training
Yearbook

NCAA PROSPECTIVE ATHLETE ELIGIBILITY



NCAA Initial-Eligibility Clearinghouse for Potential College Athletes

Students who want to participate in NCAA Division I or II athletics need to register with the NCAA. They should start the certification process by the end of their junior year.

Register & Set Up A Student Account:

Students can register for an account at web3.NCAA.org. This site will provide you with all of the requirements needed to play at the NCAA Division I or II level. Please note that the meeting UC/CSU A-G requirements does not mean that a student meets NCAA eligibility requirements. The NCAA eligibility requirements are different and unique from other college or graduation requirements.

Although the high school guidance department has knowledge of these requirements potential student athletes should contact the colleges that are recruiting them. Only colleges and the NCAA can make a determination that a student meets the NCAA and college eligibility requirements for that school.

It is also important that student athletes let their academic advisors know that they are interested in playing sports in college. When creating 4-year plans or helping a student choose classes, advisors need to know this information to guide students appropriately.

Division I Eligibility Requirements

- 4 years of English
- 3 years of math (Algebra 1 or higher)
- 2 years natural/physical science (1yr of lab)
- 1 year of additional English, math, or science
- 2 years of social science
- 4 years of additional college prep courses (any area above, foreign language, religion and philosophy.)

10 of these courses to be completed before the start of 7th semester. 7 of the 10 must be in English, math or science. These courses are "locked in GPA," courses that cannot be repeated for improved GPA. Core course GPA must be 2.3 or higher.

Division II Eligibility Requirements

- 3 years of English
- 2 years of math (Algebra 1 or higher)
- 2 years natural/physical science (1yr of lab)
- 3 years additional English, math, or science
- 2 years of social science
- 4 years of additional college prep courses (any area above, foreign language, religion and philosophy)

ACT/SAT Test Scores

GPA and test scores create an eligibility score based on a sliding scale. See NCAA Website for additional details.

GOLDEN STATE SEAL MERIT DIPLOMA



To be eligible for the GSSMD, students must be eligible to receive a high school diploma and have demonstrated the mastery of the curriculum in at least six subject matter areas as follows:

English-language Arts: Students must have earned one of any of the following:

- a. A grade of B+ (or numerical equivalent) or above in a single course completed in grade nine, ten, or eleven
- b. An achievement level of "Standard Met" for the high school Smarter Balanced Summative Assessment

Mathematics: Students must have earned one of any of the following:

- a. A grade of B+ (or numeric equivalent) or above in a single course completed in grade nine, ten, or eleven
- b. An achievement level of "Standard Met" for the high school Smarter Balanced Summative Assessment

Science: Students must have earned one of any of the following:

- a. A grade of B+ (or numeric equivalent) or above in a single course completed in grade nine, ten, or eleven
- b. A qualifying score that demonstrates mastery of the subject as determined by the LEA for an examination produced by a private provider or LEA

U.S. History: Students must have earned one of any of the following:

- a. A grade of B (or numerical equivalent) or above upon completion of the required U.S. history course
- b. A qualifying score that demonstrates mastery of the subject as determined by the LEA for an Examination produced by a private provider or LEA

Other two subject matter areas:

- a. Any additional qualifying grade or score listed above earned for the subjects of ELA, mathematics, science, or U.S. history not already used to meet eligibility
- b. A grade of B (or numerical equivalent) or above upon the completion of high school courses in other subjects
- c. A qualifying score that demonstrates mastery of other subjects, as determined by the LEA, for an Examination produced by a private provider or LEA

CALIFORNIA SEAL OF BILITERACY



A student who graduates from high school must have achieved a high level of literacy and fluency in one or more language(s) in addition to English. The student must demonstrate:

- 1) Completion all English language Arts requirements for graduation with an overall grade point average of 2.0 in those classes.
- 2) Passing the California Assessment of Student Performance and Progress (CAASPP) for English language arts, or any successor test, administered in grade eleven, at or above the "standard met" achievement level, or at the achievement level determined by the State Superintendent for any successor test.
- 3) Proficiency in one or more languages, other than English, demonstrated through one of the following methods:
 - A. Passing a foreign language Advanced Placement (AP) examination with a score of 3 or higher, or an International Baccalaureate (IB) examination with a score of 4 or more.
 - B. Successful completion of a four-year high school course of study in a foreign language, attaining an overall grade point average of 3.0 or higher in that course of study, and demonstrating oral proficiency in the language comparable to that required to pass an AP or IB examination.
 - C. Passing a district test with a score of proficient or higher (If no AP examination or off the shelf language tests exist and the school district can certify that the test meets the level of an AP exam) demonstrating proficiency in all of the modes of communication (reading, writing, and speaking) that characterize communication in the language.
 - D. Passing the SAT II foreign language examination with a score of 600 or higher.
- 4) In addition to the requirements mentioned above, if the primary language of a pupil is other than English, he or she shall demonstrate English proficiency on the English Language Proficiency Assessments for California (ELPAC), or any successor English language proficiency assessment, in transition kindergarten, kindergarten, or any of grades one to twelve, inclusive.

GUIDANCE AND COUNSELING SERVICES

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.

BELFLOWER HIGH SCHOOL COUNSELORS

Mrs. Michelle Paredes	9th Grade
Mr. Paul Aleman	10th -12th, Last Names A-Di
Ms. Carla Calderon	10th – 12th, Last Names Dj - Le
Mrs. Dana Kidd	10th-12th, Last Names Li - Ra
Mrs. Anna Fujimoto	10th-12th, Last Names Re - 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

YOUR COUNSELOR COUNSELS STUDENTS ABOUT . . .

- School, college, job, career and personal plans
- Getting along with and relating to others
- Attendance, discipline and emotional, social 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
- Coordinates educational programs and efforts with other school specialist and outside agencies
- Monitors student progress including attendance, grades, and behavior

HOW AND WHEN DOES A STUDENT SEE THE COUNSELOR?

* Individually and in groups

* Student request

* Counselor request

* Parent request

* Teacher, administrator, or staff referral

* Referral by a friend

* Before, during, and after school

WHERE CAN THE STUDENTS SEE THE SCHOOL COUNSELOR?

* In the High School Office

* In the classroom

* At snack and lunch supervisions

* At student activities

* In the community

* At athletic supervision

COUNSELING AND GUIDANCE SERVICES

During the two years of middle school and the four years of high school, student 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 the counseling and guidance services

COMPREHENSIVE 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.

MAJOR COUNSELING SERVICE AREAS

GUIDANCE CURRICULUM - 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, the student will:

Ninth Grade	<ul style="list-style-type: none"> • Identify interests and abilities and relate these to future plans • Develop a tentative four-year educational plan, including diploma requirements • Investigate post high-school plan, including college admission requirements and financial aid • Assist students in acquiring study skills
Tenth Grade	<ul style="list-style-type: none"> • Explore decision-making process • Continue to learn about colleges/financial aid and develop post high school plans • Be encouraged to take college recommended testing
Eleventh Grade	<ul style="list-style-type: none"> • Continue to update four-year plan and review progress toward diploma requirements • 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	<ul style="list-style-type: none"> • 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 • Have the opportunity to take community college courses

SERVICES STUDENTS AND PARENTS CAN EXPECT

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 students' progress toward diploma requirements, credit deficiencies, and subject-area credit status

WHAT STUDENTS WILL RECEIVE

- Financial aid information
- Chance to meet college representatives
- College admission testing information
- Assistance with applications for colleges and scholarships
- Additional options outlined to students: ROP, trade, technical, and direct work placement

COURSE DESCRIPTIONS

ARTS: VISUAL and 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

DRAWING AND PAINTING A

1120 Year

This course introduces students to the elements of art and the principles of design with a focus on drawing and painting. Students learn the language of art critiquing in order to evaluate their own artwork and the works of others. Students learn basic rendering techniques to create depth in all medium/material, and also learn to develop hand-eye coordination. Students use references from photos of celebrities, animals, or themselves to create artwork that focuses on composition and proportion through the use of line, texture, and value. This course takes students from the basics of drawing and painting through finished work, utilizing a variety of media including pencil, pen, ink, charcoal, oil pastel, colored pencil, watercolor, and tempera paint. This class introduces students to the various careers in the arts and focuses on the technical development of an artist. This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.

DRAWING AND PAINTING B

1123 Year

This intermediate 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 such as charcoal, graphite, scratchboard, oil pastel, colored pencils, watercolor, and pen/ink. Additionally, they will be introduced to new media such as acrylic painting, neutral prisma colored pencil, various grades of pencils, crowquill pens, spray paint, and numerous other mixed medial techniques, that will show students how these various media can complement each other. 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. This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.

Prerequisite: Drawing and Painting A

CERAMICS A

1110 Year

Ceramics A is a beginning course introducing basic hand-building techniques, decoration methods, molds, and casting. Sculpting techniques are introduced through the creation of a realistic human head. The course covers general art concepts, vocabulary, historical implications and aesthetics. It reinforces skills and knowledge through application, exploration, and practice in a sequenced program of projects and class work. Commercial molds are used as a basis for modification and decoration of castings. Two-piece molds are designed and created. Wheel-throwing and expressive sculpting are culminating activities. This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.

CERAMICS B

1113 Year

Ceramics B is the level at which students interested in continuing Ceramics begin to specialize. After a basic technical review, they select areas they wish to explore. Students write project proposals and experiment with new materials. The focus in Ceramics B is the development of new glazes and surface decoration from raw materials and applying them to a series of projects. Ceramics B students take the same tests and classwork as Ceramics A without additional instruction; working from their notes. This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.

Prerequisites: Satisfactory completion of Ceramics A or teacher permission.

PHOTOGRAPHY 1

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. This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.

UC DIGITAL PHOTOGRAPHY

2756 Year

This course trains students for entry-level employment in the photography field. Students learn types and operations of cameras and accessories common to the photography industry. This course will include black and white film processing, proper printing techniques, studio lighting, lighting equipment, exposure meters, print finishing, and portfolio presentations. See also ROP section. This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.

PERFORMING ARTS

DRAMA

1940 Year

This course is the beginning level for high school students with no previous theatre experience. It is an in-depth study of theatre arts in which students will learn about the different areas of theatre, with emphasis on acting technique. Students will develop performance skills in speaking, oral interpretation, memorization, characterization, pantomime, and audience awareness through performance of individual and small group exercises leading to performance of multiple character scenes. The development of theatre through history and technical theatre will also be examined. This course is also for those students who need time to further develop skills acquired in previous theatre courses.

This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.

DRAMA WORKSHOP

1950 Year

Students will maintain and extend the skills, knowledge, and appreciation developed in previous theatre courses. Students will work on classical theatre as well as contemporary theatre. They may attend conferences, festivals and competitions. This may involve work during some nights, weekends and holidays. Participation at selected play festivals may be required. This course may be repeated for credit.

This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.

FILM STUDIES

5952 Year

This course is a study of film as both an art and a means of communication. The course will focus on film history, criticism, and film analysis. Students will learn to read a film, analyzing its narrative structure, genre conventions, subtext, technical and artistic elements, and purpose. *This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.*

Open to grades 10-12.

THEATRE PRODUCTIONS

1932 Quarter

After auditioning and being cast, students will develop characters through memorization and rehearsal, finally performing roles in a major production. Students will also complete technical theatre assignments given related to the individual production. This class is for actors, technicians, and musicians. Grades and credits will be based on participation. This course is offered during 7th period.

Course Prerequisite: Audition only

MUSICAL THEATRE PRODUCTION

1933 Quarter

After auditioning and being cast, students will rehearse and perform a major musical theatre production. This class is for actors, technicians, and musicians. Grades and credits will be based on participation. This course is offered during 7th period.

Course Prerequisite: Audition only

SHAKESPEAREAN THEATRE

1935 Quarter

This class will cast, rehearse, build and produce a Shakespeare play for school and community performance. Students will research and study the language and theatrical conventions of Shakespeare. This course is offered during 7th period

Course Prerequisite: Audition only

WOMEN'S CHORUS

1531 Year

This course provides all female students the opportunity of participating in the school's choir program. Students will develop their vocal skill and gain confidence by singing in a group. Students will learn to sing in harmony, and sing a variety of music, incorporating classical, folk, do-wop and contemporary styles. Personal enjoyment of music is stressed. Music reading is included in the curriculum, and students will learn basic musicianship through ear training and notational skills. No prior experience is necessary. Performances are a part of this course.

This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.

MEN'S CHORUS

1532 Year

This course provides all male students the opportunity of participating in the school's choir program. Basic skills of singing are stressed, as well as personal enjoyment of music. Vocal music instruction will introduce music theory while students gain confidence and skill in singing with a group. Students will learn to sing in harmony, and sing a variety of music, incorporating classical, folk, do-wop and contemporary styles. Music reading is included in the curriculum. Public performances are a part of this course.

This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.

CHOIR

1535 Year

This class is for outstanding vocal music students. Students will sing four-part music and solos. They will develop choral/vocal techniques as well as music reading skills. They will sing music from a variety of cultures and time periods. Students will have the opportunity to perform in a variety of venues and to hear other groups perform. Choir members will also work individually to prepare solos and small group projects. This course may be repeated for credit with teacher permission.

This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.

Course Prerequisite: Previous choral experience and audition

ANGELS

1530 Year

This class is for female vocal music students. Advanced vocal techniques are stressed, and students will sing in three- and four-part harmony. The group will perform throughout the community and in a wide variety of venues including concerts, festivals and competitions. The course stresses personal enjoyment of music as well as performance skills. Angels will provide opportunities for learning advanced reading techniques,

advanced music theory concepts, and music from a variety of time periods, cultures, and choral styles. Students will also work individually to prepare solos and small group projects. Students will be financially responsible for their performance outfits.

This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.

Course Prerequisite: Audition

ENSEMBLE

1545 Year

This is a year-long course designed for advanced choral students. Students will learn advanced music theory concepts and sing music from a variety of time periods and cultures. Singers will also work individually to prepare solos and small group projects. The Ensemble will perform throughout the community and in a wide variety of venues including concerts, festivals and competitions. In addition, the group takes a tour each year. This course stresses personal understanding and enjoyment of music as well as performance skills.

This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.

Course Prerequisite: One-year choral experience and audition

GUITAR 1

1520 Year

This year-long course is designed to provide students with beginning through intermediate guitar instruction while completing their a-g requirement in fine arts. Throughout the semester students will learn musicianship, music reading skills, and guitar technique as well as performance practices. The class will perform throughout the year on and off campus. Students will feel confident playing guitar for their family and friends after this yearlong course.

This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.

BANNER AND FLAG

1522 Year

DRILL TEAM

8257 Year

Banner and Flag/Drill Team develops dance, flag, and rifle skills needed to compliment the marching band, and the Winterguard performs at indoor competitions 2nd semester. Students will gain knowledge of the fundamentals of dance, flag, rifle and saber while studying historical/social implications and performance practices of their genre. Students will enhance their cardiovascular fitness and endurance, including the use of marching and dynamic, rhythmic dance. Students will perform at a level that reflects understanding of the mechanical aspects of their movement as well as artistic interpretation. Many public performances are required, and are not an optional part of this course. Drill Team is a 7th period course.

Banner/Flag course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.

Course Prerequisite: Students must attend workshops, then audition.

Course Co-requisite: Banner/Flag students must also be enrolled in Drill Team.

BEGINNING STRINGS/ORCHESTRA

1513 Year

Students learn how to play one of the following string instruments: violin, viola, cello or bass. Beginning techniques 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. No audition necessary.

This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.

ADVANCED STRINGS/ORCHESTRA

1514 Year

Intermediate and advanced musicians will perform in various settings including orchestra competitions, community events, and school functions. Students will enhance knowledge of music foundations including music theory, and historical/social implications and performance practices of various genres. Students will perform at a level that reflects understanding of the mechanical aspects of their instruments. Many public performances are required, and are not an optional part of this course.

This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.

Course Prerequisite: Completion of Beginning Strings or teacher recommendation

JAZZ BAND

1515 Year

This advanced ensemble explores improvisation and various styles of Jazz and Latin music. Students will perform in various settings including jazz festivals, concerts, community events, and school functions. Students will enhance knowledge of music fundamentals and study historical/social implications. Students will learn to demonstrate basic improvisation. Students will perform at a level that reflects understanding of the mechanical aspects of their instruments as well as artistic interpretation. Many public performances are required, and are not an optional part of this course. One to two years of concert band is recommended as a prerequisite.

This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.

Course Prerequisite: Students must audition or receive teacher recommendation

MARCHING BAND

**1521 Semester
(Students must enroll in 1508)**

Intermediate and advanced musicians will perform in various settings including competitions, community events, and school functions. Students will perform at a level that reflects understanding of the mechanical aspects of their instruments, and the understanding needed to perform while in motion. Marching Band develops the ideas and concepts learned in Concert Band, and integrates them with body movement and drill formations. Many public performances are required, and are not an optional part of this course. This course is offered first semester during 7th period and earns elective credit.

Course Prerequisite: Teacher recommendation

CONCERT BAND

1508 Year
(Students must enroll in 1521)

Intermediate and Advanced musicians will perform in various settings including concert festivals, community events, and school functions. Students will enhance knowledge of music fundamentals including music theory, and historical/social implications and performances practices of various genres. Students will perform at a level that reflects understanding of the mechanical aspects of their instruments. Many public performances are required, and are not an optional part of this course.

This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.

Course Prerequisite: Teacher recommendation

PERCUSSION ENSEMBLE

1549 Semester

Percussion Ensemble helps students develop their musical skills, further developing repertoire for indoor productions 2nd semester, combining theatrical skills with percussion. Students will enhance knowledge of music fundamentals and study historical/social implications. Students will enhance their cardiovascular fitness and endurance, including the use of marching and dynamic, rhythmic dance. Students will perform at a level that reflects understanding of the mechanical aspects of their instruments as well as artistic interpretation. Many public performances are required, and are not an optional part of this course. This course is offered during 7th period 2nd semester

Course Prerequisite: Students must audition or receive teacher recommendation.

Course Co-requisite: Percussionists must also be enrolled in Concert Band (Course # 1508) or Jazz Band (Course # 1515).

ADVANCED PLACEMENT (AP) MUSIC THEORY

1550 Year

This course explores how music is written and created. Students will study chord structure, harmonic progressions and musical form. Students will also compose and analyze music. Students enrolled in this class will take the Advanced Placement Examination in Music Theory.

Recommended: Students who pass the AP Music Theory class may receive college credit. Therefore, this course models college level work in both content and pacing. It is recommended for students who are proficient on the CST in English/Language Arts.

This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.

Course Prerequisite: Teacher recommendation

CAREER TECHNICAL EDUCATION (CTE)

The Career Technical Education/Industrial Technology Department offers courses designed to meet professional and personal goals including preparation for jobs and preparation for students who plan to major in graphic production technology, electronics, automotive technology, film/video production, culinary arts, or 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.

TRANSPORTATION SECTOR

This sector is designed to provide a foundation in transportation services for all industrial technology education students in California. The standards are designed to integrate academic and technical preparation and focus on career awareness, career exploration, and skill preparation in the three pathways. Integral components include classroom, laboratory, and hands-on contextual learning; project- and work-based instruction; and leadership development. The standards in this sector prepare students for continued training, postsecondary education, and entry to a career.

AUTO 1

5902 Year

In this course, students will explore the fields of transportation and energy technology. They will develop a knowledge and understanding of the principles upon which an automobile operates, develop basic skills required to perform maintenance in domestic and foreign cars, and develop skills required to use tools and equipment for such servicing. Samples of activities which will be covered are application of hydraulic lifts, hydraulic jacks, floor jacks, air tools, hand tools, lubrication, oil change, spin balance, tires, brakes, and a scope analyzer machine.

This course meets the UC/CSU a-g requirements in the following category: (g) – College Preparatory Elective.

AUTOMOTIVE TECHNOLOGY 2

5903 Year

This course introduces students to advanced principles upon which an automobile operates and builds upon basic skills required to perform maintenance in domestic and foreign cars attained in the Introduction to Automotive Technology course. Students also have opportunities to build skills required to use tools and equipment for such servicing.

Prerequisite: Satisfactory completion of Introduction to Automotive Technology and/or teacher recommendation.

BUILDING AND CONSTRUCTION TRADES SECTOR

This sector provides a foundation in the Building and Construction Trades industry for secondary students in California. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in the Building and Construction Trades industry. The sector encompasses four career pathways: Cabinetry, Millwork, and

Woodworking; Engineering and Heavy Construction; Mechanical Systems Installation and Repair; and Residential and Commercial Construction. These pathways emphasize processes, systems, and the way in which structures are built. The knowledge and skills are acquired in a sequential, standards-based pathway program that integrates hands-on, project-based, and work-based instruction. Standards included in the Building and Construction Trades sector are designed to prepare students for technical training, postsecondary education, and entry to a career.

CONSTRUCTION TECHNOLOGY A
CONSTRUCTION TECHNOLOGY B

5740 Semester
5750 Semester

INTRODUCTION TO WOODWORKING

5732 Year

This course prepares students to safely design, lay out and shape stock; assemble wooden articles or subassemblies; mark, bind, saw, carve, and sand wooden products; repair wooden articles; and use a variety of hand and power tools.

This course meets the UC/CSU a-g requirements in the following category: (g) – College Preparatory Elective.

CABINETMAKING

5733 Year

This course introduces students to all phases of cabinet construction, design and production and covers the construction of both custom and small-scale production/manufacturing.

This course meets the UC/CSU a-g requirements in the following category: (g) – College Preparatory Elective.

Prerequisite: Satisfactory completion of Introduction to Woodworking

MANUFACTURING AND PRODUCT DEVELOPMENT SECTOR

The Manufacturing and Product Development sector provides a foundation for secondary students in California in manufacturing processes and systems, including graphic design production, machine tooling and forming, welding and materials joining, and product innovation and design. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in four pathways. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in manufacturing. The knowledge and skills are acquired within a sequential, standards-based pathway program that integrates hands-on, project-based, and work-based instruction. Standards in this sector are designed to prepare students for entry to a career, postsecondary education, or advanced technical training.

GRAPHIC PRODUCTION TECHNOLOGY

2267 Year

This course provides students with an understanding of printing and manufacturing processes and systems common to careers in the graphic production and printing technology industries. Representative topics include the principles of design composition, graphic design and layout, typography, image generation and file preparation, photography, digital imaging, prepress preparation, printing and screen-printing technologies, binding and finishing processes, multimedia blending, and business and entrepreneurship principles.

This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.

ADVANCED GRAPHIC PRODUCTION TECHNOLOGY

2240 Year

This course provides advanced students the opportunity to specialize in a particular area of interest, expand their expertise in a particular specialization, and develop more advanced skills.

Prerequisite: Satisfactory completion of Graphic Production Technology

ARTS, MEDIA AND ENTERTAINMENT SECTOR

Of all the career industries, the Arts, Media, and Entertainment sector requires perhaps the greatest cross-disciplinary interaction because the work in this sector has a propensity to be largely project-based, requiring both independent work and interdependent management skills for career success. Learning the skills and knowledge for creating, refining, and sharing work in the Arts, Media, and Entertainment industry sector promotes teamwork, communication, creative thinking, and decision-making abilities—traits that are necessary to function successfully in the competitive and media-rich twenty-first century. Through the manipulation of sight, sound, and motion, those choosing a pathway from this sector reach out in unique ways to enhance the quality of life for those around them.

FILM/VIDEO 1

5948 Year

This course is designed to introduce students to concepts and principles used in film and video production. This course exposes students to the basics of visual storytelling through the creation of storyboards, script writing, basic shot types, camera movements, lighting, audio, and techniques of editing. Students will learn the skills necessary for jobs within the industry such as producer, director, art director, set design, camera operator, script supervisor, editor, etc.

This course meets the UC/CSU a-g requirements in the following category: (g) – College Preparatory Elective.

FILM/VIDEO 2

5949 Year

This course is designed to introduce students to concepts and principles used to pursue a career pathway in film and video production. This course exposes students to the basics of visual storytelling through the creation of storyboards, script writing, basic shot types, camera movements, lighting, audio, and techniques of editing. Students will learn the skills necessary for jobs within the industry such as: producer, director, art director, set design, camera operator, script supervisor, editor, etc.

This course meets the UC/CSU a-g requirements in the following category: (g) – College Preparatory Elective.

Prerequisite: Film/Video 1

STAGE PRODUCTION TECHNOLOGY

5958 Year

This intermediate course provides students knowledge in lighting, audio, backline, stage plots and design, stage management, production management and box office/publicity/marketing. Students will learn how to design and stage a music or theater event on campus.

ENGINEERING, ARCHITECTURE AND DESIGN SECTOR

This sector is designed to provide a foundation in engineering, architecture, and design for students in California. Students are engaged in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and career preparation in four pathways that emphasize real-world, occupationally relevant experiences of significant scope and depth: Architectural Design; Engineering Technology; Engineering Design; and Environmental Engineering. To prepare students for continued training, advanced educational opportunities, and direct entry to a career, the Engineering and Architecture programs offer the following components: classroom, laboratory, and hands-on contextual learning; project- and work-based instruction; and leadership and interpersonal skills development.

INTRODUCTION TO ENGINEERING DESIGN

5602 Year

An introduction to electronics will be given with an emphasis on electronic assembly techniques. Students will construct a small audio amplifier, computer bug and burglar alarms. Students will learn how to make printed circuit boards, solder, measure continuity, and do simple testing and trouble-shooting procedures using a multimeter. An introduction to electricity, magnetism, component identification, component testing, and electromagnetism will be given. Female students are encouraged to enroll in this course.

This course meets the UC/CSU a-g requirements in the following category: (g) – College Preparatory Elective.

PRINCIPLES OF ENGINEERING

5603 Year

Principles Of Engineering (POE) is a high school-level survey course of engineering. The course exposes students to some of the major concepts that they will encounter in a post secondary engineering course of study. Students have an opportunity to investigate engineering and high tech careers. POE gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills based upon engineering concepts. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

This course meets the UC/CSU a-g requirements in the following category: (g) – College Preparatory Elective.

HOSPITALITY, TOURISM AND RECREATION

The Hospitality, Tourism, and Recreation sector provides students with the academic and technical preparation necessary to pursue high-skill, high-demand careers in these related and growing industries. The sector encompasses three distinct, yet interrelated, career pathways: Food Science, Dietetics, and Nutrition; Food Service and Hospitality; and Hospitality, Tourism, and Recreation. The standards are designed to integrate academic and career technical concepts. The anchor standards include Consumer and Family Studies comprehensive technical knowledge and skills that prepare students for learning in the pathways. The knowledge and skills are acquired within a sequential, standards-based pathway program that integrates hands-on projects, work-based instruction, and leadership development such as that offered through FHA-HERO, the California affiliate of Family, Career and Community Leaders of America (FCCLA). Standards in this sector are designed to prepare students for technical training, postsecondary education, and entry to a career.

CULINARY ARTS 1

5121 Year

Students will learn the principles of basic nutrition for use in the selection and preparation of food. As consumers, they will learn to buy food wisely. Included is food selection for weight control and health.

This course meets the UC/CSU a-g requirements in the following category: (g) – College Preparatory Elective.

CULINARY ARTS 2

5122 Year

This course prepares students with food production, preparation, and service skills for employment institutional, commercial, or independently owned food establishments or other food and hospitality industry occupations. Instruction includes topics such as planning, selecting, storing, purchasing, preparing, testing, serving and selling of quality food and food products; nutritive values; safety and sanitation; use and care of commercial equipment; management of food establishments; cost and profitability analysis; side work and customer orders; and handling cash and credit transactions.

This course meets the UC/CSU a-g requirements in the following category: (g) – College Preparatory Elective.

Prerequisite: Satisfactory completion of Culinary Arts 1

HEALTH SCIENCE AND MEDICAL TECHNOLOGY

The Health Science and Medical Technology sector represents the academic and technical skills and knowledge students need to pursue a full range of career opportunities in health science and medical technology, from entry level to management as well as technical and professional career specialties. The standards describe what workers need to know and be able to do to contribute to the delivery of safe and effective health care. The six career pathways are grouped into functions that have a common purpose and require similar attributes. The pathways are Biotechnology, Patient Care, Health Care Administrative Services, Health Care Operational Support Services, Public and Community Health,

and Mental and Behavioral Health. Standards for each career path build on and continue the anchor standards with more complexity, rigor, and career specificity.

INTRODUCTION TO HEALTH CAREERS

2792 Year

Introduction to Health Careers is designed to expose students to 17 different healthcare career fields. Students will complete modules in bio-medical 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 health care field, and increase and reinforce related academic skills.

This course meets the UC/CSU a-g requirements in the following category: (g) – College Preparatory Elective

MEDICAL ASSISTANT

2883 Year

The Medical Assistant (MA) high school program consists of 180 hours of guided curriculum, both tangible and online, that prepares and qualifies students to sit for the Certified Clinical Medical Assistant (CCMA) exam. The program is designed to equip students with the skills necessary to assist patients in hospitals, medical clinics, assisted living environments and physician offices. Medical Assistants provide direct patient care as well as assist the physician with filing, recording, patient scheduling for appointments and specialized testing. 40 internships hours in a clinical and/or medical office setting are required for certification.

Prerequisites: Introduction to Health Careers with a B or better, IM1 with a C or better (or comparable for transfer students), Health Occupations and Anatomy/Physiology with a B or better is highly suggested. Students who meet all aforementioned prerequisites get priority registration.

Certifications available through this course include Certified Clinical Medical Assistant (CCMA) • EKG Technician (CET) • Phlebotomy Technician (CPT)

Possible Careers for Medical Assistants include, but are not limited to: Hospitals, Rehabilitative Centers, Home Health Agencies, Hospice Care, Physician offices, and Medical Clinics, and Long-Term Care facilities.

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:

7 th Grade	8 th Grade	9 th and 10 th Grade	11 th and 12 th Grade
1. Nearly Met, Met or Exceeds standards on SBAC OR a score of 7 on the District Writing Assessment	1. Met or Exceeds standards on SBAC OR a score of 7 on the District Writing Assessment	1. Met or Exceeds standards on a local assessment (no state tests at this level) and a writing sample with a score of 7 using the appropriate district writing rubric OR a score of 7 or higher on the District Writing Assessment	1. Met or Exceeds standards on SBAC or a local assessment and a writing sample with a score of 7 using the appropriate district writing rubric OR a score of 7 or higher on the District Writing Assessment
2. "C" or higher in English and one other content area	2. "C" or higher in English and one other content area	2. "C" or higher in English and one other content area	2. "C" or higher in English and one other content area
3. ELPAC overall score of 4	3. ELPAC overall score of 4 3	3. ELPAC overall score of 4	3. ELPAC overall score of 4

The ELPAC and SBAC Exams are administered each Spring and the District Writing Assessments take place each semester.

ELD NEWCOMER

3137 Year

ELD Newcomer is an introductory English class that is designed for the recent arrival of an English learner. This course aligns the California Standards for Language Arts and the English Language Development standards to meet the needs of preproduction and beginning level English learners in mastering the English-Language Arts content standards. This course is carefully designed for English learners to accelerate both their growth in language and literacy. Emphasis will be placed on vocabulary development, reading fluency, and writing conventions. Students will receive English credit for this course.

ELD 9

3182 Year

This ELD class is carefully designed for English learners in grade 9 to accelerate their growth in both language and literacy. This course aligns the California standards for English-Language Arts and the English Language Development standards to meet the developmental needs of the intermediate English learners. Emphasis is placed on reading comprehension and fluency. Students are also concurrently enrolled in their grade level English class.

This course meets the UC/CSU a-g requirements in the following category: (g) – College Preparatory Elective.

ELD 10

3183 Year

This ELD class is carefully designed for English learners in grade 10 to accelerate their growth in both language and literacy. This course aligns the California standards for English-Language Arts and the English Language Development standards to meet the developmental needs of the intermediate English learners. Emphasis is placed on reading comprehension and fluency. Students are also concurrently enrolled in their grade level English class.

This course meets the UC/CSU a-g requirements in the following category: (g) – College Preparatory Elective.

ELD 11

3184 Year

This ELD class is carefully designed for English learners in grade 11 to accelerate their growth in both language and literacy. This course aligns the California standards for English-Language Arts and the English Language Development standards to meet the developmental needs of the intermediate English learners. Emphasis is placed on reading comprehension and fluency. Students are also concurrently enrolled in their grade level English class.

This course meets the UC/CSU a-g requirements in the following category: (g) – College Preparatory Elective.

ELD 12

3185 Year

This ELD class is carefully designed for English learners in grade 12 to accelerate their growth in both language and literacy. This course aligns the California standards for English-Language Arts and the English Language Development standards to meet the developmental needs of the intermediate English learners. Emphasis is placed on reading comprehension and fluency. Students are also concurrently enrolled in their grade level English class.

This course meets the UC/CSU a-g requirements in the following category: (g) – College Preparatory Elective.

INTENSIVE ELD 9-12**3187 Year**

The Intensive ELD class is carefully designed for English learners to accelerate their growth in both language and literacy; this course is meant for those students who need intensive ELD support and are two or more years behind grade level. This course aligns the California standards for English-Language Arts and the English Language Development standards to meet the developmental needs of the intermediate English learners. Emphasis is placed on reading comprehension and fluency. Students are also concurrently enrolled in their grade level English class. *This course meets the UC/CSU a-g requirements in the following category: (g) – College Preparatory Elective.*

ENGLISH-LANGUAGE ARTS

The English language arts standards emphasize reading, writing, speaking, critical thinking, and listening skills. Classes provide students with the opportunity to write about a variety of subjects, focused on practicing the academic forms (analytical, argumentative, expository), with due attention given to the narrative and reflective forms – the basis of all good writing. The department’s goal is to enable students to write effectively and confidently throughout their high school classes and beyond. In service to this goal, students are immersed in core narrative and expository texts, and are taught to read both primary and secondary source material closely. To foster a habit of lifelong reading, instructional time may be devoted to independent reading as well. All classes provide experience and training in reading, writing, speaking, thinking and listening skills. All students will experience a core of literature at each grade level.

ENGLISH 9**3250 Year****ENGLISH 9 HONORS****3261 Year**

This course is a survey of world literature featuring well-known American and British writings spanning the Elizabethan to the Modern periods and representative works from a wide range of cultural perspectives. The goal is to develop an appreciation, through comparative analysis, of the author’s structure, style, and purposes and the social and historical relevance these texts represent. Complex literary devices such as figurative language, imagery, symbolism, mood and tone are addressed. Students will write a variety of compositions as long as 1,000 words, following both academic and business models, in order to develop skills of research, reasoning and argumentation.

This course meets the UC/CSU a-g requirements in the following category: (b) – English.

Prerequisite for Honors: Students must have a grade of B or better in Advanced English 8, or a grade of A in English 8 and teacher recommendation. Summer reading will be required.

ENGLISH 10**3420 Year****ENGLISH 10 HONORS****3431 Year**

This course is a survey of world literature featuring well-known American and British writings spanning the Elizabethan to the Modern periods and representative works from a wide range of cultural perspectives. The goal is to develop an appreciation, through comparative analysis, of the author’s structure, style, and purposes, and the social and historical relevance these texts represent. Complex literary devices such as figurative language, imagery, symbolism, mood and tone are addressed. Students will write a variety of compositions as long as 1,500 words, following both academic and business models, in order to develop skills of research, reasoning, and argumentation. Students will also be expected to develop speaking and listening skills and to learn new vocabulary.

This course meets the UC/CSU a-g requirements in the following category: (b) – English.

Honors Prerequisite: Students must have a grade of B or better in English 9 Honors, or grade of A in English 9 and teacher recommendation. Students must also complete a summer reading assignment prior to the fall of their 10th grade year. Students must also attend an informational meeting during the Spring of their 9th grade year, prior to the Fall they will be in the class.

ENGLISH 11**3510 Year**

These are courses in the critical reading of American literature and effective writing of a variety of types of composition. The reflective essay is emphasized. Students study literary texts, both fiction and nonfiction, focusing on The American Dream. They evaluate how authors express their ideas and, in their own writing, try to emulate these models as they work through the writing process. They are encouraged to integrate their learning with American history, a parallel course. Major core works may include non-fiction books, fiction novels, and drama selections.

Academy Requirement: Students must complete integrated mastery projects that are developed between the English, social science, and industrial technology classes.

This course meets the UC/CSU a-g requirements in the following category: (b) – English.

AP ENGLISH 11 - Language and Composition**3530 Year**

The focus of this course is on nonfiction prose, rhetorical analysis, argumentation, and synthesis. Students read widely about a topic before crafting a position of their own. 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. Formal essays are both on demand timed quick writes and multi-draft essays ranging between 500 and 3500 words in length. In addition to the study of rhetoric, students read works of 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 by the College Board in May. Because this course often serves as a substitute for the first-year composition course in many colleges and universities, it models college work in both content and pacing. Students passing the AP Language Composition exam may earn college credit.

This course meets the UC/CSU a-g requirements in the following category: (b) – English.

Recommended: Students who pass the AP English 11 class may receive college credit. Therefore, this course models college level work in both content and pacing. It is recommended for students who are advanced on the CST in English/Language Arts, earn a grade of B or better in English 10 Honors, and/or obtain a teacher recommendation.

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 books, fiction novels, and drama selections. Students study a variety of the extended works of British literature. This course focuses on close reading, careful analysis, and extensive writing.

This course meets the UC/CSU a-g requirements in the following category: (b) – English.

EXPOSITORY READING AND WRITING (ERW) ENGLISH 12**3616 Year**

The goal of the Expository Reading and Writing Course is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of 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 and 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.

This course meets the UC/CSU a-g requirements in the following category: (b) – English.

AP ENGLISH 12- Literature and Composition**3630 Year**

This college level course will prepare students to take the AP English Literature and Composition examination. Students in this course will learn techniques for the analysis of prose, poetry, and drama, including rhetorical devices, literary elements, literary devices, (such as metaphor and metonymy), sound devices, and literary modes of expression. The course will focus on analysis of style and thematic connections in major novels and poetry through a variety of genres including drama, fiction, narratives, nonfiction and persuasive essays, epics, and sonnets. Students write using a variety of prompts to hone upper level writing skills including thesis statements, organization, pacing, and mechanics. This course may serve as a substitute for first year college literature in some universities; therefore, it models a college course in both content and pacing.

This course meets the UC/CSU a-g requirements in the following category: (b) – English.

Recommended: Students who pass the AP English 12 class may receive college credit. Therefore, this course models college level work in both content and pacing. It is recommended for students who are advanced on the CST in English/Language Arts, successfully pass AP English 11, and/or obtain a teacher recommendation. .

DUAL ENROLLMENT: ENGLISH

BUSD, in partnership with Cerritos College, is offering dual enrollment course offerings on the Bellflower High School campus taught by Cerritos College faculty members. Students who qualify, will be dually enrolled at Cerritos College and Bellflower High School 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. Students are encouraged to speak to Mrs. Whitney, Assistant Principal for more information.

Prerequisite: Students must complete the Cerritos College student enrollment process and secure a valid Cerritos College student ID number. Students interested will sign up with their counselors and Cerritos College will determine eligibility and appropriate student placement. Due to the nature and rigor of the dual enrollment courses, classes will be double-period blocked, begin at zero period (6:45 am start) or 6th period (2:00 pm start) and will be limited to 30 students per class.

ENGLISH 72 (Dual Enrollment)**CC001 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.

ENGLISH 100 (Dual Enrollment) CC001 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 38 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 or AP English 12 class and AP exam with a score of 3 or higher.

WORLD LANGUAGES

The focus of the Foreign Language program is on meaningful and useful communication in the language. Each language is taught within the contemporary cultural context of countries where the language is spoken. The cultures and customs are explored along with learning to speak the language. Foreign Language classes meet the Foreign Language/Fine Arts graduation requirement when taken in grades 9-12.

SPANISH

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 will learn to talk about themselves, their families, and their friends; they will learn how to get around in towns, use public transportation, and give directions; they will learn how to make purchases in stores; and they will learn to use the appropriate language in a variety of social interactions. Students will be exposed to the various cultures of Spanish-speaking people, including geography, history, traditions, and daily life. Students will acquire a basic living vocabulary. This course is not intended for students whose first language is Spanish.

This course meets the UC/CSU a-g requirements in the following category: (e) – Foreign Language.

Course Prerequisite: C or better in English

SPANISH FOR SPANISH SPEAKERS I

9045 Year

This course is for students whose first language is Spanish or for those bilingual students whose dominant language is Spanish. This course is taught entirely in Spanish dealing with grammar, reading and writing as its main focus. Students will read work by Hispanic authors, analyze the reading by critical analysis and write essays based upon the reading or discussion.

This course meets the UC/CSU a-g requirements in the following category: (e) – Foreign Language.

Course Prerequisite: Teacher or counselor approval

SPANISH II

9010 Year

Students will further develop their abilities to function in situations they might encounter in a Spanish-speaking environment. Students will learn to appreciate Latino customs and history. Students will be expected to participate in class activities using Spanish. This course is not intended for students whose first language is Spanish.

This course meets the UC/CSU a-g requirements in the following category: (e) – Foreign Language.

SPANISH FOR SPANISH SPEAKERS II

9050 Year

This course is a continuation of the content covered in Spanish for Spanish Speakers I. Students will review grammar from the previous year. Students will continue with grammar dealing with all tenses, read short essays of Spanish authors, analyze the reading by critical analysis and write essays based upon the reading or discussion. This course meets the UC/CSU a-g requirements in the following category: (e) – Foreign Language.

Course Prerequisite: Satisfactory completion of Spanish for Spanish Speakers I.

SPANISH III

9020 Year

Students will further develop their abilities to function in situations they might encounter in a Spanish-speaking environment. Students will learn to speak of the past and future and express desires, emotions, and beliefs. They will learn to order food and to express their tastes in food; they will learn to travel on public transportation in Spanish speaking countries. They will expand their knowledge and vocabulary of fashion and clothing. Students will study art and art history of the Spanish-speaking world. Students' cultural knowledge will expand as they learn customs, art and points of interest in the Spanish-speaking world. Students will be expected to participate in class using the Spanish language.

This course meets the UC/CSU a-g requirements in the following category: (e) – Foreign Language.

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.

This course meets the UC/CSU a-g requirements in the following category: (e) – Foreign Language.

ADVANCED PLACEMENT (AP) SPANISH IV - LANGUAGE

9030 Year

The purpose of this course is to give students a continuing opportunity to refine their speaking, listening, and writing skills. Students will use Spanish in real-life situations. Students will participate in all activities using the Spanish language. Students will be expected to take the A.P. examination.

This course meets the UC/CSU a-g requirements in the following category: (e) – Foreign Language.

Course Prerequisite: Satisfactory completion of Spanish III or Spanish for Spanish Speakers II and/or teacher recommendation

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 will learn to talk about themselves, their families, and their friends; they will learn how to get around in towns, use public transportation in Paris, and give directions; they will learn how to make purchases in stores; they will be able to talk about the city of Paris and its attractions; and they will learn to use the appropriate language in a variety of social interactions.

This course meets the UC/CSU a-g requirements in the following category: (e) – Foreign Language.

Course Prerequisite: C or better in English

FRENCH II

9110 Year

Students will further develop their abilities to function in situations they might encounter in a French-speaking environment. Students will 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 will expand to include all of France and its varied customs, traditions, landscapes, and points of interest.

This course meets the UC/CSU a-g requirements in the following category: (e) – Foreign Language.

FRENCH III

9120 Year

The purpose of French III is to further develop the students' abilities to function in situations they might encounter in a French-speaking environment. Students will learn to discuss jobs and the workplace; they will learn to talk about and to purchase clothing; they will learn to make travel plans using trains, planes, and cars; they will learn more about French food and how to act appropriately both in a restaurant and at a family dining table. Students' cultural knowledge will expand to include the Francophone world with its varied customs and points of interest as well as some aspects of France's cultural past.

This course meets the UC/CSU a-g requirements in the following category: (e) – Foreign Language.

ADVANCED PLACEMENT (AP) FRENCH IV –LANGUAGE

9130 Year

The primary goals of French IV are: (1) the refinement of communicative skills in the four skill areas (listening, speaking, reading, writing); (2) the enhancement of strategic competence (communicative strategies); (3) the enhancement of grammatical competence (review of previously learned structures and acquisition of new structures and uses); (4) the refinement in understanding of French and Francophone culture. French IV builds on themes, structures, vocabulary, and skills learned in French I-III; however, the course aims at moving the student to a more abstract level of language usage at which they learn to work with more extended discourse and cultural and sociological (as well as the practical) aspects of the topics studied. A major emphasis in French IV is the preparation of the students to take the A.P. examination.

This course meets the UC/CSU a-g requirements in the following category: (e) – Foreign Language.

Course Prerequisite: A grade of A or B in French III and/or teacher approval recommended

MANDARIN

MANDARIN III

9204 Year

Students continue to 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.

This course meets the UC/CSU a-g requirements in the following category: (e) – Foreign Language.

Prerequisite: A grade of "C" or better in Mandarin II

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.

This course meets the UC/CSU a-g requirements in the following category: (e) – Foreign Language.

Prerequisite: A grade of "C" or better in Mandarin III

MATHEMATICS

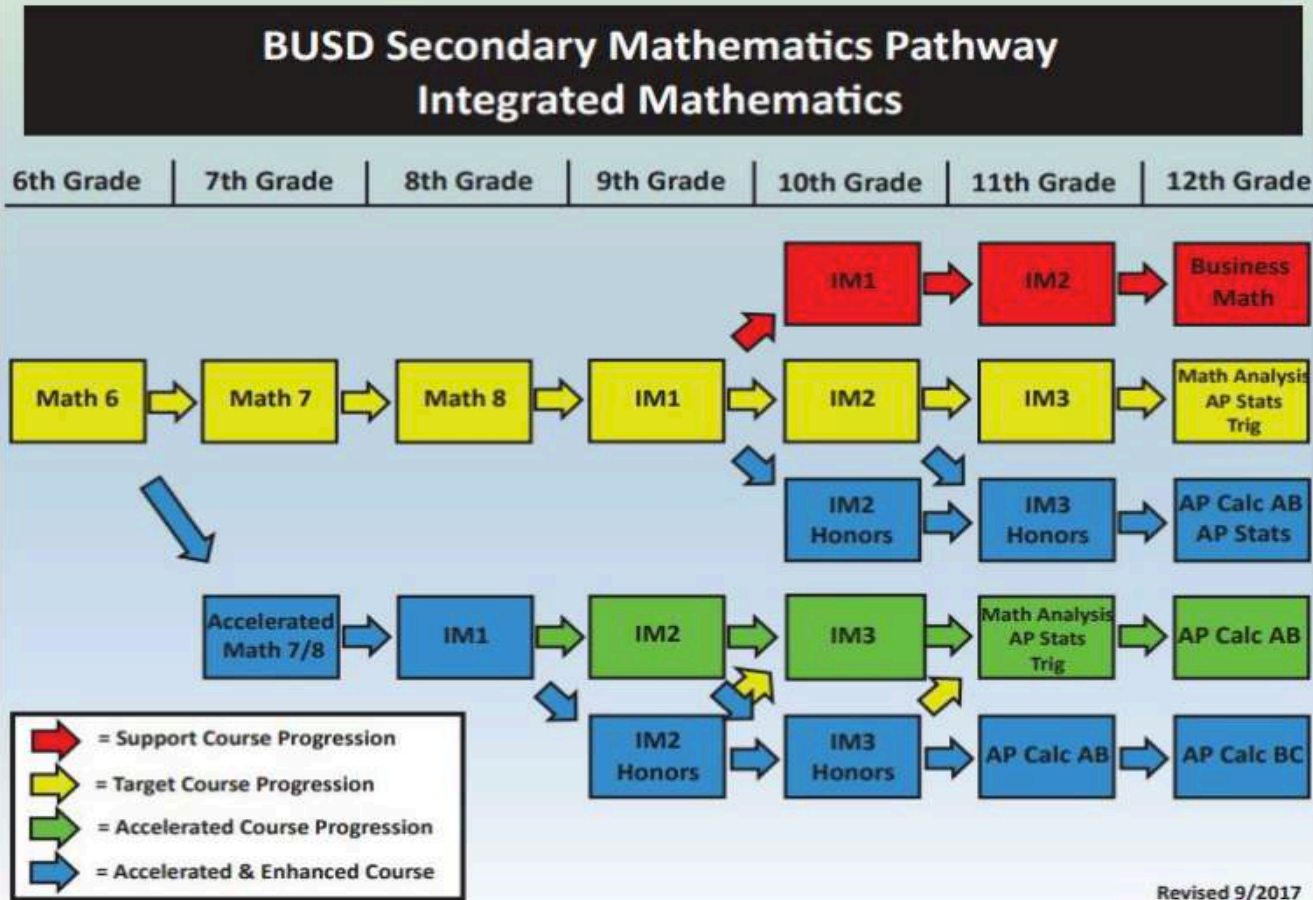
The Mathematics Department courses provide a sound analytical foundation for citizenship, college and the workplace. The Math Department provides the skills and experiences necessary for students to be computationally competent and mathematically powerful. The standards call for learning mathematical 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 Common Core State Standards for Mathematics (CA CCSSM)

Common Core Standards reflect the importance of focus, coherence, and rigor as the guiding principles for mathematics instruction and learning. California's implementation of the CA CCSSM 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 sequence to present the new California Common Core Standards (CA CCSSM). The Integrated Math sequence 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 (IM 1, IM 2, and IM3) that will eventually replace the traditional sequence (Algebra 1, Geometry, and Algebra 2). The three courses (as a package) are equivalent to the conventional courses (Algebra I, Geometry & 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. The integrated sequence will be phased in one course at a time, beginning with Integrated Math I, over a three-year period.



INTEGRATED MATH 1**7510 Year**

The purpose of Integrated Math 1 is to develop each student's ability to think mathematically and conceptually. In this course, students will learn how to analyze and model multiple representations of linear functions, inequalities, and systems. Students will learn how to communicate and make connections in order to understand real world situations and use algebraic reasoning to facilitate deeper learning. Students will also learn about exponential functions and how to compare and contrast them with linear functions. Linear and exponential concepts will also be used to identify and create arithmetic and geometric sequences. In addition, students will learn how to apply geometric reasoning with respect to transformations, constructions, and coordinate proofs.

This course meets the UC/CSU a-g requirements in the following category: (c) – Mathematics.

Minimum Course Requirement for 9th and 10th Grade Students

INTEGRATED MATH 2**7511 Year****INTEGRATED MATH 2 HONORS*****7513 Year**

The focus of the Mathematics 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.

This course meets the UC/CSU a-g requirements in the following category: (c) – Mathematics.

Prerequisite INTEGRATED MATH 2: C or better in both semesters of Integrated Math I.

Prerequisite INTEGRATED MATH 2 Honors: Grade of "A" in Integrated Math I and/or teacher recommendation.

INTEGRATED MATH 3**7512 Year****INTEGRATED MATH 3 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.

This course meets the UC/CSU a-g requirements in the following category: (c) – Mathematics.

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.

MATH ANALYSIS**7495 Year**

Students will study circular and right triangle trigonometry, as well as be introduced to new concepts in number field, analytic geometry, functions, sequences, series, inverse relations and polar coordinates. Students will broaden their basic knowledge of trigonometry by working with more advanced identities, law of sines and cosines, and trigonometric equations. Graphing calculators are strongly recommended.

This course meets the UC/CSU a-g requirements in the following category: (c) – Mathematics.

Prerequisite: C or better second semester of Integrated Math III.

MATH ANALYSIS HONORS**7496 Year**

This course will take the Math Analysis curriculum and explore it at a much greater breadth and depth, moving at a much faster pace. In addition to the regular Math Analysis curriculum, students will learn 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.

This course meets the UC/CSU a-g requirements in the following category: (c) – Mathematics.

Prerequisite: B or better both semesters of Integrated Math III recommended

ADVANCED PLACEMENT (AP) CALCULUS A/B**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.

This course meets the UC/CSU a-g requirements in the following category: (c) – Mathematics.

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

Graphing calculator required.

ADVANCED PLACEMENT (AP) CALCULUS B/C**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.

This course meets the UC/CSU a-g requirements in the following category: (c) – Mathematics.

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

BUSINESS MATHEMATICS**7201 Year**

This class covers personal finance and business math. In personal finance the following topics are covered: gross income, net income, checking and savings accounts, cash and credit accounts, loans, transportation costs, housing costs, insurance and investments. Business math covers

the following topics: personnel, production, purchasing, sales, marketing, warehousing, and distributing, services, accounting, financial management and corporate planning.

Prerequisite: Students must have completed Algebra 1/Integrated Math 1. Open to incoming Seniors ONLY.

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.

This course meets the UC/CSU a-g requirements in the following category: (c) – Mathematics.

Prerequisite: C or better second semester of Integrated Math 3, Senior students only

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 well-being. The courses are comprehensive, co-instructional programs that are designed to meet the fitness needs of today's youth.

PHYSICAL EDUCATION 9

8110(Fall)/8115(Spring)

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

8140(Fall)/8145(Spring)

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, achievable 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. Students may be placed in classes that have both 9th and 10th graders depending on availability.

WEIGHT TRAINING

8535/8536 Semester

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: Students must pass P.E. in both grades 9 and 10.

ATHLETICS /TEAM SPORTS

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.

Course Prerequisite: Academic eligibility, coach approval, and athletic director approval.

SCIENCE

The science department 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.

OCEANOGRAPHY

6370 Semester

This course includes an introduction to ecology (living things and their environment, food and energy in the environment, and cycles in nature), an exploration of human impact on the environment, and a community service project in an area of environmental concern. Half the semester will emphasize life forms found in the ocean and their relationship to their physical environment. This course may be used for either life or physical science credit.

Course Prerequisite: Grades 11 and 12

ENVIRONMENTAL SCIENCE

6380 Semester

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 that will allow students to make educated decisions for our community, country, and the planet. This course does not satisfy college lab-science requirements but meets graduation requirements as an additional year of science or for elective credit.

Prerequisite: Grade 11 or 12

ADVANCED PLACEMENT (AP) ENVIRONMENTAL SCIENCE

6383 Year

This course is a college level science course that prepares students for the Advanced Placement exam in Environmental Science. The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Writing and math skills are critical. There are numerous laboratory activities that require extended commitments beyond the normal school day. Extensive study is required.

This course meets the UC/CSU a-g requirements in the following category: (d) – Laboratory Science.

Course Prerequisite: Grade 12; It is recommended that students earn a grade of B or better in Biology and/or Chemistry and obtain teacher recommendation. Students must also complete a summer assignment.

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 college lab-science requirements but meets graduation requirements as an additional year of science or for elective credit.

CRIMINALISTICS

6281 Year

This course builds upon academic themes in Physics, Chemistry, and Biology. Students will be exposed to lecture, demonstrations, problem-solving, experiments, and research in order to develop a better understanding of Forensic Science - the application of hard science and technology to the solution and prosecution of crime. The course is designed to follow the history of Forensic Science from the simplest crime solving techniques to today's DNA technology.

Course Prerequisite: Grade 11 and 12

BIOLOGY OF THE LIVING EARTH

This new course is based upon the Next Generation Science Standards. 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. This investigative laboratory-oriented course emphasizes the basic structural, physiological, ecological, evolutionary, and genetic principles as they pertain to living organisms. Critical thinking and problem solving are integral components of the curriculum. The course is also designed to help all students develop an appreciation of the natural world and an understanding of biology's role in society.

This course meets the UC/CSU a-g requirements in the following category: (d) – Laboratory Science.

Eligible students: 2019-2020 Freshmen and students that took Earth Science during the 2018-2019 School year

ADVANCED PLACEMENT (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. There are numerous laboratory activities that require extended commitments beyond the normal school day. Extensive study is required.

This course meets the UC/CSU a-g requirements in the following category: (d) – Laboratory Science.

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. All assignments will also be due at that time. See instructor for details.

CHEMISTRY**6300 Year****CHEMISTRY HONORS****6305 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 algebra is important. This course counts toward physical science graduation requirements.

This course meets the UC/CSU a-g requirements in the following category: (d) – Laboratory Science.

Prerequisite: Biology and Integrated Math I, each with a grade of C or better, and recommendation of Biology teacher.

Honors Course Prerequisite: Satisfactory completion of Integrated Math with a grade of B or better recommended; completion of Biology or Honors Biology with a grade of B or better and/or recommendation from the Biology or Honors Biology teacher recommended.

ADVANCED PLACEMENT (AP) CHEMISTRY**6330 Year**

This course is for students interested in deepening their background in the physical sciences and prepares students to take the AP exam in Chemistry. The course presents an extension of some topics studied in Chemistry and introduces advanced topics in Chemistry. The course challenges students with learning activities equivalent to those of a first-year college Chemistry class. Lectures, demonstrations, and student-performed laboratory exercises are used to deepen students' understanding of advanced topics. Successful students will attain an in depth understanding of chemical concepts, laboratory experience and some knowledge of current directions in chemical research. This course will include laboratory classes outside of normal school hours to be scheduled after school or at other suitable times.

This course meets the UC/CSU a-g requirements in the following category: (d) – Laboratory Science.

Course Prerequisite: Grade 11 or 12; Integrated Math 1 with B or better; 1 year chemistry with B or better; Physics with a grade of B or better (or current enrollment in Physics) strongly recommended; teacher recommendation.

A summer assignment is required for students enrolled in this course.

PHYSICS**6350 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, combined with completion of quarter projects will help the student study and understand natural phenomena in physics.

This course meets the UC/CSU a-g requirements in the following category: (d) – Laboratory Science.

AP PHYSICS 1 (Algebra Based)**6361 Year**

Students explore principles of kinematics; Newton's laws of motion; torque; rotational motion and angular momentum; gravitation and circular motion; work, energy, and power; linear momentum; oscillations, mechanical waves and sound; introduction to electric circuits. The course is based on the "big ideas" in physics, which encompass core scientific principles, theories and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world, such as: (1) Objects and systems have properties such as mass and charge. Systems may have internal structure. (2) Fields existing in space can be used to explain interactions. (3) The interactions of an object with other objects can be described by forces. (4) Interactions between systems can result in changes in those systems. (5) Changes that occur as a result of interactions are constrained by conservation laws. (6) Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.

This course meets the UC/CSU a-g requirements in the following category: (d) – Laboratory Science.

Prerequisite: Grade 11 or 12; Algebra 2 with B or better; Chemistry with B or better; Physics with a B or better (or concurrent enrollment in Physics) strongly recommended; teacher recommendation.

ANATOMY/PHYSIOLOGY**6170 Year****ANATOMY/PHYSIOLOGY HONORS****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. Students will use current research to analyze articles and explore careers that involve the human body. Dissection specimens are used to model anatomical structures. Students perform thorough examination of the eleven systems of the body including the integument, skeletal, muscular, nervous, endocrine, circulatory, lymphatic, respiratory, digestive, excretory, and reproductive system and the diseases associated with each one. Key anatomical and physiological concepts are emphasized during organ system analysis. In addition, lab activity summaries and research projects are also required.

This course meets the UC/CSU a-g requirements in the following category: (d) – Laboratory Science.

Honors 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.

HISTORY/SOCIAL SCIENCE

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. It is an expectation that each student completes a Civic Investigation project relative to the class curriculum and participate in the Annual Bellflower Civics Fair.

This course meets the UC/CSU a-g requirements in the following category: (a) – History/Social Science.

AP HUMAN GEOGRAPHY

4144 Year

This year-long 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. Students will utilize geographical tools to learn about population changes, migration patterns, cultural patterns, political organization of space, agricultural and industrial development, and land usage. It is an expectation that each student completes a Civic Investigation project relative to the class curriculum and participate in the Annual Bellflower Civics Fair.

Recommended Prerequisite: It is recommended that advanced students should take this course only if they received at least a B in their social studies course the previous year. Students who pass the AP Human Geography exam may receive college credit. Therefore, the course models college level work in both content and pacing. A summer assignment may be required by the instructor in order to enroll in the course.

This course meets the UC/CSU a-g requirements in the following category: (a) – History/Social Science.

MODERN WORLD HISTORY

4200 Year

This is a 10th grade course that 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. It is an expectation that each student completes a Civic Investigation project relative to the class curriculum and participate in the Annual Bellflower Civics Fair.

This course meets the UC/CSU a-g requirements in the following category: (a) – History/Social Science.

ADVANCED PLACEMENT (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. It is an expectation that each student completes a Civic Investigation project relative to the class curriculum and participate in the Annual Bellflower Civics Fair.

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. A summer assignment may be required by the instructor in order to enroll in the course.

This course meets the UC/CSU a-g requirements in the following category: (a) – History/Social Science.

UNITED STATES HISTORY

4300 Year

The year 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. It is an expectation that each student completes a Civic Investigation project relative to the class curriculum and participate in the Annual Bellflower Civics Fair.

This course meets the UC/CSU a-g requirements in the following category: (a) – History/Social Science.

ADVANCED PLACEMENT (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. It is an expectation that each student completes a Civic Investigation project relative to the class curriculum and participate in the Annual Bellflower Civics Fair.

Recommended: Students who pass the AP US History exam may receive college credit. Therefore, the course models college level work in both content and pacing. A summer assignment may be required by the instructor in order to enroll in the course.

This course meets the UC/CSU a-g requirements in the following category: (a) – History/Social Science.

UNITED STATES GOVERNMENT/POLITICAL SYSTEMS**4415 Year**

This course 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 and develop a better understanding of their economic needs in society. It is an expectation that each student completes a Civic Investigation project relative to the class curriculum and participate in the Annual Bellflower Civics Fair.

This course meets the UC/CSU a-g requirements in the following category: (a) – History/Social Science.

ADVANCED PLACEMENT (AP) GOVERNMENT/POLITICAL SYSTEMS**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. It is an expectation that each student completes a Civic Investigation project relative to the class curriculum and participate in the Annual Bellflower Civics Fair. A summer assignment may be required by the instructor in order to enroll in the course.

This course meets the UC/CSU a-g requirements in the following category: (a) – History/Social Science.

ECONOMICS**4500 Semester**

This course will provide students with an overview of the general principles of micro-economic and macro-economic 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.

This course meets the UC/CSU a-g requirements in the following category: (a) – History/Social Science.

ADVANCED PLACEMENT (AP) ECONOMICS**4499 Year**

This college level course will prepare students for both the Advanced Placement Examination in microeconomics and the Advanced Placement examination in macroeconomics. This course has been designed to help students develop critical-thinking skills through the understanding, application, and analysis of fundamental economic concepts.

Recommended: Students who pass the AP Micro/Macro Economics exams may receive college credit. Therefore, the course models college level work in both content and pacing. A summer assignment may be required by the instructor in order to enroll in the course.

This course meets the UC/CSU a-g requirements in the following category: (a) – History/Social Science.

SOCIAL SCIENCE ELECTIVES

INTRODUCTION TO LAW**4618 Year**

This course provides practical information and problem-solving opportunities regarding American law. Students develop both knowledge of the law and skills necessary for survival in our law based society. Students engage in active learning experiences such as mock trials, moot courts, role play, case studies, simulations and small group exercises. Students explore the definition of law, citizen's rights and responsibilities under the law, learn methods of dispute resolution, as well as identify and analyze public issues. Exploration of a variety of legal careers will be a theme throughout the course.

This course meets the UC/CSU a-g requirements in the following category: (g) – College Preparatory Elective.

NON-DEPARTMENTAL

HEALTH

6875 Semester

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

YEARBOOK

3830 Year

Students selected for this class are involved in the design, layout, and production of the school's yearbook, writing of stories and captions, photography, candid and group events, design and layout of section pages and the overall editorial theme of each year's book. Course may be repeated for credit with permission.

This course meets the UC/CSU a-g requirements in the following category: (g) – College Preparatory Elective.

Course Prerequisite: Grades 9-12; Advisor's signature needed, GPA of 3.0 or above; high student motivation; positive attitude

PSYCHOLOGY

4600 Semester

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

This course meets the UC/CSU a-g requirements in the following category: (g) – College Preparatory Elective.

Course Prerequisite: Grades 11-12

OFFICE AIDE

1809 Semester

Students that desire to be an office aide must have good grades, attendance, and no disciplinary entries on their student screen. Students in these positions are asked to assist in the day-to-day operations of the offices on our campus. This includes answering phones in a polite and professional manner, taking passes out to classes without disturbing classes, and assisting in the numerous other tasks that an office manager is asked to do. A maximum of fifteen credits may be counted towards graduation.

Course Prerequisite: Counselor approval, Grades 11-12

DRIVER EDUCATION

6840(Fall)/6841(Spring) Semester

Driver Education is the state required course that needs to be completed before a student can take the written test for the driver's permit issued at 15 ½ years of age. This course will cover rules of the road, safety and right-of-way regulations as they pertain to the state's Department of Motor Vehicles materials.

ASB/LEADERSHIP

4825 Year

This course is mandatory for all student body officers and ASB appointed positions. These students serve as the student government for Bellflower High School and should be role models for their peers. Their role as leadership students should embody school spirit and BUC Pride. The course will introduce students to the elements of sound organizational and administrative skills and the preparation to implement them with integrity and forthrightness. This course is open to a limited number of students.

This course meets the UC/CSU a-g requirements in the following category: (g) – College Preparatory Elective.

Course Prerequisite: Students need a 2.0 G.P.A.; good attendance and have no discipline issues.

PEP SQUAD

8254 Year

Students develop skills in yell leading, song, mascots, and precision drill team. They will develop routines for games, rallies, assemblies, half-time shows, and competitions. The group also develops routines for the next year's tryouts.

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

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 freshman "crew" throughout the year.

This course meets the UC/CSU a-g requirements in the following category: (g) – College Preparatory Elective.

California Advancing Pathways for Students (CalAPS)

Bellflower Unified School District and Lynwood Unified School District have formed a partnership that will expand access to career technical education (CTE) for students in both districts and, potentially, across the region. California Advancing Pathways for Students (CalAPS) will allow students to take career technical courses at either district.

CAREERS IN EDUCATION - Course 1

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. Basic academic, safety, communication, interpersonal and problem-solving skills are integrated throughout the course. 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. Lesson plan organization and assessments are also taught in this course.

Open to students in grades 9-12

CAREERS IN EDUCATION – Course 2

This class is the second of two courses within the Education, Child Development, and Family Services Sector. The capstone 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. Students will compete in education competition opportunities during the year. (SkillsUSA). Additional assignments in Google Classroom.

Prerequisite: Careers in Education Course 1

EARLY CHILDHOOD SPECIALIST/CHILD CARE WORKER

This entry-level 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. Students will compete in education competition opportunities during the year. (SkillsUSA). Additional assignments in Google Classroom.

Open to students in grades 9-12

ENTREPRENEURSHIP AND INNOVATION - Course 1

This entry-level course trains students to recognize business opportunities and to develop business management skills for starting, operating, and maintaining their own business. It also provides a foundation in business concepts for individuals planning to work in the increasingly competitive corporate world. Students will learn the areas of business planning, accounting, finance, marketing, management, business ethics, and social responsibility. Training includes required hours for participating in and/or operating a business such as a t-shirt printing business or other campus venture under the supervision of the instructor.

Open to students in grades 9-12

ENTREPRENEURSHIP AND INNOVATION - Course 2 – Design Thinking

This is a capstone level course that 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) Additional assignments in Google Classroom.

Prerequisite: Entrepreneurship Course 1

HEAVY CONSTRUCTION COURSE 1: Wood Framing and Plumbing Systems

This entry-level 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)

Open to students in grades 9-12

HEAVY CONSTRUCTION COURSE 2: Advanced Wood Framing and Plumbing Systems

This capstone 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)

Prerequisite: Heavy Construction Course 1

FIREFIGHTING OCCUPATIONS - Course 1

This entry level course provides students an overview of the eligibility and training standards required for careers in fire service that may include firefighting, arson investigating, rescue, and providing emergency medical services. This course introduces students to various aspects of fire behavior and fire science, including: combustion, fuels, and extinguishing agents. 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 training first aid, CPR (Cardiopulmonary Resuscitation) and rescue practices.

Open to students in grades 9-12

FIREFIGHTING OCCUPATIONS Course 2: Fire Control and Safety

This is a capstone 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/HOSA)

Prerequisite: Firefighting Occupations Course 1

FIREFIGHTING/EMR

This is a capstone level course with a pre-requisite of Firefighting Course 1. Students will gain knowledge of Emergency Medical systems, the anatomy and physiology of the human body and the principles of emergency care and on-scene safety and precautions. Students will be CPR and rescue practice trained. Students will compete in fire/EMR competition opportunities during the year. (SkillsUSA/HOSA)

Prerequisite: Fire 1

Open to grades 11-12

EMERGENCY MEDICAL TECHNICIAN (EMT)

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). Students will compete in EMT competition during the year. (HOSA)

Prerequisite: Fire 1, Open to Grade 12 students ONLY

HEALTH OCCUPATIONS - Course 1

This entry level course provides students an overview of the eligibility and training standards required for various professions in the health industry and examines the roles and responsibilities of one or more entry-level job titles in the areas of biotechnology, patient care, administrative, operational support services, and community/public health. The goal of the course is to expose the students to the diverse career opportunities available in the healthcare field. Units of instruction include medical terminology, introduction to anatomy and physiology, CPR certification, infection control, communication, documentation, ethics, confidentiality, and patient care skills. Students will apply knowledge and skills acquired in the classroom while working in a healthcare environment. Community classroom opportunities are provided to students. Concurrent-related instruction reinforces on-the-job training experiences.

Prerequisite: Open to ages 16 and up ONLY and current TB test and Flu Vaccine

ANATOMY APPLICATIONS IN PATIENT CARE

This capstone level course is an elective science course that applies the knowledge of Anatomy and Physiology to understand the reasoning and basic skills of patient care. The course takes a hands on approach to include the skills and techniques used by medical professionals when dealing with injuries and illnesses.

Prerequisite: Health Occupations 1 and/or Introduction to Health Careers

SPORTS THERAPY/ATHLETIC TRAINER

This capstone course is designed to educate students in 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.

Open to students in grades 10-12 only.

LAW ENFORCEMENT SERVICES - Course 1

This introductory level course provides an overview of the eligibility and training standards required for various professions in law enforcement and examines the roles and responsibilities of the police, courts, corrections, private security, and other U.S. protective agencies. Students will learn the history and the development of law enforcement and the concerns facing law enforcement today including discretion, civil liability, decision-making, and police community relations. 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.

Open to grades 9-12

LAW ENFORCEMENT SERVICES Course 2: Crime Scene/Introduction to Forensic Science

This capstone level course will prepare students for 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)

Prerequisite: Law Enforcement 1

MAKERSPACE "FAB LAB" COURSE 1

This is an entry-level course. 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) Additional assignments in Google Classroom

Open to grades 9-12.

MAKERSPACE "FAB LAB" COURSE 2

Makerspace 2 is a capstone course. 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) Additional assignments in Google Classroom
Prerequisite: Makerspace Course 1

CYBERSECURITY – Course 1

This entry-level course teaches the core concepts needed to assess, and protect information security systems. It will provide an overview of the technical background required to provide solutions to many cybersecurity problems. Topics covered includes: binary/hex number systems, operating system concepts, file systems, OSI model, network topologies and protocols. The material will be presented in the context of cybersecurity solutions and the need to fill a workforce shortage. Students will compete in makerspace competition opportunities during the year. (SkillsUSA) Additional assignments in Google Classroom.
Open to grades 9-12.

CYBERSECURITY – Course 2

This capstone course teaches advanced concepts needed to assess, and protect information security systems. Students explore in-depth technical backgrounds required to provide solutions to many cybersecurity problems. Topics covered includes: binary/hex number systems, operating system concepts, file systems, OSI model, network topologies and protocols. The material will be presented in the context of cybersecurity solutions and the need to fill a workforce shortage. Students will compete in makerspace competition opportunities during the year. (SkillsUSA) Additional assignments in Google Classroom
Prerequisite: Cybersecurity Course 1

CULINARY ARTS – Course 1

This entry-level 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. Additional assignments in Google Classroom
Open to grades 9-12.

CULINARY ARTS – BAKING AND PASTRY ARTS

This is a capstone course which will build upon students' 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. Additional assignments in Google Classroom
Prerequisite: Culinary Arts 1

E-SPORTS/GAMING 1

This entry-level course looks at the design, programming, and social impact of video games. Approximately one half of the course is devoted to programming games, taking into account the importance of narrative, character development, and design principles. The class will look at games in the context of society, including the use of games in informing, educating and altering behavior. Additional assignments in Google Classroom.
Open to grades 9-12.

E-SPORTS/GAMING 2

This is a capstone course. Students will develop skills to conceptualize, design, create an E Sport gaming experience, explore various video game software and hardware, and learn about game story lines, player progression and algorithmic decision making. Students will analyze player goals, player actions, rewards, challenges, and other game play components. Additional assignments in Google Classroom.
Prerequisite: E-Sports Gaming 1

INTRODUCTION TO FASHION, APPAREL, MERCHANDISING AND DESIGN

This introductory course provides students a basic understanding of fashion, textiles, design and construction. Emphasis is placed on fashion design and construction, fashion merchandising, fashion illustration, history of fashion, apparel and appearance, wardrobe and budgets. Additional assignments in Google Classroom
Open to grades 9-12.

ADVANCED FASHION, APPAREL, AND TEXTILES

This intermediate course provides students and in-depth study of fashion design and construction. Instruction focuses on clothing construction and design, the history of fashion, wardrobe budgets, and textiles. Students create a culminating portfolio of work and participate in a production to showcase their proficiency. Additional assignments in Google Classroom
Prerequisite: Introduction to Fashion, Apparel, Merchandising and Design

STAGE PRODUCTION TECHNOLOGY

This intermediate course provides students knowledge in lighting, audio, backline, stage plots and design, stage management, production management and box office/publicity/marketing. Students will learn how to design and stage a music or theater event on campus. Additional assignments in Google Classroom
Open to grades 9-12

SPECIAL SERVICES

SPECIAL EDUCATION

Students who qualify for special education programs may be served in a variety of ways. Bellflower 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 physical health impaired and other health impaired services, which includes classes for severely handicapped students. Bellflower 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.

Bellflower offers a broad spectrum of special education services for those students who have active IEP's. Services range from RSP full inclusion to SDC and OHI self-contained.

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 Education criteria of our district receive differentiated instruction within the classroom. In addition, students can enroll in courses denoted as "Honors" or "AP". High achieving students are also given the opportunity to take these classes. Course content in these classes is a combination of enrichment and acceleration.

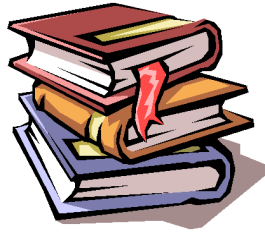
ADVANCED PLACEMENT PROGRAM (AP)

Advanced Placement (AP) classes are college-level courses taught on the high school campuses that prepare students to take the AP exams each spring. Students who pass AP exams 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 in their sophomore, junior and senior years. Recommendations are normally required for enrollment.

CAREER CENTER

The Career Center, with a computer for each student, has expanded the methods of providing students with a bridge between school, college and the world of work by using Choices software to describe colleges and universities as well as to discuss career and interest opportunities. Each year, under the supervision of the Career Center technician and high school counselors, the Career Center processes over 2,000 students, guiding them through resume writing and in-depth career planning. In addition, each student receives a career-planning packet containing a LACOE career handbook.

LIBRARY MEDIA CENTER



The library is the hub of curricular activity on campus. A wide range of appropriate print, audio-visual, electronic and human resources are available. The library media program facilitates resource-based learning where students access, evaluate and use resources to affect their own learning. Several computers are available for research and academic use. Teachers and the librarian and staff work together to provide research skills, information analysis, technology skills, reading motivation and cultural literacy to all students. Curriculum development, an ongoing evaluation of materials and equipment, and direct work with students are also integral functions of the library media program.

Textbooks and teacher resources are managed and distributed in the library. Students are responsible for instructional materials assigned or loaned to them. Students or parents are responsible for the cost of replacing any instructional materials assigned or loaned that are lost or damaged. BUSD AP 6161.

The library is generally open before school, at lunch and after school for student use. Peer tutors are available after school. Students must use a school ID card to use the computers or check out books. Additionally, a district Internet agreement must be on file before a student will be allowed the use of the library computers. Students may buy replacement ID cards in the library.

NATIONAL HONORS SOCIETY



The National Honor Society (NHS) is the nation's premier organization established to recognize outstanding high school students. More than just an honor roll, NHS serves to honor those students who have demonstrated excellence in the areas of scholarship, leadership, service, and character. These characteristics have been associated with membership in the organization since its beginning in 1921.

CALIFORNIA SCHOLARSHIP FEDERATION

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

Membership for four of a student's last six semesters, including one semester in his/her senior year 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 at Bellflower.



BELLFLOWER HIGH SCHOOL APEX (Academic Program of Excellence)



ACADEMIC PROGRAM OF EXCELLENCE (APEX) is a voluntary organization, which will be in its inaugural year in the 2015-2016 school year, with the goal of preparing Bellflower High School'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, Bellflower High School's APEX 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 APEX

Admission to APEX is based upon the following:

- Passing a writing assessment in the spring before admittance into the program
- 3.60 cumulative GPA
- Desire and motivation to participate in a challenging curriculum

BELLFLOWER HIGH SCHOOL CIVIC LEARNING INITIATIVE (CALIFORNIA DEMOCRACY SCHOOL PROJECT)



The Civic Learning Initiative is a three-year pilot program. Our mission through the California Democracy School Project is to create lifelong active learners, teach our students to demonstrate respect for themselves and others in a dynamic, diverse and global society, create responsible, informed, productive, independent and contributing citizens, and create citizens who can perform successfully in their chosen field and in society. Bellflower High School has an incredibly diverse student population – and that diversity represents various levels and backgrounds in how civic responsibility is defined. One of our goals is to give them a common “civic” ground. Our mission is to introduce our diverse population to the American democratic system. There is no better way for students to understand their roles as responsible citizens than to actually get involved with issues that are important to them.

The Civic Learning Initiative is an ongoing community outreach and support program that takes place in the History-social science classrooms of Bellflower Middle and High school. Students actively work with historical texts and ideas, to support their understanding and response to their current community environment. The Civics Initiative culminates with a civics fair in which all students show off their year-long civics project work, the fair is open to the community at large and all students and staff of Bellflower. The staff in charge of teaching and preparing the Civics Initiative has been recognized for their efforts as an outstanding example of what the Civics Initiative can become at a school site if properly utilized.

Through various classroom activities/projects in history/social science classes, students will integrate their personal concerns with concerns about the larger world and the common good. As they explore, they engage in rigorous academic work, display high-level cognitive skills, develop mutual respect, and slowly recognize that they are a small part of something larger.

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 Bellflower High School 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, please see Mrs. Whitney, Assistant Principal.