

***BONITA UNIFIED SCHOOL  
DISTRICT  
HIGH SCHOOL HANDBOOK  
and  
COURSE HANDBOOK***



***2022-2023***

**BONITA HIGH SCHOOL**

3102 LA VERNE, CALIFORNIA 91750  
Telephone - (909)971-8220

Kenny Ritchie, Principal  
Josh Richards, Assistant Principal  
Rene Gonzalez, Assistant Principal  
Joy Lindsay, Assistant Principal

**SAN DIMAS HIGH SCHOOL**

800 WEST COVINA BOULEVARD  
SAN DIMAS, CALIFORNIA 91773  
Telephone - (909) 971-8230

Scott Sparks, Principal  
Philip Heng, Assistant Principal  
Jack Nance, Assistant Principal  
Brianna Nix, Assistant Principal

**CHAPARRAL and VISTA HIGH SCHOOLS  
at the ED JONES EDUCATIONAL CENTER**

121 WEST ALLEN AVENUE  
SAN DIMAS, CA 91773  
Telephone - (909) 971-8240

Christine Black, Principal  
Sean Casey, Dean of Students  
Jamie Razo, Counselor  
Valeria Herrera, Counselor

**Board of Education**

Chuck Coyne  
Glenn Creiman  
Greg Palatto  
Derek Bahmanou  
Jim Elliot

**District Administration**

Carl Coles, Superintendent  
Kevin Lee, Assistant Superintendent, Human Resources  
Matt Wein, Assistant Superintendent, Educational Services  
Sonia Eckley, Assistant Superintendent, Business Services

# TABLE OF CONTENTS

## **PART I – GENERAL INFORMATION**

<b>Introduction and Nondiscrimination</b> .....	page 1
<b>Graduation Requirements for all Students</b> .....	page 2
Subject and Credit Requirements	
Alternative Requirements for Students in Foster Care or Identified as Homeless	
Senior Project/Experience	
Eligibility for a Bonita Unified School District Diploma	
Proficiency Exam in Lieu of Diploma	
High School Credit for College Courses	
Online and Correspondence Courses	
<b>Grading System</b> .....	page 5
Grade Point Average	
Citizenship/Work Habits Marks	
Report Cards	
Notice of Unsatisfactory Performance	
Eligibility for Athletics and Extracurricular Activities	
Athletic Probation	
Repeating Courses	
Advanced Placement Classes	
Class Change/Withdrawal Policy – BHS and SDHS	
Final Examinations	
<b>Academic Integrity</b> .....	page 9
Background	
Demonstrating and Supporting Academic Integrity	
Violations of Academic Integrity Expectations	
Unauthorized Access to Student Records	
<b>Attendance, Absences, Tardiness, and Truancy</b> .....	page 12
Duty to Remain At School	
Absences per Education Code 48205	
Illness at School	
Tardies	
Truancy	
Chronic Absenteeism	
<b>Awards and Recognition</b> .....	page 14
Honor Roll (SDHS/BHS)	

California Scholarship Federation  
 National Honor Society (SDHS, BHS)  
 Honors at Graduation (SDHS)  
 Valedictorian Criteria (SDHS)  
 Valedictorian Criteria (BHS)

**Planning a Course of Study** .....page 18  
 Registration (SDHS, BHS, Chaparral, Vista)  
 Student Academic Load  
 Sample Courses of Study  
 Graduation Plan  
 College Preparatory Plan  
 Accelerated, Honors, and Advanced Placement Options  
 Advanced Placement Classes  
 Career Technical Education  
 Students with Special Needs

**College Admission Requirements** ..... page 22  
 Community College  
 California State University  
 University of California  
 Independent Colleges and Universities  
 Financial Aid

**Student Services** ..... page 25  
 Student Services  
 College Planning  
 Online Grade Reporting  
 Counseling  
 College/Career Center

**Other Student Information** ..... page 28  
 Directory Information  
 Identification Cards  
 Payment of Debts  
 Student Store and Finance Office  
 Summer School  
 Work Permits

**PART II – COURSE CATALOG**

English/Language Arts ..... page 29  
 Foreign Language ..... page 37  
 Social Sciences ..... page 43  
 Mathematics ..... page 50  
 Science ..... page 61  
 Visual and Performing Arts ..... page 70  
 Physical Education ..... page 91  
 Career Technical Education ..... page 97  
 Additional Courses ..... page 116

## **INTRODUCTION**

This manual is intended to provide students, teachers, parents, and counselors with a guide to academic requirements and course descriptions at the high schools in Bonita Unified School District. The information contained in this document can be a valuable tool in planning for high school and beyond.

## **NONDISCRIMINATION**

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. District programs and activities shall be free from discrimination, harassment, intimidation, and bullying of any student based on the student's race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, gender transition, transgender status, or gender nonconformity; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias, and stereotyping in instruction, guidance, and supervision.

# GENERAL INFORMATION

## GRADUATION REQUIREMENTS FOR ALL STUDENTS

### Subject and Credit Requirements

A minimum of 220-semester credits must be earned to meet all Bonita Unified School District graduation requirements. In addition to the subject requirements listed below, all students must complete a senior project/experience prior to graduation.

SUBJECT REQUIREMENT	SEMESTER CREDITS	COURSE
English	40	I, II, III, IV
Social Studies/ History	10	World History
	10	U. S. History
	5	Government
	5	Economics
Mathematics	10	Integrated 1 or higher
	10	Other Math Course
Science	10	Physical Science
	10	Biological Science
Physical Education	20	
Career Technical Education	10	
Visual/Performing Arts	10	
Electives	70	
<b>Total</b>	<b>220</b>	

+ *Electives/Service Credits: A maximum of 20 elective service credits may be counted toward graduation. Examples: Teacher Assistant, Library Assistant, Office Assistant, Lab, or Shop Assistant.*

### Alternative Requirements for Students in Foster Care or Identified as Homeless

California Education Code 51225.1 and 51225.3 allow for students in foster care, or students identified as homeless, who change schools following the completion of their second year of high school, and who do not have sufficient time to complete all Bonita Unified graduation requirements by the end of their fourth year, to be offered two options for earning a high school diploma. The first option would allow the student to complete the minimum California state requirements for a high school diploma listed below, by the end of their fourth year. The second option would allow the student to remain for a fifth year of high school to complete all Bonita Unified requirements (See ‘Subject and Credit Requirement’ above). Entering students are reviewed on a case-by-case basis to determine available options.

## *California State Minimum Requirements for Earning a High School Diploma*

A minimum of 130-semester credits must be earned.

<b>SUBJECT REQUIREMENT</b>	<b>SEMESTER CREDITS</b>	<b>COURSE</b>
English	30	Up to 20 credits from courses I or II + up to 20 credits from courses III or IV
Social Studies/ History	10	World History
	10	U. S. History
	5	Government
	5	Economics
Mathematics	10	Integrated 1 or higher
	10	Other Math Course
Science	10	Physical Science
	10	Biological Science
Physical Education	20	
Foreign Language or Career Technical Education or Visual/Performing Arts	10	
<b>Total</b>	<b>130</b>	

### Senior Project/Experience

#### **Bonita High School**

The Senior P.A.C.E. (Purposeful, Active, Career Exploration) project at Bonita High School is designed to be a culminating experience, allowing students to expand their knowledge about – and gain hands-on experience with a meaningful and exciting topic. Housed in the English class, it consists of four phases, all of which must be completed at an acceptable level to pass English and graduate.

The first phase is the physical project, requiring students to spend a minimum of 15 hours outside of the school day engaged in activities that connect with their research paper topics.

The second phase is a research paper that follows strict Modern Language Association (MLA) guidelines. The process leading up to the final draft takes most of the first semester.

The third phase is a portfolio, a collection of all the materials that went into the project.

The fourth and final phase is a speech covering the information from the research paper and the experience gained from the project hours. Students deliver the speech to a board of three to six faculty members and community volunteers.

## **San Dimas High School**

The San Dimas Connection Project (SDCP) is a portfolio-based graduation requirement at San Dimas High School that includes the following components:

- *Best Work* (samples submitted each year by all students)
- *Community Volunteer Service* (completed each year by all students)
- *Senior Presentation* (seniors)
- *High School and Beyond Plan* (part of the Senior Presentation)
- *Personal Story* (part of the Senior Presentation)

Each student must complete all components of the SDCP to an acceptable level to graduate.

## **Chaparral High School**

The Senior Experience gives students an opportunity to create a post-graduation plan, expand their knowledge, and refine their public speaking skills. Students will choose a career and supportive educational path beyond high school to research and present. All Chaparral students will conduct a career exploration with a college/training plan, create a website, and present their plan before a panel of judges.

## **Eligibility for a Bonita Unified School District High School Diploma**

To receive a Bonita Unified School District High School diploma, seniors must remain enrolled in a full schedule of five or six classes during the last semester of attendance. For mid-year graduates, the last semester of attendance is the fall semester. For June graduates, the last semester of attendance is the spring semester. To participate in commencement ceremonies, seniors must have completed all district requirements by the close of senior checkout day.

## **Proficiency Exam In Lieu Of Diploma**

Persons who are 16 or older or have completed the tenth grade may take the California High School Proficiency Examination (CHSPE). There is a fee for this test. The examination is given at two scheduled times throughout the year. Students must continue in school until they have officially passed the test and have presented verified parental permission to leave. The State Board of Education awards each person who passes the CHSPE a "Certificate of Proficiency," which is legally equivalent to a high school diploma. A student who passes the CHSPE does not qualify for a Bonita Unified School District High School Diploma and is only eligible for District high school graduation ceremonies at Chaparral High School and Vista School.

## **High School Credit for College Courses**

To earn high school credit for a class taken at an accredited college or university, students must first see their Counselor to make proper arrangements.



## **Online and Correspondence Courses**

Online courses are offered by a wide range of schools and agencies. They are an option students can choose if a course is not offered in one of our schools, or to make up a course that was taken unsuccessfully. Students interested in taking online courses for original or make-up credit should see their Counselor before making a commitment to any program. Prior to taking an online course, students must follow the approval process outlined in BUSD's Board Policy and Regulations. The Counselor can provide interested students with the forms needed to apply for credit for the online course. The principal/designee will review the course to determine if it is offered through an accredited program and if the course offers the academic rigor found in traditional Bonita Unified School District high school courses. Credit may not be granted for the completion of an online course without prior approval.

## **GRADING SYSTEM**

The grade given in any course represents the teacher's considered judgment of the degree to which the student has achieved the goals and objectives of the course. It represents the teacher's professional judgment of the quality of the student's work and the student's degree of mastery. An administrator cannot change a mark issued by a teacher unless a clerical or mechanical mistake, fraud, bad faith or incompetence can be demonstrated through a review process (California Education Code 49066).

### **Grade Point Average (GPA)**

Grade point average is calculated by multiplying grade points earned for each grade in each course by credits, adding the results for all courses, and dividing by the number of credits attempted. Credit is earned for grades of A through D in all courses. Standard classes receive 5 credits for each semester course passed. An extra grade point (A=5, B=4, C=3) is added to Honors and Advanced Placement level courses that are approved by the University of California. The GPA calculated each semester is recorded on the student's transcript.

A = 4 grade points (5 in Honors and Advanced Placement classes)
B = 3 grade points (4 in Honors and Advanced Placement classes)
C = 2 grade points (3 in Honors and Advanced Placement classes)
D = 1 grade point
F, WF, I, P/F, NM = 0 grade point

*For example, the grade point average of a student who took six classes and earned 2 A's, 2 B's, 1 C, and 1 D in a semester is calculated below.*

$$\begin{aligned}A &= 4 \times 5 \text{ credits} = 20 \\A &= 4 \times 5 \text{ credits} = 20 \\B &= 3 \times 5 \text{ credits} = 15 \\B &= 3 \times 5 \text{ credits} = 15 \\C &= 2 \times 5 \text{ credits} = 10 \\D &= 1 \times 5 \text{ credits} = \underline{5}\end{aligned}$$

85

$$85 \text{ grade points} \div 30 \text{ credits} = 2.83 \text{ GPA}$$

## **Definition of A – F Grades and Other Marks**

- A = Superior Achievement. The student has excelled and has done work of exceptional quality.
- B = Above Average Achievement. The student has done more than is expected of a student who satisfactorily completed the objectives.
- C = Average achievement. The student has satisfactorily accomplished the course objectives.
- D = Below Average Achievement. The student has poorly met the minimum requirements. The University of California does not recognize courses completed with a grade of D or lower.
- F = Failure to meet the minimum requirements. No credit and no grade points are awarded.
- WF = Withdraw Failure. Issued for a course that is dropped after the first four weeks of school.
- I = Incomplete Work. Issued with the approval of the teacher. Assignments required by the teacher must be made up within 6 weeks of the start of the semester.
- P = Passing. A mark of Pass (P) or Fail (F) must be used in assigning grades to all service classes. BHS – Pass/Fail may be assigned to students taking Honors and AP classes with parent and teacher's consent.
- NM = No Mark. Issued to students transferred into a class too close to the grading period to have earned a grade.

*NOTE: foster students withdrawing mid-semester will be issued partial credits, not exit grades in each course in which the student is earning a passing grade.*

## **Citizenship/Work Habit Marks**

Citizenship and/or Work Habits are indicated on the student report cards to inform parents. These marks appear only on report cards and progress reports and will not appear on a student's transcript. Citizenship marks and Work Habit Marks are defined as follows:

- O = Outstanding
- S = Satisfactory
- N = Needs to Improve
- U = Unsatisfactory

A mark of N or U may disqualify students from some honor societies, scholarships, Valedictorian and/or extra-curricular activities.

### **Report Cards**

Report cards are issued and mailed home at the end of each semester (San Dimas High School sends home semester one report cards with students and mails home semester two report cards). First and third quarter report cards are progress reports and do not appear on the transcript. Semester grades issued twice per school year are final grades and appear on the student's transcript.

### **Notice of Unsatisfactory Performance**

Warning of possible failure in courses will be sent home after four to five weeks of a nine-week quarter or may be sent by teachers at any time. The purpose of such notification is to document reasons for unsatisfactory performance.

### **Eligibility for Athletics and Extracurricular Activities**

Students who participate in athletics or extra-curricular activities must pass at least four classes and earn a minimum grade point average of 2.0. Grades will be checked quarterly to determine eligibility. Classes taken Pass/Fail are not calculated in the GPA, but may count toward the four passed classes.

### **Athletic Probation**

A student who passed at least 20 semester credits but earned less than a 2.0 grade point average on a 4.0 scale may apply for probationary status through the assistant principal in charge of athletics. A probation period is limited to one quarter. Students may be on probation no more than two quarters during the student's entire high school experience. No two probation quarters may be back to back. Students must achieve eligibility at least once before the second probation can be used.

### **Repeating Courses**

Courses that may be repeated for credit will be noted in the course description. A student may also elect to repeat a course without earning additional credit for the purpose of earning a higher grade in the course.

### **Class Change/Withdrawal Policy – BHS and SDHS**

#### **Changing Classes**

Requests to change classes must be submitted to the student's counselor no later than the end of the fourth week of the semester (BHS - end of 2nd week). Changes will be made only if class size limits will not be exceeded. Parent or guardian approval is required for all student requests for schedule changes except for correction of errors. Students must attend all classes in which

they are enrolled until an official program change has been made and signed by the counselor and the teacher.

**Requests considered acceptable for class changes:**

1. Schedules showing less than a minimum day (5 classes)
2. Student failed a course in the spring and cannot continue in the next course in the fall because of the failure.
3. Student failed a course in the spring and cannot continue in the next course in the fall because of the failure.
4. To make up a graduation requirement if the course is not offered in summer sessions or adult school.
5. School Service, R.O.P. and Work Experience classes may be added with appropriate approval.
6. Level changes require parent, teacher, and COUNSELOR approval and petition.

**Requests considered unacceptable for class changes:**

1. Change from a requested elective to a different elective.
2. Change from one teacher to a different teacher in the same subject.
3. Change the period order of subjects or teachers.
4. Drop a required subject.

**Withdrawal from a Course**

Withdrawal from class without penalty of an F grade for the semester must be made within the first four weeks of the semester (First 7 weeks at BHS). Limited second-semester class space may prevent the replacement of classes dropped during the fall semester. Withdrawals from class after the fourth week of a semester will result in a “WF” mark for the class on the transcript. Withdrawals from class for excessive truancy or disciplinary reasons will receive a grade of “WF.” Withdrawals require a conference with the parent, administrator, and student.

**Final Examinations**

A final examination schedule is in effect during the closing days of each semester. The purpose is to provide students the best opportunity to prepare for and take final examinations during an extended uninterrupted class period, with the least possible pressure and distraction. Final examinations are to be taken seriously and every effort should be made to meet this responsibility.

Students will not be permitted to take final examinations before the scheduled examination period. Students may make up final examinations when arrangements are made in advance with the teacher, counselor, or administrator.

## ACADEMIC INTEGRITY

Education is a partnership between students, teachers, parents, and staff. The goals of our school community depend on the acceptance of responsibility for conduct in both social and academic endeavors. Every faculty member and student belongs to a community of scholars where academic integrity and the pursuit of excellence are fundamental commitments. Students come to this school not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. This pursuit is characterized by individual responsibility for personal learning as well as giving credit to sources of information.

This Academic Integrity Policy intends to promote and protect an atmosphere of trust, fairness, and respect. Academic Integrity requires that students produce work that is their own. If questioned, each student can explain all work products to demonstrate an understanding of the material.

### **Demonstrating and Supporting Academic Integrity**

Administrators and Counselors Will:

- Ensure that all faculty, students, and parents have been informed of and have access to the Academic Integrity policy.
- Create a school-wide environment that promotes honesty and integrity in work.
- Maintain cumulative records of reported violations.
- Enforce appropriate disciplinary actions when violations of the policy occur.

Teachers Will:

- Provide students with explicit requirements and directions for both work and technology.
- Structure positive conditions for testing.
- Be specific as to whether work is to be cooperative or individual.
- Teach and review the correct method of documentation.
- Refer to the Academic Integrity Policy for policies and procedures.

Students Will:

- Complete all work individually unless the teacher gives explicit permission otherwise, and use technology appropriately when producing work.
- Avoid situations that might contribute to academic dishonesty.
- Protect work they have completed or is completing from being used by others.
- Document borrowed materials by citing sources.
- During a test or quiz, ensure all answers are products of their own knowledge, and refrain from discussing tested materials with other students until directed to do so.
- Be able to explain all work products if questioned to show understanding of the material.
- Ask the teacher when unclear about a topic or assignment, either in directions or content.

Parents/Guardians and Other Adults Supporting Students Will:

- Support the student's effort to complete work themselves.
- Be aware of a student's need for supplies and a quiet time and place to work.

- Know about the Academic Integrity Policy and the student’s consequences of not abiding by it, and provide a positive example for adhering to and supporting the enforcement of the policy.
- Reduce the pressure for “success at any cost”, and give support, even when their best effort doesn’t earn an “A”.

**Violations of Academic Integrity Expectations**

**ACADEMIC CONSEQUENCES**

If a student violates any of the expectations for academic honesty, the teacher of the course in which the incident occurs may:

- 1) Lower the grade for the assignment(s) on which the academic dishonesty occurred, including assigning a zero for the assignment(s).
- 2) Lower the citizenship mark issued on the semester report card for the term the incident occurred, including issuing a “U”, even for a first offense.

**DISCIPLINARY CONSEQUENCES**

The examples below are common violations of expectations for academic integrity. Each is listed with guidelines for disciplinary consequences issued by a counselor or administrator. The list is not meant to be exhaustive. Teachers and administrators may elect to issue academic and/or disciplinary consequences for incidents not listed below but which violate the expectations listed in this policy’s “Demonstrating and Supporting Academic Integrity” section.

	<b>1st Incident</b>	<b>2nd Incident</b>	<b>3rd Incident</b>
<b>LEVEL 1</b>			
Copying work assigned to be done independently or allowing someone to copy your own or another's work	1-3 days detention or equivalent; campus beautification	Saturday School or equivalent	1-3 days in-school or home suspension
Copying or closely paraphrasing sentences, phrases or passages from an uncited source for a paper, or for research (plagiarism)	1-3 days detention or equivalent; campus beautification	Saturday School or equivalent	1-3 days in-school or home suspension
Looking at or allowing someone else to look at your own or another's paper on a quiz	1-3 days detention or equivalent; campus beautification	Saturday School or equivalent	1-3 days in-school or home suspension
Using "cheat" notes on a quiz	1-3 days detention or equivalent; campus beautification	Saturday School or equivalent	1-3 days in-school or home suspension
Talking or communicating with another student by any means during a quiz	1-3 days detention or equivalent; campus beautification	Saturday School or equivalent	1-3 days in-school or home suspension
Giving or receiving quiz information to or from students in other periods of the same teacher or same course	1-3 days detention or equivalent; campus beautification	Saturday School or equivalent	1-3 days in-school or home suspension

	1st Incident	2nd Incident	3rd Incident
<b>LEVEL 2</b>			
Looking at or allowing someone else to look at your own or another's paper on a test	Saturday School or equivalent	1-3 days in-school or home suspension	3-5 days suspension; possible referral to disciplinary hearing
Using "cheat" notes on a test	Saturday School or equivalent	1-3 days in-school or home suspension	3-5 days suspension; possible referral to disciplinary hearing
Talking or communicating with another student by any means during a test	Saturday School or equivalent	1-3 days in-school or home suspension	3-5 days suspension; possible referral to disciplinary hearing
Giving or receiving test information to or from students in other periods of the same teacher or the same course	Saturday School or equivalent	1-3 days in-school or home suspension	3-5 days suspension; possible referral to disciplinary hearing
Submitting papers taken from the Internet, other publications, or other students or resubmitting prior work as original (plagiarism)	Saturday School or equivalent	1-3 days in-school or home suspension	3-5 days suspension; possible referral to disciplinary hearing
Extensive copying or closely paraphrasing sentences, phrases, or passages from an undocumented source for a major paper, or project (plagiarism)	Saturday School or equivalent	1-3 days in-school or home suspension	3-5 days suspension; possible referral to disciplinary hearing
Submitting individual projects that are not wholly your own work	Saturday School or equivalent	1-3 days in-school or home suspension	3-5 days suspension; possible referral to disciplinary hearing
Forgery of signatures	Saturday School or equivalent	1-3 days in-school or home suspension	3-5 days suspension; possible referral to disciplinary hearing
Fabricating or alternating laboratory data	Saturday School or equivalent	1-3 days in-school or home suspension	3-5 days suspension; possible referral to disciplinary hearing
Submitting translations from Internet translation programs in a language class (plagiarism)	Saturday School or equivalent	1-3 days in-school or home suspension	3-5 days suspension; possible referral to disciplinary hearing

	1st Incident	2nd Incident	3rd Incident
<b>LEVEL 3</b>			
Tampering with official records including altering grades in a gradebook or on a computer database.	1-5 days suspension; possible referral to disciplinary hearing	3-5 days suspension; possible referral to disciplinary hearing	5 days suspension; possible referral to disciplinary hearing
Stealing, accessing, or distributing exams or answer keys to an exam by any means	1-5 days suspension; possible referral to disciplinary hearing	3-5 days suspension; possible referral to disciplinary hearing	5 days suspension; possible referral to disciplinary hearing
Cheating on a high stakes test such as Advanced Placement or CAASPP	1-5 days suspension; possible referral to disciplinary hearing	3-5 days suspension; possible referral to disciplinary hearing	5 days suspension; possible referral to disciplinary hearing

*Consequences for violations of the Academic Integrity Policy are cumulative for the school year in which the first incident occurs, plus the entire following school year.*

In addition to the consequences listed above, students in violation of any aspect of the Academic Integrity Policy may also be subject to:

- Removal from a teacher's assistant or office assistant assignment
- Removal from a leadership position within the school
- Loss of eligibility for honor societies and academic recognition

### **Unauthorized Access to Student Records**

Unauthorized access and/or modification of the content of a student record, whether physically or electronically, is a serious violation of the Academic Integrity Policy.

In addition, unauthorized modification of the contents of a student record is considered to be a theft of District property under California Education Code 48900(g).

Unauthorized access/modification includes, but is not limited to, the following:

- A student who accesses a Bonita Unified staff account without permission from the account holder, whether or not any changes are made.
- A student who makes changes to their own or another student's records (whether or not he/she derives personal benefit as a result of making changes).
- A student who requests or knowingly allows changes to be made to their record, even if they are not aware of the details of the changes.
- A student who facilitates unauthorized access to a staff account or a student record by any means.

Consequences for unauthorized access and/or modification of the content of a student record, whether physically or electronically, even for a first offense, may include:

- Suspension for up to 5 days.
- Recommendation for involuntary transfer within the district.
- Recommendation for expulsion.
- Report to law enforcement.

## **ATTENDANCE, ABSENCES, TARDINESS, AND TRUANCY**

Good attendance should be emphasized as a priority within our school and community. Academic and social success is significantly related to regular attendance. The State of California mandates that the student attend school. The parent is responsible for seeing that the student attends. Attendance is taken in each class every day.

### **Duty to Remain at School**

A student may not leave the school premises at any time of the school day except when cleared by the Attendance Office.

### **Absences per Education Code 48205**

Excused absences are granted for the following reasons:

- (1) Due to illness.



- (2) Due to quarantine under the direction of a county or city health officer.
- (3) For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
- (4) For the purpose of attending the funeral services of a member of the student's immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
- (5) For the purpose of jury duty in the manner provided for by law.
- (6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
- (7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the student's religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the student's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
- (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- (9) For the purpose of spending time with a member of the student's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

### **Notification of Absences**

A parent/guardian is expected to contact the school attendance office on the day the student is absent. If prior contact is not possible, a parent call or note on the day the student returns is required. If the absence is not cleared within three school days, the absence may be recorded as Unexcused.

If a student is placed on an attendance contract as a result of a School Attendance Review Team (SART) or School Attendance Review Board (SARB) meeting, additional requirements may be put in place in order to clear absences.

Students with an unexcused absence cannot participate in any extracurricular activity that day.

### **Illness at School**

If a student becomes ill at school and plans to go home, he or she must be checked out from the Attendance or Health Office by a parent before leaving campus. If the student leaves campus without being checked out at the Attendance or Health Office, the student may be marked truant, which may also result in disciplinary action.

## **Tardies**

Tardiness is defined as the student not being in the classroom when the tardy bell rings. Tardiness is a disruption in the process of education. Continued tardiness will have a negative effect on the learning process and progress in a class, and may result in disciplinary action for the student.

## **Truancy**

In Bonita Unified, a student is considered truant from class or school if it is determined that the student willfully missed a scheduled class, including being more than 30 minutes late to a scheduled class. A student who is truant may face disciplinary action and may be referred to law enforcement for a citation.

A student who is chronically truant may be subject to attendance intervention steps, up to and including a referral to the Los Angeles County District Attorney for mediation.

## **Chronic Absenteeism**

A student is considered to be chronically absent if, at any time during the school year, the number of absences, for any reason, exceeds 10% of the days of enrollment.

A student who is chronically absent may be subject to attendance intervention steps, up to and including a referral to the Los Angeles County District Attorney for mediation.

## **AWARDS AND RECOGNITION**

### **Honor Roll (BHS, SDHS)**

Students with outstanding academic achievement at the end of each semester are recognized by being placed on the Honor Roll. The following guidelines determine Honor Roll eligibility.

<u>Grade Point Average</u>	<u>Honor Roll</u>
4.0	Principal's Honor Roll
3.5 – 3.9	High Honors' Honor Roll
3.0 – 3.4	Honors

### **California Scholastic Federation (BHS, SDHS)**

The California Scholastic Federation (CSF) is a statewide high school honor society based on academic achievement with membership open to sophomores, juniors, and seniors. Freshmen are eligible for membership at the end of their first semester. There are three membership levels: Life Membership, 100% Membership, and Exemplary Membership. A minimum of four

semesters of membership qualifies students for honors at graduation and may qualify students for college scholarships.

Membership is not automatic. Applications must be submitted during the enrollment period at the beginning of each semester. Retroactive membership will not be granted to any student who missed the application deadline. For further information, see your COUNSELOR or the CSF adviser.

At Bonita High School, CSF members must also earn at least 25 community service points in the semester immediately following the semester in which they qualify for membership in order to wear regalia during the graduation ceremony. Students who meet both the academic and community service requirements are eligible for the following regalia:

- Life Members                      Gold Tassel
- 100% Members                      Gold Tassel and Gold Cord
- Exemplary Members                      Gold Tassel and Gold Stole

**National Honor Society (BHS, SDHS)**

In order to continue to showcase outstanding students, both comprehensive high schools have chartered a chapter of the National Honor Society (NHS). By applying for the NHS, students join a unique and exciting organization that affords its members the highest of accolades. The NHS is an organization founded on the principles of scholarship, leadership, character, and service to the community. Students accepted into NHS have completed an application screening process where they are required to demonstrate outstanding qualities in all four criteria. A faculty council reviews the applications and accepts those students who meet the requirements. The program is open to students in the 10<sup>th</sup> – 12<sup>th</sup> grades who have attended a BUSD high school for at least one semester prior to application. Once accepted, NHS students continue to demonstrate the traits of the organization by continuing to achieve in the classroom, in the community, and as a leader in both. Club activities will include a Spring Induction Ceremony, fundraising efforts, and community service opportunities. Since it is a national organization, NHS students are widely regarded as the best a school has to offer.

**Valedictorian Criteria (SDHS)**

Students for Valedictorian and Salutatorian will be selected using a point system. Students will receive points for overall unweighted GPA, total credits earned, and the number of AP courses completed and tests taken. In addition, there must be no incidence of academic dishonesty, “U” citizenship grades, or disciplinary action resulting in suspension under Ed. Code section 48900.

<b>Total Credits Earned</b>	<b>Points</b>
220	0
225	1
230	2

235	3
240	4
245	5
250	6
255	7
260	8
265	9
270+	10

<b>Unweighted GPA Grades 9 - 12</b>	<b>Points</b>
4.00	40
3.95 – 3.99	35
3.90 – 3.94	30
3.85 – 3.89	25
3.80 – 3.84	20

Students will earn 3 points for each class and AP test completed. **In addition any AP test taken in 2019 or later will receive the following additional points.**

<b>AP Score</b>	<b>Points</b>
5	3
4	2
3	1

**Valedictorian Criteria (BHS)**

Bonita High School’s Valedictorian and Salutatorian will be selected using a point system. Students will receive points for overall unweighted GPA, total credits earned, number of AP courses completed and tests taken, and number of honors courses completed. Points or “Total Credits Earned” will be capped at 240 credits. Violations of the academic integrity policy may result in disqualification for consideration for these awards.

<b>Total Credits Earned</b>	<b>Points</b>
220	0
225	1
230	2
235	3
240+	4

<b>Unweighted GPA Grades 9 - 12</b>	<b>Points</b>
4.00	40
3.95 – 3.99	35
3.90 – 3.94	30
3.85 – 3.89	25
3.80 – 3.84	20

<b># of Honors Courses Completed Includes Accelerated Int Math III</b>	<b>Points</b>
1	1
2	2
3	3
4	4
5	6
6	8
7	10

<b># of AP Courses/ Tests Completed</b>	<b>Points</b>
1	4
2	6
3	8
4	10
5	12
6	14
7	16
8	18
9	20
10	22

*2 points per additional AP course beyond 10, no limit*

<b>AP Score grades 9-11</b>	<b>Points</b>
5	3
4	2
3	1

Only courses that receive a letter grade may be used in the selection of Valedictorian and Salutatorian. Students may not opt for a Pass/Fail if a letter grade is available to be considered for Valedictorian and Salutatorian.

## **PLANNING A COURSE OF STUDY**

Your four-year plan of studies at High School should be created to reflect your interests, needs, aptitudes, and career goals. It is advisable for high school students to plan a four-year program in their freshman year. Considerations in planning should include:

1. Minimum graduation requirements
2. Career plans
3. Interests and aptitude
4. Life needs and goals
5. Immediate value or use of a course

### **Registration**

#### **San Dimas and Bonita High Schools**

Eighth-grade students will be pre-registered for the ninth grade in the spring at the middle school by high school counselors. Ninth, tenth and eleventh-grade students will pre-register in the spring at the high school for the following year.

The student's counselor will be available to advise and assist the student with his/her course selections during the four years of high school. The student should discuss courses with teachers, parents, and other students in addition to conferences with his/her counselor. It is the responsibility of the student to monitor his course of study and credits earned throughout high school.

#### **Chaparral and Vista High Schools**

Students interested in applying for admittance to an alternative program at Chaparral or Vista High Schools should make an appointment with their counselor. Once a student has applied for admittance, they must remain in the comprehensive high school classes until they and their parents have attended the Parent/Student Informational Meeting. After a student has been notified that they are accepted to Chaparral or Vista, they must complete the process of checking out of the comprehensive high school. A mandatory intake meeting will be scheduled for all new students. Students enrolling from Bonita or San Dimas High School must bring a copy of their withdrawal form. Students who come from out of district must bring a completed registration packet. Students are scheduled into classes or selected programs following completion of the Parent/Student Informational Meeting.

### **Student Academic Load**

1. Freshmen and sophomores are required to be enrolled in six classes. Juniors and seniors must be enrolled in a minimum of five classes.

2. Juniors and seniors enrolled in five classes may not take more than one ROP, work experience, or other site-approved off-campus courses.
3. These requirements must be met to retain full-time status. Only full-time students attend SDHS and BHS. Part-time students must seek alternative placement to complete their high school experience.
4. Student load at the Chaparral/Vista campuses will vary.

### Sample Courses of Study

	<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
<b>Graduation Plan</b>	English I Integrated Math 1 Human Geography Freshman Foundations+ Biology Elective Physical Education	English II Integrated II World History Chemistry/Earth SS Elective Physical Education	English III Elective U.S. History Elective Visual/Performing Arts	English IV Elective Gov't/Economics Elective Career Technical Education
<b>Tot. Credits</b>	60	60	50	50
<b>College Preparatory Plan *</b>	English I/Acc Integrated Math I Human Geography//Intr Comp Tech; Biology/Acc Bio Foreign Language I Physical Education	English II/English H Integrated II World History Chemistry/Earth SS Foreign Language II Physical Education	English III Integrated III U.S. History Chemistry/Chem H Foreign Language III Visual/Performing Arts	English IV Advanced Math/Precalc Gov't/Economics Physics/Hum. Anat. Foreign Language IV Career Technical Education
<b>Tot. Credits</b>	60	60	60	60

	<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
<b>Advanced Placement Options *</b>	English I Acc Acc Integrated III/Acc Human Geography AP Human Geography Biology/Acc Biology Foreign Language I Physical Education	English II H Hon Precalc AP World History Acc Biology/AP Foreign Language II Physical Education	AP English III Adv. Math H/Calc AB AP U.S. History Chem.H/AP Envir. Sci. Foreign Language III Visual/Performing Arts	AP English IV AP Calculus AB/BC AP Amer. History AP Physics AP Chem AP Foreign Lang. IV Career Technical Education
<b>Tot. Credits</b>	60	60	60	60

\* Subject requirements must be passed with a grade of C or higher for UC consideration.

+ BHS: Introduction to Computers

+ SDHS: Human Geography

### Graduation Plan

The Graduation Plan is a broad program that includes required courses, as well as a variety of special and exploratory courses. It can prepare students for post-graduate plans in service occupations, the military, or other work-related fields. Maintaining a minimum grade point average of 2.0 is recommended. Enrollment in vocational courses at a community college after graduating from high school is recommended.

Students following this plan should enroll in:

1. Graduation requirements in grades 9 through 12
2. Electives - one or more in the following departments:  
Career Technical Education, Visual/Performing Arts, Physical Education
3. One or more advanced courses in the above department's

**College Preparatory Plan**

The College Preparatory Plan leads to enrollment in a four-year college or university or enrollment in a community college and transfers to a four-year institution. A grade point average of 3.0 or higher is recommended. Students should take the PSAT as a sophomore and a junior, as well as the SAT or ACT at the end of the junior year or early in the senior year to establish aptitude for college work. Subject requirements must be passed with a grade of C or higher.

Students following this plan should enroll in:

1. Minimum graduation requirements in grades 9 through 12
2. Three to four years of higher mathematics (Algebra I and above)
3. Two to four years of college preparatory laboratory science
4. Two to four years of the same foreign language
5. AP and Honors classes for qualified students
6. Electives selected to support the potential college major field of study (recommended, not required)

**Accelerated, Honors, and Advanced Placement Options**

<b>Accelerated Courses</b>	<b>Honors Courses</b>	<b>Advanced Placement Courses</b>
<ul style="list-style-type: none"> <li>● Advanced courses taken by 9<sup>th</sup> and 10<sup>th</sup> grade students</li> <li>● Prepares students for Honors and AP courses</li> <li>● Counts as a regular 4.0 grade point scale (A = 4.0 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>● Advanced courses taken by 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> graders</li> <li>● Prepares students for AP courses</li> <li>● Adds an extra grade point on the GPA for grades of C or better (A = 5.0 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>● Advanced courses taken by 9<sup>th</sup>-12<sup>th</sup> graders</li> <li>● Prepares students for AP courses</li> <li>● Adds an extra grade point on the GPA (A = 5.0 pts.)</li> <li>● Students complete a national end of course exam for college credit.</li> </ul>

Students following the College Preparatory Plan may choose to take Advanced Placement Classes and Honors or Accelerated courses to satisfy some of the subject requirements. The student may take as few or as many AP classes as their schedule allows, keeping in mind the teacher recommendation requirement and the time commitment required of the student.



## Advanced Placement (AP) Options

Students may be placed in AP classes based upon the following criteria: teacher recommendation, consistent superior academic performance, high test scores, and available space. When class space is not available, the other criteria take precedence. Students who enroll in an AP class are expected to take the AP Examination for that course. AP Examinations are given during the spring of each school year. There is a fee for each exam taken and support is available for students demonstrating financial need.

By enrolling in an Advanced Placement Class, students are making a commitment to take a course equivalent to a first-year college course. Student participation is based upon their preparation for such a course, their willingness and ability to meet its academic challenges, their willingness and ability to accommodate the time demands of the course (other courses, athletics, activities, and work) and the level of support they have from family and friends.

Advanced Placement (AP) Classes Offered: (Course offerings depend upon enrollment.)

<b>COURSE</b>	<b>9<sup>TH</sup> GRADE</b>	<b>10<sup>TH</sup> GRADE</b>	<b>11<sup>TH</sup> GRADE</b>	<b>12<sup>TH</sup> GRADE</b>
AP Art History		BHS	BHS	BHS
AP American Government				SDHS, BHS
AP Biology		SDHS, BHS	SDHS, BHS	SDHS, BHS
AP Calculus AB/BC		BHS	SDHS, BHS	SDHS, BHS
AP Chemistry		SDHS, BHS	SDHS, BHS	SDHS, BHS
AP English Language and Composition*			SDHS, BHS	
AP English Literature and Composition*				SDHS, BHS
AP Environmental Science		SDHS, BHS	SDHS, BHS	SDHS, BHS
AP French				SDHS
AP Macroeconomics				BHS
AP Microeconomics				SDHS
AP Music Theory		BHS	BHS	BHS
AP Physics 1		SDHS	SDHS, BHS	SDHS, BHS
AP Psychology			BHS, SDHS	BHS, SDHS
AP Human Geography	SDHS, BHS			
AP Spanish			SDHS, BHS	SDHS, BHS
AP Statistics			SDHS	SDHS, BHS
AP Studio Art			SDHS	SDHS
AP US History			SDHS, BHS	
AP World History		SDHS, BHS		
AP Computer Science Principles		BHS, SDHS	BHS, SDHS	BHS, SDHS
AP Computer Science A		SDHS, BHS	SDHS, BHS	SDHS, BHS

\* Required summer reading list

## **CAREER TECHNICAL EDUCATION**

Career Technical Education (CTE) engages all students in a dynamic learning experience resulting in mastery of the career and academic knowledge and skills necessary to transition to success in college and career.

Current pathways offered through our CTE program include:

Arts, Media and Entertainment	Fashion and Interior Design
Education, Child Dev and Family Svcs	Health Science and Medical Technology
Business and Finance	Information and Communication Tech
Hospitality, Tourism, and Recreation	Marketing, Sales, and Services
Transportation	Public Services

CTE classes allow students to gain and apply job-specific training in a career field. This is accomplished through providing rigorous and relevant career-specific learning opportunities that enhance the District's efforts to empower students with the knowledge to make informed career choices for the 21<sup>st</sup> century and the skills necessary to succeed in their chosen professions.

### **Students with Special Needs**

Special needs students may have additional services and class accommodations available to them. These classes are designed to enhance access to the core District programs.

## **COLLEGE ADMISSION REQUIREMENTS**

It is important to see your counselor early in your high school career to begin planning for admission to college or university. Your counselor can suggest schools in California and out of state. Two weeks notice must be given to the counselor if letters of recommendation are required. The College/Career Center located in the Media Center is an invaluable source of career, college, and scholarship information, as well.

### **Community College**

Community colleges provide transfer programs, which enable students to transfer to four-year institutions such as the University of California, the California State University system, and independent colleges. They provide courses in occupational education programs that lead to vocational proficiency and in some cases the Associate of Arts degree. They also provide general education courses. Students are encouraged to visit the website or California Community Colleges for more information: [www.cccco.edu](http://www.cccco.edu) or [www.californiacolleges.edu](http://www.californiacolleges.edu).

Prerequisite:

1. 18 years of age or older - Open admission
2. Under 18 years of age - High school diploma or pass the California High School Proficiency Exam
3. Placement tests in English and Math are required regardless of age

## **California State University**

The California State University is the largest system of senior higher education in the nation. There are twenty-three campuses throughout the state. Students are encouraged to visit the CSU website, [www.csumentor.edu](http://www.csumentor.edu) where they can create an account, obtain information regarding all aspects of the CSU system, access the Freshman Student Planner, and use the website to apply online.

Subject Requirements “A-G” for admission to the California State University include:

<b>4 Years</b>	English
<b>3 Years</b>	Mathematics, including Integrated 1, Integrated 2, Integrated 3
<b>2 Years</b>	U.S. History and Social Science
<b>2 Years</b>	Laboratory Science, including 1 physical and 1 biological science
<b>2 Years</b>	Foreign Language (the same language)
<b>1 Year</b>	Visual and Performing Arts
<b>1 Year</b>	Additional electives chosen from the subject areas above

### Scholarship Requirement

- All subject requirements must be passed with a grade of C or higher.
- Examination Requirement
- SAT or ACT Test (optional)

Eligibility for admission to a California State University or College directly from high school depends on two factors: (1) The student’s grade point average for the 10<sup>th</sup> and 11<sup>th</sup> grades, and (2) either the SAT I or ACT scores. Final grades in 12<sup>th</sup> grade are used to confirm that CSU eligibility and campus conditions for admission have been fulfilled.

The higher the grade point average, the lower the test scores can be in determining eligibility. This combination is used to compute an Eligibility Index for each applicant. Students should refer to the CSU website to determine their eligibility index.

## **University of California**

University of California has eight campuses throughout the state. Students are encouraged to visit the University of California website: [www.ucop.edu](http://www.ucop.edu) to obtain information regarding all aspects of the UC system.

Students who expect to be successful at the University of California should enroll in six courses each semester for eight semesters and include at least four academic courses each semester, with special attention to advanced courses in the junior and senior years. Minimum requirements for admission to identify those students who are eligible to be selected. Selection by the University of California depends on performance over and above the minimums.

Subject Requirements “A-G” for admission to the University of California include:

“A”	<b>2 Years</b>	History/ Social Science (including one year of U.S. History or one half year of U.S. History and one half year of Civics or American government; and one year of World History, Cultures and Geography)
“B”	<b>4 Years</b>	English
“C”	<b>3 Years</b>	Mathematics (Algebra I, Integrated 1, Integrated 2, Integrated 3) 4 years recommended
“D”	<b>2 Years</b>	Laboratory Science (in at least two of these areas: Biology, Chemistry and Physics) 3 years recommended
“E”	<b>2 Years</b>	Foreign Language (the same language) 3 years recommended
“F”	<b>1 Year</b>	Visual and Performing Arts (dance, drama, music and/or visual art)
“G”	<b>1 Year</b>	College Preparatory Electives chosen from the following areas: History, Social Science, English, advanced Mathematics, Science, Foreign Language, non-introductory Visual and Performing Arts

#### Scholarship Requirement

- A GPA in the “A-G” subjects of 3.0 or higher makes an applicant eligible for admission to the University of California. It does not assure selection. Subject requirements must be passed with a grade of C or higher.

#### Examination Requirement (Currently “test-blind” for 22-23 school year)

- SAT with Essay or ACT + Writing test

#### **Independent Colleges and Universities**

Admission policies of independent colleges and universities vary widely. Admission is based on the following criteria:

- Course selection
- Grade point average

- Score on SAT or ACT (Essay requirements vary)
- Personal recommendations
- Participation in extracurricular activities

Students considering a highly competitive college should take four years in most academic areas, have a grade point average of 3.75 or higher, SAT scores totaling 1200 or higher, and ACT scores in the 30's or higher. Participation in school-community activities with significant achievement in one area outside of the classroom counts heavily in the admissions process. Variety and depth of study in academic subjects is essential.

**Financial Aid**

Federal and state governments as well as colleges and universities are major sources of financial aid to students. Students should talk to their counselor or College/Career Center counselor concerning various financial aid opportunities.

To apply for most financial aid, you need to complete the Free Application for Federal Student Aid (FAFSA). It is available on the website: [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The State of California Cal Grant A, B, and C program is a state scholarship program designed to provide financial aid to qualified students. The Cal Grant Program is an entitlement program and awards are guaranteed to every graduating high school senior who meets the academic, financial and eligibility requirements, and applies on time.

**STUDENT SERVICES**

Student Services and activities are carefully designed to help students plan for a positive and productive high school education and future career. Each student is assigned a Counselor (COUNSELOR) whose role is to provide the student with information and guidance in making educational and career plans. Students can make an appointment with his/her COUNSELOR by going to the Student Services Department before school, at break, lunch or after school, and filling out an appointment request form. The request must be written with a very specific description of the problem, in order for the COUNSELOR to prioritize appointments. COUNSELORs are available to handle emergency appointments as needed.

**Student Services**

The following is a sample of the Student Services offered at the school sites:

➤ 4-Year Plans	➤ Educational Planning
➤ Tutoring	➤ Financial Aid Workshops
➤ Academic Counseling	➤ IEP Meetings
➤ ASVAB	➤ Middle School Orientation

➤ Alcohol and Drug Awareness	➤ Parent Conferences
➤ Attendance Issues	➤ Peer Counseling
➤ Career Day	➤ Personal Development and Counseling
➤ Career Development and Education	➤ Registration
➤ College Applications	➤ Scheduling
➤ College Fair	➤ Scholarship Searches
➤ College Forum	➤ Senior Orientation to College
➤ College Letters of Recommendation	➤ Special Education
➤ College Representatives	➤ Student Study Teams
➤ Community Outreach Programs	➤ Crisis Intervention
➤ Conflict Mediation	➤ Vocational/Trade School Information

### **College Planning**

College planning becomes very important to students in the junior and senior years. As juniors, students are counseled about their educational needs and goals. An evaluation of their credit status and a review of their educational plans and goals are prepared. Parents are notified by mail of any problems found during the review. Other informational opportunities for students and their parents occur during the junior and senior years. Workshops covering the college application and financial aid processes are available to parents and students.

The Student Services staff informs and assists students in several different testing procedures, such as the American College Test (ACT), the Achievement Test (ACH), the Scholastic Aptitude Test (SAT) and the Preliminary Scholastic Aptitude Test (PSAT). Required for college admissions, the SAT or ACT tests are offered repeatedly to students during their junior and senior years. The PSAT, which is a shorter version of the SAT, is given each year in October to juniors and to accelerated sophomore students. For sophomores, the test is a "practice" run for the following year. For juniors, the PSAT serves as a qualifying test for the National Merit Scholarships annual competition. Students can visit the test website for testing dates and to apply online: [www.collegeboard.com](http://www.collegeboard.com).

Each year San Dimas High School and Bonita High School cooperate in a College Fair that is open to all high school students and current eighth-graders. This event provides an opportunity for students to obtain a wide variety of information and to plan a college education. Our "College Forums" series is recommended for parents of sophomores and juniors. The Student Services staff encourages students to use the College/Career Center, which provides information to help them explore career goals, vocational aptitudes, and work opportunities.

For college-bound students, counselors provide letters of recommendation as requested. A two-week notice must be given to the counselor if letters of recommendation are required. A personal profile must accompany a recommendation request.

For students who are not planning to go to college, a special emphasis is placed during the junior and senior years on further exploration of their education needs/options and a thorough study of vocational and work opportunities. An extra effort is made to encourage these students to rely on the information and assistance available to them in the College/Career Center.

### **Online Grade Reporting**

SDHS and BHS offer online grade reporting. This system allows parents to closely monitor their child's academic progress in each class using the online program. Parents and students are given a unique username and password to access their own information. Parents can communicate with teachers via phone, email, or conference. This access to progress information helps keep concerned parents in close touch with their child's effort and achievement in school.

### **Counseling**

The Student Services Department provides limited personal counseling on request and refers students for special services such as special education and English Language Proficiency evaluation. Emotional or behavioral problems and crisis intervention referrals are made to a school psychologist or mental health counselor. Each high school has a dedicated full-time COUNSELOR to meet the needs of students who have mental health needs. Family therapist information is available. Parents are encouraged to contact the Student Services Department if their child is experiencing emotional difficulties or adjustment problems, either at school or at home. Parent conferences with COUNSELOR can be scheduled on request. All junior students and their parents/guardians are expected to participate in a conference with the COUNSELOR. All sophomore students and their parents/guardians are requested to participate in a conference with their COUNSELOR to explain the academic test data, department records, educational options, coursework, and academic progress needed for satisfactory completion of high school.

### **College/Career Center**

San Dimas High School and Bonita High School provide career resources to serve students, parents, and staff with career and educational information. The College/Career Center is located near the media center and is available during school hours. Some available resources include:

- Internship Information
- Job Placement
- Military Information
- Regional Occupational Program (ROP)
- Financial Aid Information
- Scholarship Opportunities
- Testing Information
- Career/Trade School Information
- Career Fair

Additional information regarding particular events is shared in school newsletters, announcements, and on-site and district websites.

## **OTHER STUDENT INFORMATION**

### **Directory Information**

Any parent not wishing directory information to be supplied to non-profit entities (such as the military) may request in writing to the principal that the information be withheld. (California Education Code 49073)

### **Identification Cards**

An Identification (ID) card will be issued to each student at the start of the new school year. Students are expected to carry their cards with them at all times. Students are expected to present the cards upon request to staff members. ID cards are used when checking books out of the media center, using the school internet, and leaving/entering campus at lunchtime (qualified juniors/seniors with off-campus privilege only).

### **Payment of Debts**

Students with outstanding debts may be excluded from extracurricular activities, including dances. A diploma may be withheld until all outstanding debts are cleared through the finance office.

### **Student Store and Finance Office**

The Student Store is open and available to the students and staff. It provides school supplies and other valuable items that the school community needs. The Finance Office is the place where student accounts can be cleared. P.E. clothes can also be purchased at the Finance Office. The Student Store and Finance Office is open before school, break, lunch, and after school.

### **Summer School**

Summer School programs may vary from year to year. Please check with your school of attendance in the spring for information.

### **Work Permits**

All students under 18 years of age who are working must have a valid work permit. Students working without a permit are illegally employed, and employers may be fined. Work permits are issued at each school site through the Career Center. Work permits must be renewed in August of each year. Summer work permits are issued in June through the District Office.

If you need additional information regarding this, please see your site Career Technician or call the Office of Student Services at (909) 971-8200 ext. 5324.





*NOTE: If a student is eligible for graduation under AB216, other courses may be counted toward meeting the graduation requirements for English I and English II. These courses include core replacement courses such as Language! or Read 180, and ELD courses.*

**ENGLISH I, ENGLISH I ACCELERATED (BHS Only), ENGLISH HONORS (SD Only)**

**Grade: 9**

**10 Credits**

**Year Long**

**Prerequisites:** None for English I and English 1P, Teacher Recommendation and GPA for Accelerated

Ninth grade students will build upon the knowledge and skills acquired in the earlier grades in a more refined and sophisticated way. They will begin to master the following: reading literacy and comprehension skills, writing strategies and applications, listening techniques, and formal/informal oral communication.

Reading: Vocabulary and concept development; Structural features of informational materials; Comprehension and analysis of grade appropriate texts

Writing: Organization and focus; Research and technology; Biographical and autobiographical narratives; Business letters and technical documents

Written and Oral English Language Conventions: Grammar and mechanics; Manuscript form

Listening and Speaking: Comprehension (evaluating evidence); Organization and delivery; Analysis and evaluation of oral and media communications

Speaking Applications: Narrative presentations

*Meets the English Graduation Requirement  
Meets the University of California "B" Subject Area Requirement at SDHS, BHS*

*SDHS, BHS, CHS, VS*

---

**ENGLISH II, ENGLISH II ACCELERATED (BHS Only), ENGLISH HONORS (SD Only)**

**Grade: 10**

**10 Credits**

**Year Long**

**Prerequisites:** None for English II and English IIP, Teacher Recommendation and GPA English II Accelerated. Teacher recommendation for Honors.

Tenth grade students will build upon the knowledge and skills acquired in the earlier grades in a more refined and sophisticated way. They will master the following: reading literacy and comprehension skills, literary response and analysis skills, writing strategies and applications, listening techniques, and formal/informal oral communication.

Reading: Vocabulary and concept development, Comprehension and analysis of grade-appropriate texts, Expository critique

Literary Response and Analysis: Structural features of literature, Narrative analysis of grade-appropriate text, literary criticism

Writing: Organization and focus, Research and Technology, Evaluation and revision, written expository and persuasive compositions

Listening and Speaking: Organization and delivery of oral persuasive arguments,

Speaking Applications: Expository and persuasive presentations, interviewing techniques

*Meets the English Graduation Requirement*

*Meets the University of California "B" Subject Area Requirement at SDHS, BHS  
SDHS, BHS, CHS, VS*

## ENGLISH III

**Grade: 11**

**10 Credits**

**Year Long**

**Prerequisites: None**

Eleventh-grade students will build upon the knowledge and skills acquired in the earlier grades in a more refined and sophisticated way. The emphasis in literature will be on American authors. They will master the following: in-depth analysis of literary patterns and arguments, historically and culturally significant works of literature that reflect and enhance their studies of history and social science, well defined and tightly reasoned compositions of a variety of genres, sophisticated use, and command of standard English conventions, focused and coherent presentations that demonstrate solid reasoning, oral reports based on historical investigations.

Reading: Vocabulary and concept development (Etymology of significant terms, analogies, and inferences); Structural features of informational materials (analysis of public documents); Comprehension and analysis of grade-appropriate texts; and expository critique of public documents.

Literary Response and Analysis: Structural features of the characteristics of sub-genres (satire, parody, allegory, pastoral); Narrative analysis of grade-appropriate text; and literary criticism of political and philosophical works

Writing: Organization and focus (elements of discourse, advanced rhetorical devices, precise and relevant examples); Research and technology (integrate databases, graphics, and spreadsheets into word-processed documents); Written fictional, autobiographical, and biographical narratives

Written and Oral English Language Conventions: Advanced control of syntax, grammar, and appropriate manuscript formatting

Listening and Speaking: Comprehension of media strategies; Organization and delivery of oral communication (classical and contemporary logical arguments; emotional appeals; rehearsal and performance strategies); Analysis and evaluation of the four basic types of persuasive speech

Speaking Applications: Oral delivery of complex historical investigations

*Meets the English Graduation Requirement  
Meets the University of California "B" Subject Area Requirement at SDHS, BHS*

*SDHS, BHS, CHS*

---

## **ENGLISH IV ACCELERATED (BHS Only)**

**Grade: 12**

**10 Credits**

**Year Long**

**Prerequisites: Teacher Recommendation**

Students enrolled in Accelerated English IV will study contemporary and classic literature, and nonfiction from a variety of authors, as they continue to develop and refine their reading skills. Students will read and understand grade-level-appropriate material and analyze organizational patterns, arguments, and positions. Students will demonstrate their ability in rhetorical analysis, argumentation, and synthesis of information, as well as observing the intentions behind the author's piece. Reading and responding to historically or culturally significant works from the humanities, students will conduct in-depth analyses of recurrent patterns and themes. Students will learn to construct their own responses in the five major modes of written discourse: narrative, expository, persuasive, informational, and descriptive. Students will write to improve their skills by going through the process of drafting, revising, editing, and producing a final draft. In relation to their writing, students will study standard usage, mechanics, and spelling. Also, students will deliver focused and coherent presentations that convey a clear perspective tailored to the audience and purpose. Students will be prepared for success in college-level English.

*Meets the English Graduation Requirement  
Meets the University of California "B" Subject Area Requirement*

*BHS*

---

## **AP ENGLISH III LANGUAGE AND COMPOSITION**

**Grade: 11**

**10 Credits**

**Year Long**

**Prerequisites:** Teacher Recommendation, Summer Reading

Students enrolled in Advanced Placement Language and Composition will study modern and classic literature and non-fiction as they continue to develop and refine their reading skills. Students will read and understand grade-level appropriate material and analyze organizational patterns, arguments, and positions. Reading and responding to historically or culturally

significant works, students will conduct in-depth analyses of recurrent patterns and themes. Students will learn to construct their own responses in the four major modes of written discourse: narrative, expository, persuasive, informational, descriptive. Students will write to improve their skills by going through the process of drafting, revising, editing, and producing a final draft. In relation to their own writing, students will study standard usage, mechanics, and spelling. Also, students will deliver focused and coherent presentations that convey a clear perspective tailored to the audience and purpose. **Students take the Advanced Placement examination in the spring for college credit.**

*Meets the English Graduation Requirement  
Meets the University of California "B" Subject Area Requirement*

*SDHS, BHS*

---

## **ENGLISH IV**

**Grade: 12**

**10 Credits**

**Year Long**

**Prerequisites:** None

Twelfth-grade students will build upon the knowledge and skills acquired in the earlier grades in a more refined and sophisticated way. The emphasis in literature will be the British tradition. Students will master the following: in-depth analysis of literary patterns and arguments, historically and culturally significant works of literature that reflect and enhance their studies of history and social science, well defined and tightly reasoned compositions of a variety of genres, focused and coherent presentations that demonstrate solid reasoning, oral presentations that connect personal experiences to broader literary themes.

Reading: Vocabulary and concept development (application of Greek, Latin and Anglo-Saxon roots, prefixes, and suffixes), Comprehension and analysis of grade-appropriate texts

Literary Response and Analysis: Narrative analysis of grade-appropriate text, Analysis of archetypes, mythologies, and traditions from a variety of world authors, Comparison of major literary forms, themes, and traditions across times and cultures, Evaluation of philosophical, political, and cultural influences of diverse historical periods that shaped the characters, plots, and settings of literature

Writing: Organization and focus (use language in natural, fresh, and vivid ways to establish a specific tone), Research and technology (use clear research questions and creative and critical research strategies)

Evaluation and Revision: Revision of text to improve voice, purpose, tone, and style

Written and Oral English Language Conventions: Write responses to literature, reflective compositions, historical investigation reports, job applications, and resumes, deliver multimedia presentations

Listening and Speaking: Analysis and interpretation of the impact of the media, organization, and delivery of oral communication (use of rhetorical questions and literary and figurative devices to achieve clarity, force and aesthetic effect; use effective, interesting, and appropriate language; use research and analysis for various presentation strategies), analysis and evaluation of oral and media communication to identify logical fallacies and techniques used for a target audience

*Meets the English Graduation Requirement  
Meets the University of California “B” Subject Area Requirement at SDHS, BHS*

*SDHS, BHS, CHS*

---

## CSU ERWC

**Grade: 12**

**10 Credits**

**Year Long**

**Prerequisites:** None

The grade 12 Expository Reading and Writing Course (ERWC) engages students in the discovery of who they are as persons, the realization of the ways in which they can participate in society, and their development as critical consumers and effective communicators within society.

Teachers and schools build and personalize the yearlong course by selecting from approximately 40 modules (instructional units) to meet rigorous, college-preparatory learning goals in reading, writing, listening, and speaking for all students while promoting student interest and motivation. Employing a rhetorical, inquiry-based approach that fosters critical thinking, student agency, and metacognition, the course includes five to six full-length modules drawn from three categories: 1) Shakespeare drama; 2) full-length books; and 3) contemporary issues (three to four modules). In addition, the course includes two short portfolio modules and at least three mini-modules that address transferable skills applicable to conceptual development and practice across all modules, e.g., genre awareness, goal setting, and self-assessment, rhetorical situation, Aristotelian appeals.

The core structure of all the modules—the Assignment Template—progresses along an “arc” from reading rhetorically (preparing to read, reading purposefully, and questioning the text) to preparing to respond (discovering what you think) to writing rhetorically (composing a draft, revising rhetorically, and editing). By the end of the course, students will have read a range of literary and nonfiction text genres and produced 10-12 culminating projects, including academic essays, creative writing and performances, and multimedia presentations/research reports, from initial draft to final

*Meets the English Graduation Requirement  
Meets the University of California “B” Subject Area Requirement at SDHS*

*SDHS*

---

## AP ENGLISH IV LITERATURE AND COMPOSITION

**Grade: 12**

**10 Credits**

**Year Long**

**Prerequisites:** Teacher Recommendation, Summer Reading

This course is designed to meet the composition and literary needs of the university bound student. The student will develop the analytical and writing skills necessary to succeed in college classes. In-depth literature study and extensive essay writing will be emphasized as students learn to recognize the relationship between form and content. Students will explore all facets of writing in the four major modes: sensory/descriptive, imaginative/narrative, practical/informative, and expository/analytical. The student will also review grammar, vocabulary, test-taking skills, and the research project. A large amount of homework is assigned. **Students take the Advanced Placement examination in the spring for college credit.**

*Meets the English Graduation Requirement  
Meets the University of California "B" Subject Area Requirement*

*SDHS, BHS*

---

## English 1A and English 1C

**Grade: 12**

**10 Credits**

**Year Long**

**Prerequisites:** Mt. SAC Placement Test

This course is a Dual Enrollment course with Mt. SAC. Students earn college credit as well as high school credit for completing this course with a passing grade. The first semester is English 1A and this course develops effective expository writing skills and investigates the principles and methods of composition as applied to the research process and the writing of essays. Emphasizes critical reading of academic material. The second semester is English C and develops critical thinking, reading, and writing skills beyond the level achieved in English 1A. Increases the student's capacity for logical analysis and argumentative writing. **Dual Enrollment courses do not fulfill a-g requirements.**

*Meets the English Graduation Requirement  
Meets the University of California "B" Subject Area Requirement*

*SDHS*

---

**ELD – ENGLISH LANGUAGE DEVELOPMENT  
(ELD I, ELD II, ELD III, ELD IV)/ELD ACADEMY A/B AND C/D**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** Language Proficiency Testing

These courses are designed to teach English Language Learners (ELL) the necessary vocabulary for language production through listening, speaking, reading, and writing exercises. Students will be placed in appropriate levels of instruction based on language ability as determined by language proficiency testing for ELL students. Subsequent ELD classes continue the work begun in prior classes with increased emphasis on reading skills, writing skills, literature and the core curriculum.

*Meets the English Graduation Requirement*

*SDHS, BHS*

---



# FOREIGN LANGUAGE

Course	Site	Grade	Graduation Requirement	UC/CSU a-g Requirement	Prerequisite
French I	S, B	9, 10, 11, 12	Elective	E	B in English
French II	S, B	10, 11, 12	Elective	E	C in French I
French III	S, B	11, 12	Elective	E or G	C in French II
French IV	B	12	Elective	E or G	C in French III Teacher Recommendation
AP French Language	S	12	Elective	E or G +	Teacher Recommendation
Spanish I	S, B	9, 10, 11, 12	Elective	E	B in English
Spanish II	S, B	9, 10, 11, 12	Elective	E	C in Spanish I
Spanish III	S, B	10, 11, 12	Elective	E or G	C in Spanish II
AP Spanish Language*	S, B	11, 12	Elective	E or G +	Teacher Recommendation
American Sign Language I	S,B	9, 10, 11, 12	Elective or Career Tech Ed	E	B in English
American Sign Language II	S, B	10, 11, 12	Elective or Career Tech Ed	E	C in ASL I suggested
American Sign Language III	S, B	11, 12	Elective or Career Tech Ed	E	C in ASL II suggested

Site: S = San Dimas High School

B = Bonita High School

Elective and advanced course offerings depend upon enrollment.

+ *Advanced Placement weighting for UC*

\* *Check with your school site to verify the grade level offering for this course*

## FRENCH I

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites: B in English**

Communication based activities will provide the student the opportunity to gain proficiency in the areas of language, listening, speaking, reading, and writing. Study is also devoted to the culture of France and other French speaking civilizations.

*Meets the Elective Graduation Requirement  
Meets the University of California "E" Subject Area Requirement*

*SDHS, BHS*

---

## FRENCH II

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites: C in French I/Teacher Recommendation**

This course is a continuation of French I with an increased emphasis in conversation. Introduction of complex verb tenses, simple literature, and writing techniques are included.

*Meets the Elective Graduation Requirement  
Meets the University of California "E" Subject Area Requirement*

*SDHS, BHS*

---

## FRENCH III/ HON. FRENCH III

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisites: C in French II/Teacher Recommendation**

Emphasis is on spoken language and the refinement of written French. The development of bilingual students is the goal of this course.

*Meets the Elective Graduation Requirement  
Meets the University of California "E" or "G" Subject Area Requirement*

*SDHS, BHS*

---

## FRENCH IV

**Grade: 12**

**10 Credits**

**Year Long**

**Prerequisites:** B in French III/Teacher Recommendation

This course is a continuation of French III. By the end of the year, you will be able to maintain extended conversations. In addition, you will be able to understand simple stories, news, and letters, as well as written narratives, descriptions, and summaries.

*Meets the Elective Graduation Requirement  
Meets the University of California "E" or "G" Subject Area Requirement*

BHS

---

## AP FRENCH LANGUAGE

**Grade: 12**

**10 Credits**

**Year Long**

**Prerequisites:** Teacher Recommendation

This course continues the French III program, with an emphasis on refining reading and writing skills. This course includes an intensive study of advanced vocabulary and grammatical structure with the goal of the Advanced Placement test in May. The strengthening of conversational skills will be continued. **Students take the Advanced Placement examination in the spring for college credit.**

*Meets the Elective Graduation Requirement  
Meets the University of California "E" or "G" Subject Area Requirement*

SDHS

---

## SPANISH I

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** B in English

Communication based activities will provide the student the opportunity to gain proficiency in the areas of language, listening, speaking, reading, and writing. The cultural background of Spanish speaking people will also be covered.

*Meets the Elective Graduation Requirement  
Meets the University of California "E" Subject Area Requirement  
SDHS, BHS*

---

## SPANISH II

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** C in Spanish I/Teacher Recommendation

This course is a continuation of Spanish I with an increased emphasis on listening comprehension and oral presentation. More fundamental vocabulary and grammatical concepts will also be covered.

*Meets the Elective Graduation Requirement  
Meets the University of California "E" Subject Area Requirement*

*SDHS, BHS*

---

## SPANISH III

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** C in Spanish II/Teacher Recommendation

This course is a continuation of Spanish II with an increased emphasis on listening comprehension and oral presentation. More fundamental vocabulary and grammatical concepts will also be covered.

*Meets the Elective Graduation Requirement  
Meets the University of California "E" or "G" Subject Area Requirement  
SDHS, BHS*

---

## AP SPANISH IV LANGUAGE

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** Teacher Recommendation

The remaining advanced grammatical concepts are presented. Specialized vocabulary, emphasis on written and verbal use of Spanish, and reading of Spanish authors are major components of this course. Review for the Advanced Placement test is emphasized. **Students take the Advanced Placement examination in the spring for college credit.**

*Meets the Elective Graduation Requirement  
Meets the University of California "E" or "G" Subject Area Requirement*

*SDHS, BHS*

---

## AMERICAN SIGN LANGUAGE I

**Grade: 9 - 12**

**10 Credits**

**Year Long**

**Prerequisites:** B in English suggested

Study of the fundamentals of American Sign Language, preparation for visual/gestural communication including basic information relating to Deaf culture, intensive work on comprehension skills and grammatical structures. Students will build basic knowledge and understanding about the language and culture of Deaf people including their history and social experience. Students will be provided with instruction and training in preparation for advanced degrees (A.A. or B.A.) programs and/or professional careers working with deaf people.

*Meets the Elective Graduation Requirement  
Meets the University of California "E" Subject Area Requirement*

*SDHS, BHS (not ROP)*

---

## ROP AMERICAN SIGN LANGUAGE II

**Grade: 10 - 12**

**10 Credits**

**Year Long**

**Prerequisites:** C in ROP American Sign Language I suggested

Continuation of the study of the fundamentals of American Sign Language: Comprehension skills, grammatical structures, practice in the production aspects of the language, and exposure to Deaf culture. Students will build basic knowledge and understanding about the language and culture of Deaf people including their history and social experience. Students will be provided with instruction and training in preparation for advanced degrees (A.A. or B.A.) programs and/or professional careers working with Deaf people.

*Meets the Elective Graduation Requirement  
Meets the University of California "E" Subject Area Requirement*

*SDHS, BHS (not ROP)*

---

## AMERICAN SIGN LANGUAGE III

**Grade: 11 - 12**

**10 Credits**

**Year Long**

**Prerequisites:** C in ROP American Sign Language II suggested

Continuation of the study of the fundamentals of American Sign Language: Comprehension skills, grammatical structures, practice in the production aspects of the language, and exposure to Deaf culture. Students will build more advanced knowledge and understanding about the language and culture of Deaf people including their history and social experience. Students will be provided with instruction and training in preparation for advanced degrees (A.A. or B.A.) programs and/or professional careers working with Deaf people.

*Meets the Elective Graduation Requirement  
Meets the University of California "E" Subject Area Requirement*

*SDHS (CTE), BHS*

---

# SOCIAL SCIENCE

Students are required to take 30 credits of Social Science. Not all courses offered at Chaparral High School and Vista School meet UC/CSU requirements.

Course	Site	Grade	Graduation Requirement	UC/CSU a-g Requirement	Prerequisite
Intro to Computers / Freshman Studies	B	9	Elective		
Human Geography	B	9	Elective		
AP Human Geography	S, B	9	History/Social Sci		Teacher Rec.
World Cultures and Geography °	S	9	Elective	A	
World History *	S, B, C, V	10, 11, 12	History/Social Sci	A (S, B)	
World History Honors	B	10, 11, 12	History/Social Sci	A	
AP World History *	S, B	10, 11, 12	History/Social Sci	A or G +	Teacher Rec.
U.S. History *	S, B, C	11, 12	History/Social Sci	A or G (S, B)	
AP U.S. History *	S, B	11, 12	History/Social Sci	A or G +	Teacher Rec.
Amer. Govt. °	S, B, C	12	History/Social Sci	A (S, B)	
Economics °	S, B, C	12	History/Social Sci	G (S, B)	
AP Govt and Politics	S, B	12	History/Social Sci	A +	Teacher Rec.
Psychology	B, C	11, 12	Elective	A or G	
AP Psychology	S, B	12	Elective	G +	Teacher Rec.

Site: S = San Dimas High School      C = Chaparral High School

B = Bonita High School                  V = Vista School

Elective and advanced course offerings depend upon enrollment

+ *Advanced Placement weighting for UC*

° *Semester Course*

\* *Check with your school site to verify the grade level offering for this course.*

## INTRODUCTION TO COMPUTERS / HUMAN GEOGRAPHY

**Grade: 9**

**10 Credits**

**Year Long**

**Prerequisites:** N/A

First, the course is designed to assist the incoming students to adapt to the high school environment with an emphasis on study skills, career awareness and preparation. Second, the course will be the base component for technology awareness. Students will be introduced to and use the internet research and evaluation, word processing, spreadsheet, presentation software, and databases using Microsoft Office 2000. The third component covers the major themes of human geography including spatial concepts, populations and migration, economic activity, language and religion, human impacts on the environment and much more. The fourth component will include mandated drug, alcohol, tobacco, and substance abuse education. This unit of the course will enable students to be better prepared for success in the Social Science course requirements in the 10th, 11th, and 12th grades. Additionally, students in the accelerated program will participate in a variety of major projects, which involve working with community businesses, local government, and the elementary schools in the Bonita Unified School District.

*Meets the Elective Graduation Requirement*

*BHS*

---

## AP HUMAN GEOGRAPHY

**Grade: 9**

**10 Credits**

**Year Long**

**Pre-requisites:** Must be enrolled in APEX program

The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. This course is divided into seven broad topical units of study: Geography: Its Nature and Perspectives, Population and Migration, Cultural Patterns and Processes, Political Organization of Space, Agriculture, Food Production, and Rural Land Use, Industrialization and Economic Development, and Cities and Urban Land Use.

*Meets the History/Social Science Graduation Requirement  
Meets the University of California "A" Subject Area Requirement*

*BHS*

---



**WORLD CULTURES AND GEOGRAPHY,  
WORLD CULTURES AND GEOGRAPHY ACCELERATED**

**Grade: 9**

**5 Credits**

**Semester Long**

**Prerequisites:** None

This course introduces the student to the mosaic of regional cultures in Africa, Asia, Europe, Latin America, the Middle East, and the Pacific Basin. The philosophies, religions, ethics, and values of a culture are studied and related to the languages, laws, education, literature, technology, and applied and performing arts. Physical geography and map reading skills are integrated in each area. Cultures presented in this course will deepen the student's understanding of cultural diversity and similarity in societies around the world.

*Meets the Elective Graduation Requirement  
Meets the University of California "A" Subject Area Requirement*

*SDHS*

---

**WORLD HISTORY H, WORLD HISTORY**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** None

In this standards-based course students examine major turning points in the shaping of the modern world, from the late eighteenth century to the present. The year begins with an introduction to current world issues and then continues with a focus on the expansion of the West and the growing interdependence of people and cultures throughout the world. World History H (offered at BHS) will have an increased depth of coverage in each unit of study.

*Meets the History/Social Science Graduation Requirement  
Meets the University of California "A" or "G" Subject Area Requirement at SDHS, BHS*

*SDHS, BHS, CHS, VS*

---

**AP WORLD HISTORY**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation

This course focuses on World History from 1000 C.E. to present. The course highlights the nature of changes in international frameworks, focusing on the causes and consequences as well as comparisons among major societies. The course builds on an understanding of cultural,

institutional, and technological precedents relevant to the time period. **Students take the Advanced Placement examination in the spring for college credit.**

*Meets the History/Social Science Graduation Requirement  
Meets the University of California "A" or "G" Subject Area Requirement*

*SDHS, BHS*

---

## **U.S. HISTORY**

**Grade:** 11, 12

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation

In this standards-based course, students examine major turning points in American history in the twentieth century. During the year certain themes should be emphasized: the expanding role of the federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the role of the Federal government and Federal Reserve System in the economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. In each unit students should examine American culture, including religion, literature, art, drama, architecture, education, and the mass media.

*Meets the History/Social Science Graduation Requirement  
Meets the University of California "A" or "G" Subject Area Requirement at SDHS, BHS*

*SDHS, BHS, CHS*

---

## **AP U.S. HISTORY**

**Grade:** 11, 12

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation

This course integrates the intellectual development of the political, social, and economic revolutions in the United States from the 16<sup>th</sup> century to the present time. U.S. domestic and foreign affairs will be analyzed and the growth of political parties, national interests and international ascendancy will be studied. **Students take the Advanced Placement examination in the spring for college credit.**

*Meets the History/Social Science Graduation Requirement  
Meets the University of California "A" or "G" Subject Area Requirement*

*SDHS, BHS*

---

## AMERICAN GOVERNMENT

**Grade: 12**

**5 Credits**

**Semester**

**Prerequisites:** None

In this standards-based course, students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American government. In addition, they draw on their studies of American history and of other societies to compare different systems of government in the world today. This course should be viewed as the culmination of the civic literacy strand that prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities.

*Meets the History/Social Science Graduation Requirement*

*Meets the University of California "A" or "G" Subject Area Requirement at SDHS, BHS  
SDHS, BHS, CHS*

---

## ECONOMICS

**Grade: 12**

**5 Credits**

**Semester Long**

**Prerequisites:** None

In a one-semester standards-based course in economics, students should deepen their understanding of the economic problems and institutions of the nation and the world in which they live. They should learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners and managers, and members of civic groups. In this capstone course students should add to the economic understandings they acquired in previous grades and apply tools (such as graphs, statistics, and equations) learned in other subject fields to their understanding of our economic system.

*Meets the History/Social Science Graduation Requirement*

*Meets the University of California "G" Subject Area Requirement at SDHS, BHS*

*SDHS, BHS, CHS*

---

## AP AMERICAN GOVERNMENT/AP ECONOMICS

**Grade: 12**

**10 Credits**

**Year Long**

**Prerequisites:** AP U.S. History and/or Teacher Recommendation

The Advanced Placement course in American Government covers two areas: AP American Government and Economics. The course examines the institutions, structure and policy making process of American government. The goal of the course is to increase understanding of the American political system, its components, traditions, values, and framework. **Students take the Advanced Placement examination in the spring for college credit.**

*Meets the History/Social Science Graduation Requirement  
Meets the University of California "A" Subject Area Requirement*

*SDHS, BHS*

---

## PSYCHOLOGY

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** None

In this course students are introduced to psychology with a focus on the scientific study of human development, learning, motivation, and personality. Students will develop some basic concepts of psychology and a historical perspective on psychology as the study of individual behavior. Exposure to major scholars in the field includes: Sigmund Freud, Abraham Maslow, Ivan Pavlov, Carl Rogers, and B.F. Skinner.

*Meets the Elective Graduation Requirement  
Meets the University of California "A" or "G" Subject Area Requirement*

*BHS, CHS*

---

## AP PSYCHOLOGY

**Grade: 12**

**10 Credits**

**Year Long**

**Prerequisites:** A or B in English and/or Teacher Recommendation

This course introduces students to the systematic and scientific study of the behavior and mental processes of humans and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields in psychology. This course provides students with a learning experience equivalent to most college introductory psychology

courses. **Students take the Advanced Placement examination in the spring for college credit.**

*Meets the Elective Graduation Requirement*  
*Meets the University of California "G" Subject Area Requirement*

*BHS, SDHS*

---

# MATHEMATICS

Students are required to take 20 credits of Mathematics. Not all courses offered at Chaparral and Vista High Schools meet UC/CSU requirements.

Course	Site	Grade	Graduation Requirement	UC/CSU a-g Requirement	Prerequisite
Introduction to Algebra	V	9, 10	Other Math		Placement Res
Integrated I	S, B, C, V	9, 10, 11	Algebra	C (S, B)	
Integrated II	S,B,C,V	9,10,11	Algebra or Other Math	C (S, B)	
Integrated II Part A	S	9,10,11	Algebra or Other Math		Integrated I
Integrated III	S, B, C	9, 10, 11, 12	Algebra or Other Math	C	Placement Res
Integrated III, Part 1	B	11	Algebra or Other math	C or G	Placement Res
Integrated III, Part 2	S	11	Algebra or Other math	C	Placement Res
Integrated III	C	11, 12	Algebra or Other Math		Placement Res
Integrated III Acc	B	9,10	Algebra or Other Math	C	Placement Res
Integrated III H	S	10, 11, 12	Algebra or Other Math	C	Placement Res
Acc Int. Math III	B	9, 10	Algebra or Other Math	C	Placement Res
Personal Finance	B, C	10, 11, 12	Other Math	C or G	Integrated I
Advanced Math	S	10, 11, 12	Other Math	C or G	Placement Res
Advanced Math H	S	10, 11, 12	Other Math	C or G +	Placement Res
Pre-Calculus	B	10, 11, 12	Other Math	C or G	Placement Res
Pre-Calculus H	B	10, 11, 12	Other Math	C or G +	Placement Res
AP Calculus AB	S, B	11, 12	Other Math	C or G +	Placement Res
AP Calculus BC (dual enrollment)	B	11,12	Other Math, College credit	C or G + (dual enrollment courses do not fulfill a-g requirements)	Mt. Sac Placement Test
AP Statistics	S, B	11, 12	Other Math	C or G +	Placement Res
AP Computer Science A	S, B	11, 12	Other Math	C or G +	AP Computer Science Principles
Stat Reasoning in Sports	B	11, 12	Other Math	C or G	Teacher Rec

Math Lab I	S	9, 10, 11	Elective		
Math Lab II	S	9, 10, 11, 12	Elective		

Site: S = San Dimas High School B = Bonita High School C = Chaparral High School V = Vista School  
+ Advanced Placement weighting for UC Electives and advanced course offerings depend upon enrollment

### THE INTEGRATED MATHEMATICS PATHWAY

The courses in the Integrated Pathway present mathematics as a coherent subject by strengthening concepts in one conceptual category through related standards in another conceptual category. Connections will be made between algebra, geometry, and statistics throughout the courses. State standardized testing will assess students on standards taught in Integrated I, Integrated II and Integrated III. Students are strongly encouraged to complete all three courses in the Integrated Pathway to meet the requirements for UC / CSU admission.

## INTEGRATED MATH I

**Grade: 9, 10, 11**

**10 Credits**

**Year Long**

**Prerequisites:** Placement test and assessment scores

Students will investigate relationships between quantities, linear and exponential relationships, reasoning with equations, descriptive statistics, congruence, proof, and constructions. The critical topics will deepen and extend student understanding by connecting concepts to the real world using mathematical modeling. Students will be able to:

Reason quantitatively

Explain and justify the processes used in solving problems

Communicate mathematical understanding through the use of multiple representations

Develop and extend strategies to transition from application of concepts to theoretical reasoning

This course is aligned with the California State Standards.

*Meets the Algebra Graduation Requirement*

*Meets the University of California "C" Subject Area Requirement at SDHS, BHS*

*SDHS, BHS, CHS, VS*

## INTEGRATED MATH II

**Grade: 9, 10, 11**

**10 Credits**

**Year Long**

**Prerequisites:** Completion of Integrated I

Students will investigate: extending the number system, quadratic functions and modeling, expressions and equations, applications of probability, similarity, right triangle trigonometry, geometric proofs, and circle with and without coordinates. Connections will be made between algebra and geometry throughout the course. This course is aligned with the Common Core State Standards. This course will meet the A-G requirement for UC/CSU.

*Meets the Integrated Math I Graduation Requirement  
Meets the University of California "C" Subject Area Requirement at SDHS, BHS*

*SDHS, BHS, CHS, VS*

---

## **INTEGRATED MATH II A**

**Grade: 9, 10, 11**

**10 Credits**

**Year Long**

**Prerequisites:** Completion of Integrated I

This is the first year of a 2-year Integrated Math II course. This course covers approximately half of the curriculum that is generally covered in our Integrated Math II course which includes extending the number system, quadratic functions and modeling, expressions and equations, applications of probability, similarity, right triangle trigonometry, geometric proofs, and circles with and without coordinates. Connections will be made between algebra and geometry throughout the course. This course is aligned with the Common Core State Standards.

*Meets the Integrated Math I Graduation Requirement*

*SDHS*

---

## **INTEGRATED MATH III**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** Completion of Integrated II

Integrated III content will have students apply and extend what students have learned in previous courses by making connections between representations of functions in different manners, transformations of different functions and graphing equations of polynomials and finding zeros of polynomials. Additionally, students will calculate the sums of arithmetic and geometric series, including infinite geometric series. Finally, through the use of real-world models, students will understand the normal distribution in making statistical conclusions.

*Meets the Integrated Math I Graduation Requirement  
Meets the University of California "C" or "G" Subject Area Requirement*

*SDHS, BHS*

---



## ACCELERATED INTEGRATED MATH III

**Grade: 9, 10**

**10 Credits**

**Year Long**

**Prerequisites:** Completion of Integrated II

In addition to completing the Integrated Math III curriculum noted above, students will have an opportunity to study many of these concepts in greater depth, thereby affording them the opportunity of greater readiness for the honors and AP courses that will follow. This course does not receive a GPA boost.

*Meets the Integrated Math I Graduation Requirement  
Meets the University of California "C" or "G" Subject Area Requirement*

*BHS*

---

## HONORS INTEGRATED MATH III

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** Completion of Integrated II

Integrated Mathematics 3 Honors is the third of three core mathematics courses required for college entrance. The course content covers the mathematical content as described in the Mathematics Framework for California Public Schools Integrated Pathway Model. The focus of Integrated Mathematics 3 is on four critical areas: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, and radical functions; (3) expand right triangle trigonometry to include general triangles; and (4) consolidate functions and geometry to create models and solve contextual problems. The course emphasizes mathematical reasoning, problem solving, and communication through the integration of the various strands and connections with other subject areas and real-life applications, use of technology, and exploratory and group activities. **Honors** means each topic will be explored with greater depth and breadth, and mastery is expected. Nearly every lesson includes additional questions, investigations and projects. Pre-calculus standards have also been added to the curriculum.

*Meets the Integrated Math I Graduation Requirement  
Meets the University of California "C" or "G" Subject Area Requirement*

*SDHS*

---

## INTEGRATED MATH III Part I, Part II

**Grade: 11**

**10 Credits**

**Year Long**

**Prerequisites:** Completion of Integrated II

Integrated III content will be taught over a two-year period. Students will apply and extend what students have learned in previous courses by making connections between representations of functions in different manners, transformations of different functions and graphing equations of polynomials and finding zeros of polynomials. Additionally, students will calculate the sums of arithmetic and geometric series, including infinite geometric series. Finally, through the use of real-world models, students will understand the normal distribution in making statistical conclusions.

*Pending approval from the University of California "C" or "G" Subject Area Requirement*

*BHS, SDHS*

---

## PERSONAL FINANCE

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** Integrated I

This course will provide students with foundational financial literacy that can immediately be applied in their personal lives. Students will cover a variety of financial topics that include how to save & budget, how to avoid debt, and planning for investing and retiring. This class will also get students to investigate a career that can help them meet the financial goals they have in life.

*Meets the Mathematics Graduation Requirement  
Meets the University of California "G" Subject Area Requirement*

BHS, CHS

---

## ADVANCED MATH

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** Placement test and CST scores

This course focuses on pre-calculus and trigonometry skills that must be mastered prior to enrollment in Calculus. Selected topics include: vectors, limits, polar coordinates, induction, curve sketching, conics and logarithms.

*Meets the Mathematics Graduation Requirement  
Meets the University of California "C" or "G" Subject Area Requirement*

SDHS

---

## ADVANCED MATH HONORS

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** Placement test and CST scores

This course is a more rigorous study of pre-calculus and trigonometry, with a faster pace and more difficult examinations. This class is for students who are planning to take AP Calculus.

*Meets the Mathematics Graduation Requirement  
Meets the University of California "C" or "G" Subject Area Requirement*

*SDHS*

---

## **PRE-CALCULUS**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** Completion of Integrated III

This course focuses on pre-calculus and trigonometry skills that must be mastered prior to enrollment in Calculus. Selected topics include: vectors, limits, polar coordinates, induction, curve sketching, conics, and logarithms.

*Meets the Mathematics Graduation Requirement  
Meets the University of California "C" or "G" Subject Area Requirement*

*BHS*

---

## **PRE-CALCULUS HONORS**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** Completion of Integrated III with a B or better

This course provides a solid foundation for those students planning college majors in mathematics, engineering, or science. Selected topics include: real-valued functions, inequalities, analytical geometry, and an introduction to limits.

*Meets the Mathematics Graduation Requirement  
Meets the University of California "C" or "G" Subject Area Requirement*

*BHS*

---



## AP CALCULUS BC

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** AP Calculus AB

Explore the concepts, methods, and applications of differential and integral calculus, including topics such as parametric, polar, and vector functions, and series. You'll perform experiments and investigations and solve problems by applying your knowledge and skills.

Skills You'll Learn

- Determining expressions and values using mathematical procedures and rules
- Connecting representations
- Justifying reasoning and solutions
- Using correct notation, language, and mathematical conventions to communicate results or solutions

**Students take the Advanced Placement examination in the spring for college credit.**

*Meets the Mathematics Graduation Requirement  
Meets the University of California "C" or "G" Subject Area Requirement*

*SDHS*

---

## AP STATISTICS

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** Placement test, B or better in Precalculus or equivalent

This Advanced Placement course introduces students to the major tools for collecting, analyzing, and drawing conclusions from data. The course is equivalent to a college course in introductory statistics. Although AP Statistics requires no mathematical skills beyond Algebra II, students must be highly motivated and possess sufficient mathematical maturity and quantitative reasoning ability. This course is taught at the college level and has daily homework. A graphing calculator is required for this course. **Students take the advanced placement examination in the spring for college credit.**

*Meets the Mathematics Graduation Requirement  
Meets the University of California "C" or "G" Subject Area Requirement*

*SDHS, BHS*

---

## AP COMPUTER SCIENCE A

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** Completion of AP Computer Science Principles

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. **Students take the advanced placement examination in the spring for college credit.**

*Meets the Mathematics Graduation Requirement  
Meets the University of California "C" or "G" Subject Area Requirement*

*SDHS, BHS*

---

## STATISTICAL REASONING IN SPORTS

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Passing grade in Integrated III

This course introduces students to the main concepts of introductory statistics. Students will collect, analyze, and draw conclusions from data. Selected topics include displaying and summarizing data, linear regression, probability, sample surveys, experiments, confidence intervals, and hypothesis tests. In addition, students will be expected to reason quantitatively and provide substantial written explanations. The intent of the course is to prepare students for an introductory level college statistics course or AP Statistics. The textbook is a study of all of the above concepts from a sports perspective.

*Meets the Mathematics Graduation Requirement  
Meets approval for the University of California "C" or "G" Subject Area Requirement*

*BHS*

---

## MATH LAB I

**Grade: 9, 10, 11**

**10 Credits**

**Year Long**

**Prerequisite:** None

This course is designed as an Academic Support class for success in Integrated Math 1 by providing additional instructional time and subject-specific learning strategies for students who need the extra assistance. This course is considered a companion course to the required Integrated Math 1 and is taken simultaneously. Students will engage in learning activities that focus on both conceptual and procedural areas of mathematics. Additionally, students will learn the prerequisite skills needed for success completion of integrated math 1. During their course work; they will solidify concepts in linear functions, exponential functions, systems of equations and geometric properties, congruent triangles, transformations and data analysis.

*SDHS, CHS*

---

## MATH LAB II

**Grade: 9, 10, 11**

**10 Credits**

**Year Long**

**Prerequisite:** None

This course is designed as an Academic Support class for success in Integrated Math 2 by providing additional instructional time and subject-specific learning strategies for students who need extra assistance. This course is considered a companion course to the required Integrated Math 2 and is taken simultaneously. Students will engage in learning activities that focus on both conceptual and procedural areas of mathematics. Additionally, students will learn the prerequisite skills needed for the successful completion of integrated math 2. During their course work, students will solidify concepts in linear functions, quadratic functions, proving theorems about lines, angles, and triangles, right triangles and trigonometry, circles, polynomials and factoring, and probability.

*SDHS, CHS*

---



# SCIENCE

Students are required to take 10 credits of Life Science and 10 credits of Physical Science.  
 Not all courses offered at Chaparral High School and Vista School meet UC/CSU requirements.

Course	Site	Grade	Graduation Requirement	UC/CSU a-g Requirement	Prerequisite
Physical Science	C, V	9, 10, 11, 12	Phys. Science		
Earth Space Science	B, CHS, V	10, 11, 12	Phys. Science	D or G (B, S)	Biology
Biology	S, B	10, 11, 12	Life Science	D or G	Phys. Science
Biology H (SD) /Acc Biology	S, B	10, 11, 12	Life Science	D or G	Teacher Rec./ GPA
AP Biology	S, B	10, 11, 12	Life Science	D or G +	Teacher Rec.
Chemistry *	S, B	10, 11, 12	Phys. Science	D or G	Teacher Rec. Life Science C in Alg II
AP Chemistry	S, B	11, 12	Physical Science	D or G +	Teacher Rec., B in Chemistry
Chemistry H *	S, B	10, 11, 12	Phys. Science	D or G +	Teacher Rec. B in Int. Math I
Physics	S, B	10, 11, 12	Phys. Science	D or G	Teacher Rec. co-enrolled Int. Math II or higher
AP Physics 1 *	S, B	10, 11, 12	Phys. Science	D or G +	Teacher Rec. co-enrolled in Int. Alg II or higher
AP Physics 2 *	S	11, 12	Phys. Science	D or G +	Teacher Rec. co-enrolled in Int. Alg II or higher
Environmental Science	S, B,C	10, 11, 12	Physical/Life Science	D or G	Teacher Rec. Biology
AP Environmental Science *	S, B	10, 11, 12	Physical/Life Science	D or G +	Teacher Rec. Int. II or higher Biology
Human Anatomy & Physiology *	B	10, 11, 12	Life Science	D or G	Teacher Rec. Int. Math I, C in Bio
Forensic Science Investigation	S	10, 11, 12	Life Science	D or G (approval pending)	Biology & C in Int. Math I
Principles of Biomedical Science Honors	S	9, 10, 11, 12	Life Science	D or G	None
Human Body Systems Honors	S	10, 11, 12	Life Science	D or G	Principles of Biomedical

Site: S= San Dimas High School      C= Chaparral High School      Elective and advanced course offerings depend upon enrollment  
 B= Bonita High School      V= Vista School

+ Advanced Placement weighting for UC

\* Check with your school site to verify the grade level offering for this course.

## PHYSICAL SCIENCE / ACCELERATED PHYSICAL SCIENCE

**Grade: 9**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation and Algebra I for Accelerated Physical Science

Physical Science covers California State science standards in physics, chemistry, astronomy, and earth science. Students will investigate physics concepts including motion, conservation of energy, heat and thermodynamics, waves, electricity, and magnetism. Chemistry concepts taught in this course include atomic and molecular structure, chemical bonding, conservation of matter, gases, acids and bases, solution chemistry, equilibrium, and organic chemistry. The fundamentals of the earth and space sciences including astronomy, earth dynamics (tectonics, seismicity, and volcanism) and meteorology are also taught. Physical science is a quantitative laboratory course taught in the ninth grade that emphasizes mathematical rigor and reinforces math skills and problem solving. Physical science provides a solid foundation in the fundamentals required to pursue and succeed in higher-level science courses. At BHS, the Accelerated class is available to students in the Accelerated CORE only.

*Meets the Science Graduation Requirement  
Meets the University of California "G" Subject Area Requirement at SDHS*

*SDHS*

---

## EARTH AND SPACE SCIENCE

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Integrated Math I and completion of Biology

Earth and Space Science is a course designed for students to develop a concrete understanding of the Earth and its systems as well as Earth's place in the universe. Students will use a blend of inquiry and direct instruction-based lessons designed to deepen their critical thinking, engineering, and experimental design skills as well as their understanding of chemistry and physical science concepts. The course is designed around three major unit themes. These themes include Earth's Place in the Universe, Earth's Systems and how these systems are interrelated/connected, and finally, Earth and Human Activity and how they correlate with one another. The all-encompassing theme is to have students develop the understanding that the Earth and Universe are not single systems acting independently, but instead how the various systems are dependent upon one another.

*Meets the Science Graduation Requirement*

*SDHS, BHS, CHS, VS*

---

## BIOLOGY

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

Biology studies life at many different levels. A major principle explored is the concept of evolution through natural selection. From the study of evolution, a foundation is set for the exploration of ecology, living and nonliving matter, photosynthesis, cellular respiration, reproduction, genetics, and physiology. Students will function through a process of observation, experimentation, and evaluation to arrive at a global understanding of the biosphere.

*Meets the Science Graduation Requirement  
Meets the University of California "D" or "G" Subject Area Requirement*

*SDHS, BHS*

---

## ACCELERATED/HONORS BIOLOGY

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation, C in Accelerated Physical Science (SD)

This course is a rigorous two-semester examination of the biological sciences. Students will learn the nature of the scientific process, data interpretation, and the interaction and unification of all life forms in the biosphere. Selected topics include cell biology, genetics, biochemical genetics, ecology, and evolution.

*Meets the Science Graduation Requirement  
Meets the University of California "D" or "G" Subject Area Requirement*

*SDHS, BHS*

---

## AP BIOLOGY

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation, B in Biology (SDHS)  
Chemistry, Teacher Recommendation, GPA (BHS)

This course offers the serious science student a college-level learning experience. College texts and laboratory experiments are an integral part of the course. Selected topics include organic chemistry, cellular biology, evolution, cellular energetics, heredity, and molecular genetics, biological diversity, structure and function of organisms, and ecology. **Students take the Advanced Placement examination in the spring for college credit.**

*Meets the Science Graduation Requirement  
Meets the University of California "D" or "G" Subject Area Requirement*

*SDHS, BHS*

---

## **CHEMISTRY**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation, C in Integrated II (SD)

This course is designed to provide students with an opportunity to study basic chemical principles without rigorous mathematics. Selected topics include: Organic Chemistry, nuclear chemistry, inorganic chemistry, and the chemistry of everyday life.

*Meets the Science Graduation Requirement  
Meets the University of California "D" or "G" Subject Area Requirement*

*SDHS, BHS*

---

## **AP CHEMISTRY**

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation, B in Chemistry, Biology

This course offers the serious science student a college-level learning experience. College texts and laboratory experiments are an integral part of the course. Selected topics include: Organic Chemistry, nuclear chemistry, inorganic chemistry, and the chemistry of everyday life.

*Meets the Science Graduation Requirement  
Meets the University of California "D" or "G" Subject Area Requirement*

*SDHS, BHS*

---

## HONORS CHEMISTRY

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation, Concurrent Enrollment in Integrated III

Honors Chemistry is designed to prepare the student for successful enrollment in freshman college chemistry. Chemistry requires high-level problem solving skills, such as designing experiments and solving word problems. Selected topics include: introductory quantum mechanics, the periodic table, balancing chemical equations, states of matter and behavior of gases, chemical bonding, and chemistry of metals and nonmetals.

*Meets the Science Graduation Requirement  
Meets the University of California "D" or "G" Subject Area Requirement*

*SDHS, BHS*

---

## AP COMPUTER SCIENCE PRINCIPLES

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Completion of Integrated I

**AP Computer Science Principles** is an introductory college-level computing course that introduces students to the breadth of the field of **computer science**. Students learn to design and evaluate solutions and to apply **computer science** to solve problems through the development of algorithms and programs. This course does not fulfill the D-Lab Science for Life Science of Physical Science but does meet the third year of required science. Students must also fulfill the graduation requirement of a Life and Physical science.

*Meets the University of California "D" or "G" Subject Area Requirement*

*SDHS, BHS*

---

## PHYSICS

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation, completion of Integrated III

Physics is a trigonometric-based study of physical phenomena that will serve as a foundation for understanding the science and technology that shape our society. Selected topics include: mechanics, wave phenomena, thermodynamics, electricity and magnetism, and quantum theory. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

*Meets the Science Graduation Requirement*

*Meets the University of California "D" or "G" Subject Area Requirement  
SDHS, BHS*

---

## **AP PHYSICS 1**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation, concurrent enrollment in Integrated III (SD) or Pre-Calculus (BHS)

Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry based learning, students will develop scientific critical thinking and reasoning skills. Students take the Advanced Placement examination in the spring for college credit.

*Meets the Science Graduation Requirement  
Meets the University of California "D" or "G" Subject Area Requirement  
SDHS, BHS*

---

## **AP PHYSICS 2**

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation, concurrent enrollment in Algebra II or higher level math class

Physics 2 is the second year of an algebra-based, introductory college-level physics course that explores topics such as fluid mechanics, thermodynamics, electricity and magnetism, optics and atomic/nuclear physics. Through inquiry based learning, students will develop scientific critical thinking and reasoning skills. Students take the Advanced Placement examination in the spring for college credit.

*Meets the Science Graduation Requirement  
Meets the University of California "D" or "G" Subject Area Requirement  
SDHS*

---

## ENVIRONMENTAL SCIENCE

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation, Biology

This course focuses on physical processes and earth's environment. Selected topics include: environmental geology, mineral and energy resources, water resources, atmospheric studies, and land management. Field trips to local outdoor resources will provide opportunities to study environmental issues firsthand.

*Meets the Science Graduation Requirement  
Meets the University of California "D" Subject Area Requirement*

*SDHS, BHS, CHS*

---

## AP ENVIRONMENTAL SCIENCE

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation, Concurrent enrollment in Integrated II or III, Biology

This course is intended to be an in-depth study of the environment, the natural processes at work in the environment, and man's effect on it. Students will identify environmental problems, evaluate the risks associated with these problems, and critically examine solutions. The course will involve both laboratory and field investigations. **Students will take the Advanced Placement examination in the spring for college credit.**

*Meets the Science Graduation Requirement  
Meets the University of California "D" or "G" Subject Area Requirement*

*SDHS, BHS*

---

## HUMAN ANATOMY AND PHYSIOLOGY

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation, Integrated I, C in Biology (SD)

Human Anatomy is a course designed for students who are interested in following a career in the sciences or medical fields. This course will study the eleven systems of the human body. Within each system, students will explore the development, function, structure, and chemical processes. Students will be involved in a variety of modes of learning. The goal of this course is to provide the student with a general working knowledge of the human anatomy so that it can be applied in the advanced courses of a medical career path.

*Meets the Science Graduation Requirement*

*Meets the University of California "D" or "G" Subject Area Requirement*

*SDHS, BHS*

---

## FORENSIC SCIENCE INVESTIGATION

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** C in Algebra I, C in Biology

Forensic Science Investigation is a lab science, college prep course designed to deepen student understanding of biology with an emphasis on forensic science. It will include studies in molecular biology, human body tissues and analysis of wounds, bacteria, viruses and fungi, toxicology, and DNA analysis.

*Meets the Science Graduation Requirement*

*University of California "D" or "G" Subject Area Requirement approval pending*

*SDHS*

---

## PRINCIPLES OF BIOMEDICAL SCIENCE HONORS

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Nones

Students explore concepts of biology and medicine as they take on the roles of different medical professionals to solve real-world problems. Over the course of the year, students are challenged in various scenarios including investigating a crime scene to solve a mystery, diagnosing and proposing treatment to patients in a family medical practice, to tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency, and collaborating with others to design solutions to local and global medical problems



*Meets the Science Graduation Requirement  
University of California "D" Subject Area Requirement*

*SDHS*

---

## **Human Body Systems HONORS**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Principles of Biomedical Science

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis in the body. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

*Meets the Science Graduation Requirement  
Meets the University of California "D" or "G" Subject Area Requirement at SDHS*

# VISUAL AND PERFORMING ARTS

Students are required to take 10 credits of Visual and Performing Arts.

Course	Site	Grade	Graduation Requirement	UC/CSU a-g Requirement	Prerequisite
<b>ART:</b>					
Intro to Art	S,C	9, 10, 11, 12	Visual and Performing Arts or CTE or Elective	F	
Advanced Art	S	10, 11, 12	Visual and Performing Arts or Elective	F or G	Teacher Rec.
AP Art History	B	11, 12	Visual and Performing Arts or Elective	G	
AP Art 2D	S	11, 12	Visual and Performing Arts or Elective	F or G +	Teacher Rec.
Drawing and Mixed Media	B, C	9, 10, 11, 12	Visual and Performing Arts	F	
Advanced Paint and Drawing *	B	10, 11, 12	Visual and Performing Arts	F	Teacher Rec.
Fiber Arts I	B	10, 11, 12	Visual and Performing Arts	F	
Fiber Arts II	B	10, 11, 12	Visual and Performing Arts	F	Teacher Rec. C in Fiber Arts I
Film History	B	10, 11, 12	Visual and Performing Arts	F	
Fine Art of Printmaking *	B	10, 11, 12	Visual and Performing Arts	F	

Site: S= San Dimas High School

C= Chaparral High School

Elective and advanced course

B= Bonita High School

V= Vista School

offerings depend upon enrollment

+ *Advanced Placement weighting for UC*

*Check with your school site to verify the grade level offering for this course.*

<b>Course</b>	<b>Site</b>	<b>Grade</b>	<b>Graduation Requirement</b>	<b>UC/CSU a-g Requirement.</b>	<b>Prerequisite</b>
<b>ART (Continued):</b>					
Graphic Publications Yearbook	S, B	10, 11, 12	Visual and Performing Arts	F	Teacher Rec.
Illustration and Design	B	9, 10, 11, 12	Visual and Performing Arts	F	
Jewelry I	B	11, 12	Visual and Performing Arts	F	Teacher Rec.
Jewelry II	B	11, 12	Visual and Performing Arts	F	Teacher Rec.
Digital Photography I	S	10, 11, 12	Visual and Performing Arts or CarTechEd	F#	
Digital Photography II	S	11, 12	Visual and Performing Arts or CarTechEd	F#	ROP Digital Photography I
Visual Communications	S	10, 11, 12	Visual and Performing Arts		
Visual Communications II	S	11, 12	Visual and Performing Arts		Successful completion of Vis Com
<b>MUSIC THEORY:</b>					
History of Rock and Roll	B	9, 10, 11, 12	Visual and Performing Arts	F	none
AP Music Theory	B	11, 12	Visual and Performing Arts or Elective	F or G	Teacher Rec.
<b>BAND:</b>					
Symphonic/Marching Band	B	9, 10, 11, 12	PE and/or Visual and Performing Arts or Elective		Teacher Rec.
Advanced Band/ Wind Ensemble	S, B	9, 10, 11, 12	PE and/or Visual and Performing Arts or Elective	F ( <i>SDHS only</i> ) G	Teacher Rec.
Drum Line	S	9, 10, 11, 12	PE and/or Visual and Performing Arts or Elective	F	Teacher Rec.
Jazz Band Jazz Ensemble	S, B	9, 10, 11, 12	Visual and Performing Arts or Elective	F or G	Teacher Rec.
Pageantry/Tall Flags / Color Guard	S, B	9, 10, 11, 12	PE and/or Visual and Performing Arts or Elective	F	Tryouts

<b>CHOIR:</b>					
Chorale	S, B	9, 10	Visual and Performing Arts	F	Teacher Rec. Audition
Concert Choir	B	9, 10, 11, 12	Visual and Performing Arts or Elective	F	Teacher Rec. Audition
Chamber Singers	S, B	9, 10, 11, 12	Visual and Performing Arts or Elective	F	Teacher Rec. Audition
Women's Vocal Ensemble	S, B	9, 10, 11, 12	Visual and Performing Arts or Elective	F	Teacher Rec. Audition
Men's Choir	B	10, 11, 12	Visual and Performing Arts or Elective	F	Teacher Rec. Audition
<b>DANCE:</b>					
Dance, Intro to	S	10, 11, 12	Visual and Performing Arts or PE or Elective	F	
Advanced Dance	S, B	10, 11, 12	Visual and Performing Arts or PE or Elective	F	Teacher Rec. Intro to Dance
<b>DRAMA:</b>					
Drama I	S	9, 10, 11, 12	Visual and Performing Arts or Elective	F	
Drama II	S	10, 11, 12	Visual and Performing Arts or Elective	F	Drama I
Theatre Arts	B	9, 10, 11, 12	Visual and Performing Arts	F	
Adv. Theatre Arts	B	10, 11, 12	Visual and Performing Arts	F or G	Teacher Rec.

Site: S= San Dimas High School C= Chaparral High School B= Bonita High School V= Vista School

\* Check with your school site to verify the grade level offering for this course.

Elective and advanced course offerings depend upon enrollment

<b>ANIMATION:</b>					
Animation I	S	9, 10, 11, 12	Visual and Performing Arts or Car/TechEd or Elective	F, G	none
Animation II	S	10, 11, 12	Visual and Performing Arts	F, G	Successful completion of Animation I

			or Car/TechEd or Elective		
Film Making and Animation	S	9, 10, 11, 12	Visual and Performing Arts or Car/TechEd or Elective	F #	
Advanced Film Making	S	10, 11, 12	Visual and Performing Arts or Car/TechEd or Elective	F #	Successful completion of ROP Film Making and Animation
<b>VIDEOGRAPHY:</b>					
Video 1 (Introduction to Contemporary Media)	S	9, 10, 11, 12	Visual and Performing Arts or Car/TechEd or Elective	F	
Video 2 (Creative Productions)	S	10, 11, 12	Visual and Performing Arts or Car/TechEd or Elective	F #	Video I and/or Instructor Approval
Video I/Video Media Production	B	11, 12	Visual and Performing Arts or Car/TechEd or Elective	#	
Video II	B	11, 12	Visual and Performing Arts or Car/TechEd or Elective	#	
Video III	B	11,12	Visual and Performing Arts or Car/TechEd or Elective	#	
Broadcast Journalism	B	11,12	Visual and Performing Arts or Car/TechEd or Elective	#	

Site: S= San Dimas High School C= Chaparral High School B= Bonita High School V= Vista School

\* Check with your school site to verify the grade level offering for this course.

Elective and advanced course offerings depend upon enrollment

## INTRODUCTION TO ART

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

This course is designed as a beginning course in painting and drawing. The elements and principles of design will be studied and emphasized with each project. Students will work with various media including: pencil, chalk, pen and ink, tempera, and watercolor.

*Meets the Visual and Performing Arts or Career Technical Education Graduation Requirement  
Meets the University of California "F" Subject Area Requirement*

*SDHS, CHS*

---

## ADVANCED ART

**Grade: 10, 11, 12**

**10 Credit**

**Year Long**

**Prerequisite:** Teacher Recommendation

This course is designed as a continuing step towards the development of the student's painting and drawing skills. Art criticism will also be explored and practiced. A variety of subject matter and materials will be used. This course may be repeated for credit.

*Meets the Visual and Performing Arts or Elective Graduation Requirement  
Meets the University of California "F" or "G" Subject Area Requirement*

*SDHS*

---

## AP ART HISTORY

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

The class will study art from ancient Near Eastern and Egyptian art to work currently being created in America at the turn of the 21st century. Students will study the ideas and trends influencing artists from ancient times to present day. Art will be viewed both as an expression of a culture and as an exchange of ideas between and amongst cultures. Students will be asked to see where connections are made between artists, history, influence and exposure. This course will ask that students increase their awareness of art and the role that art plays in historical, cultural and social development.

*Meets the Visual and Performing Arts or Elective Graduation Requirement  
Meets the University of California "G" Subject Area Requirement*

*BHS*

---

## **AP Art 2D**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation or Advanced Art

This course is designed for students who are seriously interested in the practical experience of making 2D art. This course demands a significant commitment to projects and time outside of the classroom. AP credit is awarded based on a submitted portfolio of work, rather than an exam. This course will be taught at the pace and level of a college art foundations class and rigor is to be expected.

*Meets the Visual and Performing Arts Graduation Requirement  
Meets the University of California "F" or "G" Subject Area Requirement*

*SDHS*

---

## **DRAWING AND MIXED MEDIA**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

Students will engage in intensive study of a variety of techniques with a wide range of materials and media. This introductory class covers many important fundamentals of art. Selected topics include: shading, composition, color theory, creative design, and perspective. Students will be exposed to the elements of art history as it applies to the units of study.

*Meets the Visual and Performing Arts Graduation Requirement  
Meets the University of California "F" Subject Area Requirement*

*BHS, CHS*

---

## ADVANCED PAINTING AND DRAWING

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation

This course provides a variety of advanced art experiences that enable the serious art student to explore and develop greater skills of expression in several art media including: pen and ink, collage, acrylics, pastels, colored pencils, pencil, mixed media, and computer programs. Work is directed to a portfolio presentation for college admission. This course may be repeated for credit.

*Meets the Visual and Performing Arts Graduation Requirement  
Meets the University of California "F" Subject Area Requirement*

BHS

---

## FIBER ARTS I, FIBER ARTS II

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Fiber Arts II - Teacher Recommendation and/or C in Fiber Arts I

This course has been redesigned to accommodate new interests. Students will learn a variety of fabric dyeing techniques including: tie dye, airbrush, silk screen, and batik. Students have a lot of fun creating stuffed animals, sculptures of their own invention, clothing, quilts, and much, much more.

*Meets the Visual and Performing Arts Graduation Requirement  
Meets the University of California "F" Subject Area Requirement (Fiber Arts I only)*

BHS

---

## FILM HISTORY

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

This course introduces students to the analysis of film, narrative, and the basic tools of film analysis. Students will examine how elements like mise en scene, cinematography, editing and sound work together to create meaning in a range of films. Students will be asked to explore how films tell stories and how stories are structured. Students will demonstrate a solid understanding of film vocabulary and critical concepts of film studies in both written assignments and oral presentations. While students will decode the conventions of classic Hollywood films, they will also demonstrate skills in technological, cultural, and media literacy.



*Meets the Visual and Performing Arts Graduation Requirement  
Meets the University of California "F" Subject Area Requirement (Fiber Arts I only)  
BHS*

---

## **FINE ART OF PRINTMAKING**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

This is a great class! No pre-art skills are required as students may use many different resources for their projects. Students will carve their unique designs into linoleum and wood, print T-shirts using silk-screens, and etch and draw beautiful images to print through a variety of techniques.

*Meets the Visual and Performing Arts Graduation Requirement  
Meets the University of California "F" Subject Area Requirement (BHS only)  
BHS*

---

## **GRAPHIC PUBLICATIONS YEARBOOK**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation

The Graphic Publications I (Yearbook) class is for students interested in the art and design of modern published materials, including digital and print. This is a yearlong class incorporating lecture and demonstrations, guided practice, and research. Units of study will include photography, the elements and principles of design, the history of graphic design, and journalistic writing. The culminating project will be the production of the school's yearbook, El Santo. Students will perform their tasks using a variety of publishing and design software including, but not limited to Google suite, MS Word, Adobe Creative Cloud, (Photoshop, InDesign, Illustrator), and the HerffJones proprietary page creation software, eDesign.

Students who complete all coursework, projects, etc., will have the opportunity and the option to take the AP Studio Art exam (2D - Design) in May.

*Meets the Visual and Performing Arts Graduation Requirement  
Meets the University of California "F" Subject Area Requirement (SDHS only)*

*SDHS, BHS*

---

## ILLUSTRATION AND DESIGN I, II

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

This is a great class for learning how to put together creative artwork fit for professional reproduction. Students learn the tools of the trade including comprehensive instruction in using an airbrush. Creative projects include illustrations for stories, CD covers, corporate logos and theme posters.

*Meets the Visual and Performing Arts Graduation Requirement  
Meets the University of California "F" Subject Area Requirement*

BHS

---

## JEWELRY I, JEWELRY II

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation

This course covers the design and creation of new gold and silver jewelry. Emphasis will be on methods, materials, and basic techniques, with an introduction to casting techniques, gem familiarization, and the history of jewelry. Jewelry II will cover more advanced techniques. Jewelry II may be repeated for credit.

*Meets the Visual and Performing Arts Graduation Requirement  
Meets the University of California "F" Subject Area Requirement (Jewelry I only)*

BHS

---

## DIGITAL PHOTOGRAPHY I

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

Digital Photography students will learn techniques for operating digital cameras as well as terminology and proper usage of equipment. A focus on the effects of different lenses, lighting techniques, and printing techniques will enable students to hone their skills in this area. Color theory and management will be an emphasis, along with composition, special effects, digital darkroom, and presentation techniques. An emphasis will also be placed on job opportunities and skills for obtaining and keeping a position within the industry.

*Meets the Visual and Performing Arts or Career Technical Education or Elective Graduation Requirement*  
*SDHS*

---

## DIGITAL PHOTOGRAPHY II

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

Digital Photography students will learn more advanced techniques for operating digital cameras as well as terminology and proper usage of equipment. A focus on the effects of different lenses, lighting techniques, and printing techniques will enable students to further develop their skills in this area. Color theory and management will be an emphasis, along with composition, special effects, digital darkroom, and presentation techniques. An emphasis will also be placed on job opportunities and skills for obtaining and keeping a position within the industry.

*Meets the Visual and Performing Arts or Career Technical Education or Elective Graduation Requirement*

*SDHS*

---

## HISTORY OF ROCK AND ROLL

**Grade: 9,10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

This course focuses on the roots and development of rock and roll music throughout the twentieth century. Students will develop an understanding of basic music theory as it pertains to rock and roll, and special attention will be given to the manner in which sociological, political, and economic conditions affected the evolution of this music.

*Meets the Visual and Performing Arts Graduation Requirement  
Meets the University of California "F" Subject Area Requirement*

*BHS*

---

## AP MUSIC THEORY

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation and B in Wind Ensemble

Students will read, notate, compose, perform and listen to music. Students learn the development of aural skills. Throughout the course, students will listen to musical works attentively and analytically, developing their "musical memory" and their ability to articulate responses to formal stylistic and aesthetic qualities of music performances. **Students take the advanced placement examination in the spring for college credit.**

*Meets the Visual and Performing Arts or Elective Graduation Requirement  
Meets the University of California "G" Subject Area Requirement*

*BHS*

---

## SYMPHONIC/MARCHING BAND

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation

This course is an investigation into proper instrumental performance technique for concert band literature. The year is spent sight reading, with emphasis on preparing for a limited number of concerts and competitions. The 1<sup>st</sup> semester focuses on field performance skills and parade marching skills, and can be applied to the Art or PE graduation requirement. The 2<sup>nd</sup> semester receives Art credit. This course may be repeated for credit.

*Meets the Physical Education or Visual and Performing Arts or Elective Graduation Requirement*

*BHS*

---

## ADVANCED BAND/ WIND ENSEMBLE

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation

The 1<sup>st</sup> semester Marching Band course focuses on field performance skills and parade marching skills, and can be applied to the Art or PE graduation requirement. Students perform in parades and at football games. The 2<sup>nd</sup> semester Wind Ensemble course receives Art credit. The group studies, rehearses, researches, and performs wind ensemble literature of a high degree of difficulty. Students also study the main points of theory, composition and history. This course may be repeated for credit.

*Meets the Physical Education or Visual and Performing Arts or Elective Graduation Requirement*

*Meets one semester of Physical Education - BHS*

*Meets the University of California "F" or "G" Subject Area Requirement (SDHS only)*

*Meets the University of California "F" Subject Area Requirement (BHS only)*

*BHS, SDHS*

---

## **DRUM LINE**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation

Drumline is a course designed for the marching and concert percussionist. The course covers 1<sup>st</sup> semester – Marching Band season (available for PE or Art credit), and 2<sup>nd</sup> semester – Drumline season (available for Art credit). In order to be in the instrumental program, all percussionists must take Drumline class. This course may be repeated for credit.

*Meets the Physical Education or Visual and Performing Arts or Elective Graduation Requirement*

*SDHS*

---

## **JAZZ BAND, JAZZ ENSEMBLE**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation

This course provides the advanced instrumental student with the opportunity to study all phases of modern jazz. Syncopation in its most complex forms will be studied. Basic improvisation talent will be developed. This course may be repeated for credit.

*Meets the Visual and Performing Arts or Elective Graduation Requirement  
Meets the University of California "F" or "G" Subject Area Requirement*

*SDHS, BHS*

---

## PAGEANTRY/TALL FLAGS/COLOR GUARD

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Band Director Recommendation and tryouts

Course credit may be applied to P.E. in the 1<sup>st</sup> semester, and Art on the 2<sup>nd</sup> semester, OR the student may receive P.E. credits for the entire year. This course may be repeated for credit.

*Meets the Physical Education or Visual and Performing Arts Graduation Requirement*

*Course is PE or Elective Credit for SDHS*

*Meets the University of California "F" or "G" Subject Area Requirement*

*SDHS, BHS*

---

## CHORALE

**Grade: 9, 10,**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation and Audition

This is a select choral ensemble that serves as a training choir for the Concert Choir. Focus is on vocal technique and musicianship as well as the rehearsal and performance of choral literature in a variety of styles from different periods in history. This course may be repeated for credit.

*Meets the Visual and Performing Arts Graduation Requirement*

*SDHS, BHS*

---

## CONCERT CHOIR

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation and Audition

This course offers a variety of musical experiences for the student who is interested in singing and performing. Music includes spirituals, folk songs, and traditional or contemporary arrangements. The class participates in school concerts, festivals, and community performances. This course may be repeated for credit.

*Meets the Visual and Performing Arts or Elective Graduation Requirement*

*Meets the University of California "F" Subject Area Requirement*

*BHS*

---

## CHAMBER SINGERS

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation / Audition

This course offers vocal music instruction for students who are ready for more advanced work. This is a highly select group of singers who perform frequently in the community. This course may be repeated for credit.

*Meets the Visual and Performing Arts or Elective Graduation Requirement  
Meets the University of California "F" Subject Area Requirement*

*SDHS, BHS*

---

## WOMEN'S VOCAL ENSEMBLE

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation and Audition

This course offers a variety of musical experiences for the student who is interested in singing and performing. Music includes spirituals, folk songs, and traditional or contemporary arrangements. The class participates in school concerts, festivals, and community performances. This course may be repeated for credit.

*Meets the Visual and Performing Arts or Elective Graduation Requirement*

*SDHS, BHS*

---

## MEN'S CHOIR

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation and Audition

The Men's Choir is an intermediate-level choir which studies and performs the standard choral repertoire for men's voices in a variety of genres. The goals of this course are: learning proper vocal technique, advancing the skills of music reading and ear training, studying historical and cultural influences in choral music, and public performance. This course may be repeated for credit.

*Meets the Visual and Performing Arts or Elective Graduation Requirement  
BHS*

---



## INTRODUCTION TO DANCE

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

This course is designed to introduce students to the basic techniques, vocabulary, culture, and history associated with a variety of traditional, contemporary, and international forms of dance. Grading is based on enthusiasm, behavior, and full participation in a group and individual performances. Students will become aware of their physical self while developing cardiovascular endurance, muscle strength, agility, rhythm, and grace. This course may be repeated for credit at SDHS.

*Meets the Visual and Performing Arts or Physical Education or Elective Graduation Requirement*

*SDHS*

---

## ADVANCED DANCE

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation or Introduction to Dance

This second year course is designed to further develop the skills introduced in Introduction to Dance. Grading is based on effort, behavior, and full participation. Technique is emphasized through slightly more difficult dance combinations. This course may be repeated for credit.

*Meets the Visual and Performing Arts or Physical Education or Elective Graduation Requirement*

*Meets the University of California "F" Subject Area Requirement*

*SDHS, BHS*

---

## DRAMA I

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

This is a performance-based class where students will be called upon to demonstrate acquired skills through daily exercises, memorized monologues and scenes, and original works. Students must be willing to perform in front of the class.

*Meets the Visual and Performing Arts or Elective Graduation Requirement*

*Meets the University of California "F" Subject Area Requirement*

*SDHS*

---

## THEATRE ARTS

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

This is a performance-based class where students will be called upon to demonstrate acquired skills through daily exercises, memorized monologues and scenes, and original works. Students must be willing to perform in front of the class.

*Meets the Visual and Performing Arts Graduation Requirement  
Meets the University of California "F" Subject Area Requirement*

BHS

---

## ADVANCED THEATRE ARTS

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation

This course extends knowledge and skills learned in Drama I or Theatre Arts. Students learn advanced techniques of acting and fundamental concepts of directing. This course may be repeated for credit.

*Meets the Visual and Performing Arts or Elective Graduation Requirement*

BHS

---

## ANIMATION I

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

Animation I introduces students to basic cartooning and appreciation of the art of cartooning. Students draw cartoons for a pencil animation. Students also design and construct a clay sculpture for a stop motion animation. Students learn elements of stagecraft, film design, storyboarding, production planning, as well as produce an animated film. Traditional skills of

illustration and photography are combined with state-of-the-art digital computer editing so that students can produce a DVD-based portfolio of their work. 3D computer animation is taught using Cinema 4D XL software.

*Meets the Career/technical Education or the Visual and Performing Arts or Elective Graduation Requirement  
Meets the University of California "F" or "G" Subject Area Requirement*

SDHS

---

## ANIMATION II

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Successful completion of Animation I

Advanced animation courses are rigorous and designed to prepare the serious animation student for entrance into a college program. A strong work ethic and the ability to work independently are required for this course. Animation II builds on the skills learned in Animation I, and is taught during the same class time as Animation I. In order to prepare for acceptance into a college animation program, each student must choose an area of concentration in either traditional pencil drawing or 3D computer animation drawing using Maya software. Students complete a series of (up to) 25 exercises in their chosen area. Students also study and prepare for the Mt SAC entrance exam for computer animation, and make a student film to enter in competition.

*Meets the Career Technical Education or the Visual and Performing Arts or Elective Graduation Requirement  
Meets the University of California "F" or "G" Subject Area Requirement*

SDHS

---

## FILM MAKING AND ANIMATION

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

This introductory course was developed with input from animators in major animation studios and will give students skills needed to enter the modern career of filmmaking and animation. Selected topics include character development, history of animated films, storyboarding, two-dimensional cell animations, and 3D computer animation. Students will produce an animated film. Each student will also produce a portfolio including sketchbook, storyboard example, and videotape example of their work.

*Meets the Career Technical Education or Visual and Performing Arts or Elective Graduation Requirement  
Meets the University of California "F" Subject Area Requirement*

SDHS

## ADVANCED FILMMAKING AND ANIMATION

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Successful completion of Filmmaking and Animation

*Advanced filmmaking classes are very rigorous and are designed to prepare the serious animation student for entrance into a college program. A strong work ethic and the ability to work independently is required for this class.* The advanced class provides students with the opportunity to review their animation technique and continue their work in sound, editing, and special effects. Each student will spend the majority of the class planning, organizing, producing, and editing their own film. Students will produce two films per year. Like Animation II, each student will choose an area of concentration, either 2D pencil animation, or 3D computer animation using Maya software. Students will complete up to 25 exercises in each area and during the second semester of the class, students will prepare for the MTSAC entrance exam for computer animation.

*Meets the Career Technical Education or Visual and Performing Arts or Elective Graduation Requirement*

SDHS

---

### SAN DIMAS DIGITAL VIDEO MEDIA

SDHS offers students the opportunity to take a full four years of video classes. These classes begin at an introductory level of basic camera, lighting, audio, and editing operations, and continue through to advanced post production techniques (mattes, color correction, soundtracks, etc.) and distribution formats and channels. Students learn the techniques and the discipline needed to produce excellent films, commercials and documentaries.

#### **ADVANCED COURSES:**

Beginning in the fall of 2010, students who have completed the Video I class may apply for further courses dedicated to cinema analysis and creative writing, creative production, and advanced media. These advanced courses will qualify the student for University of California (A-G) credit. At the time of writing, the ROP Video II course has been approved by UC, and the other courses are in the application process. Space is limited in advanced courses.

**VIDEO 1  
(INTRODUCTION TO CONTEMPORARY MEDIA)**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

Video I (Contemporary Media) gives students a brief introduction to the history of cinema and its development to the present day. The primary focus is basic visual storytelling with light and sound. Modern cameras and computer programs provide the tools to tape and edit productions. Teamwork is emphasized as integral to modern production, and assignments must be completed to specifications and deadlines, just as in the real world.

*Meets the Career Technical Education or Visual and Performing Arts or Elective Graduation Requirement*

*SDHS*

---

**VIDEO 2  
( CREATIVE PRODUCTIONS)**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Video I and Instructor Approval

Video II (Creative Productions) challenges students with more advanced production and postproduction techniques including green-screen, live switching, and multi-camera shooting and editing. A small number of classic films are reviewed for creative fuel. The entire production cycle is emphasized for each project, including storyboarding, characterization and plotline. A wide variety of student programs are produced (commercials, PSAs, reportage, drama, etc.). Limited to 25 students.

*Meets the Visual and Performing Arts or Career Technical Education Graduation Requirement  
Meets the University of California "f" Subject Area Requirement*

*SDHS*

---

## VIDEO I/VIDEO MEDIA PRODUCTIONS

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation

This course provides the student with basic elements of video production. The focus will be on camera work, storyboarding, scripting, and editing. The student will participate in the production of BHS shows for cable TV, as well as in the production of his/her own videos.

*Meets the Visual and Performing Arts or Career Technical Education Graduation Requirement*  
*BHS*

---

## VIDEO II

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation

In this course, the student will study more advanced camera techniques, as well as work in scripting, storyboarding, editing, and basic special effects. The student will also assist in the planning and editing of the yearbook. The student will complete the year with a resume of his/her completed work. This course may be repeated for credit. Students who repeat this course will be encouraged to seek internships with professionals working in the video business.

*Meets the Visual and Performing Arts or Career Technical Education Graduation Requirement*

*BHS*

---

## VIDEO III

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation

In this course, the student will study more advanced camera techniques, as well as work in scripting, storyboarding, editing, and basic special effects. The student will also assist in the planning and editing of the yearbook. The student will complete the year with a resume of his/her completed work. This course will focus on presenting visual representation of school activities throughout the year.

*Meets the Visual and Performing Arts or Career Technical Education Graduation Requirement*

*BHS*

## Broadcast Journalism

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation

Students will write, pitch ideas, film, act in, and edit a daily news show for the school. This course provides the basic skills needed to enter the television production industry. The class provides an overview of the equipment, job responsibilities, and techniques involved in both traditional studio production and remote location work. Emphasis is placed on vocabulary and correct industry terms, camera operation, picture composition, script writing, lighting, remote shooting, directing, and the editing process. A historical and cultural context will be discussed frequently as students are instructed to create a variety of news shows many of them based on current and past news shows.

*Meets the Visual and Performing Arts or Career Technical Education Graduation Requirement*

*BHS*

# PHYSICAL EDUCATION

Students are required to successfully complete 20 credits of Physical Education.

Course	Site	Grade	Graduation Requirement	UC/CSU a-g Requirement	Prerequisite
P.E. 9	S	9	PE		
P.E. 9/10	B,C, V	9, 10	PE		
P.E. 10, 11, 12	S	10, 11, 12	PE		
P.E. Sports	S, B	9, 10, 11, 12	PE		Athletic Dir. Rec.

Dance, Intro to	S	SEE VISUAL	AND	PERFORMING	ARTS SECTION
Advanced Dance	S, B	SEE VISUAL	AND	PERFORMING	ARTS SECTION
Pageantry/ Tall Flags	S, B	SEE VISUAL	AND	PERFORMING	ARTS SECTION
Rally – Spirit	S, B	9, 10, 11, 12	PE or Visual and Performing Arts		Tryouts
Weight Training		10, 11, 12	PE		Successful completion PE9
Independent Study P.E.	C,V	9, 10, 11, 12	PE		
Athletic Training	S, B	10, 11, 12	Career Tech Ed or Elective	#	
Advanced Athletic Training	S, B	11, 12	Career Tech Ed	#	Successful completion of ROP AthTrain I

Site: S= San Dimas High School  
B= Bonita High School

C= Chaparral High School  
V= Vista School

# None

Elective and advanced course offerings depend upon enrollment

Both comprehensive high schools will give 2.5 PE credits to any athlete who successfully completes a complete season of a CIF sport. These credits can only be applied to PE. Bonita Unified School District requires 20 semester units of PE for high school graduation. All freshmen are still required to take PE and must acquire their first 10 credits in a PE course. The additional 10 credits can be acquired by successful completion of four CIF sports seasons or a second year of PE or a combination of both. This will begin for freshmen in the Fall of 2019 and will not be retroactive to any previous sports seasons.

## PHYSICAL EDUCATION 9

**Grade: 9**

**10 Credits**

**Year Long**

**Prerequisite:** None

Freshmen are automatically enrolled in this graduation requirement class. Students will participate in instruction related to aquatics, fitness, individual sports (e.g., weight training, circuit course and track and field) and dual sports (e.g., tennis and badminton). Fitness training is integrated throughout the course preparing students to take the state physical fitness test at the end of the year. Instruction is aligned to the physical education state standards with instruction addressing motor skills, movement patterns and strategies to build skills. All activities include a focus on developing social skills, group dynamics and individual responsibility.



*Meets the Physical Education or Elective Graduation Requirement*

*SDHS*

---

## **PHYSICAL EDUCATION 9/10**

**Grade: 9, 10**

**10 Credits**

**Year Long**

**Prerequisite:** None

Two years of PE coursework is required for all students. There are three key objectives to accomplish in the two-year program. Students develop knowledge and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. Students are expected to achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. In addition, students develop knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

*Meets the Physical Education or Elective Graduation Requirement  
May be repeated for credit*

*BHS, CVS, VS*

## PHYSICAL EDUCATION 10, 11, 12

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

Sophomores are automatically enrolled in this graduation requirement class. The course is also open to juniors and seniors needing PE credit or wishing to take the class for an elective. Students will participate in instruction related to team sports (e.g., basketball, football, volleyball, etc.), gymnastics (e.g., balance, coordination and floor work) and combatives (e.g., self defense and kickboxing). Fitness training is integrated throughout the course encouraging students to seek lifelong skills for fitness. Instruction is aligned to the physical education state standards with instruction addressing motor skills, movement patterns and strategies to build skills. All activities include a focus on developing social skills, group dynamics and individual responsibility.

*Meets the Physical Education or Elective Graduation Requirement*

*SDHS*

---

## P.E. SPORTS

**Grade: 9, 10, 11, 12**

**5 or 10 Credits**

**Semester or Year**

**Prerequisite:** Athletic Director Recommendation

This is a select class for students who are participating in interscholastic athletics. Emphasis is placed on specialization and conditioning. Interscholastic sports are included. Students whose sports are out of season will participate in the regular physical education program. This course may be repeated for credit.

*Meets the Physical Education Graduation Requirement*

*SDHS, BHS*

---

## INTRODUCTION TO DANCE

*See page 82*

## ADVANCED DANCE

*See page 83*

## PAGEANTRY/TALL FLAGS

*See page 80*

---

## RALLY/ SPIRIT

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Tryouts

This course is designed to develop skills and to coordinate spirit and Rally activities for the year. All Rally/Spirit members are expected to enroll. This course may be repeated for credit.

*Meets the Physical Education or Visual and Performing Arts Graduation Requirement*

*SDHS, BHS*

---

## WEIGHT TRAINING

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Successful completion of PE 9

The weight-training course is designed to develop increased strength, flexibility, agility, speed and endurance. Proper methods of weightlifting are taught with emphasis on safety and personal improvement. Physical conditioning is emphasized.

*Meets the Physical Education Graduation Requirement*

*SDHS*

---

## ATHLETIC TRAINING

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

This course is an introductory course designed to provide students with the opportunity to learn about the career of Athletic Training and Sports Medicine. Students will study basic anatomy and physiology, injury prevention, evaluation and treatment of sports related injuries. First Aid and CPR training will be provided in the course through American Red Cross. Students will be

required to complete hands-on practical hours under the direct supervision of a Certified Athletic Trainer. This course may be continued at the advanced level.

*Meets the Career Technical Education or Elective Graduation Requirement*

*SDHS, BHS*

---

## **ADVANCED ATHLETIC TRAINING**

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Successful completion of ROP Athletic Training

Advanced Athletic Training is a second-year course that builds on the first year and prepares students for the programs offered at most community colleges and four-year universities. Students will get the opportunity to demonstrate their knowledge and skills in a practicum situation. Students will be required to complete a team assignment and clinical rotation at a designated Physical Therapy Clinic. All students must have completed the introductory course and have teacher permission to enroll in the course.

*Meets the Career Technical Graduation Requirement*

*SDHS, BHS*

---

# CAREER TECHNICAL EDUCATION

Course	Site	Grade	Graduation Requirement	UC/CSU A-G Requirement	Prerequisite
<b>BUSINESS AND MARKETING</b>					
2 + 2 Accounting: Computerized/Man.	B	10, 11, 12	Career Tech Ed	G	1 year High School Math
Adv Accounting – Tax Preparation	B	11, 12	Career Tech Ed		
ROP Business Career Exploration	C	10, 11, 12	Career Tech Ed	#	
Cyber Security	B	9-12	Career Tech Ed		
Graphics and Multiple-Media Design	B	10, 11, 12	Vis/Perf Arts or Career Tech Ed	F, G	Freshman Studies Computer Class
Intro to Computers	C	9, 10, 11, 12	Career Tech Ed		
ROP Home Interior Design	B	11, 12	Career Tech Ed		
Journalism *	S, B, C	9, 10, 11, 12	Career Tech Ed	G	Journalism Advisor Rec.
Leadership (ASB)	S, B, C	9, 10, 11, 12 10, 11, 12	Elective or Career Tech Ed		ASB Dir. Rec.
Foundations of Leadership (Renaissance)	S	9, 10, 11, 12	Elective or Career Tech Ed	G	2.3 GPA and Maintain a positive attendance record and positive discipline record
Sports Entertainment and Marketing	B	10, 11, 12	Elective or Career Tech Ed	#	
Work Experience	S,B	11, 12	Career Tech Ed		Valid Work Permit
Yearbook *	S, B, C	10, 11, 12	Career Tech Ed		Yearbook Advisor Rec.
<b>HEALTH</b>					
Athletic Training	S, B	9, 10, 11, 12	Career Tech Ed or Elective	#	Career Tech Ed

Site: S= San Dimas High School  
B= Bonita High School

C= Chaparral High School  
V= Vista School

# None

Elective and advanced course offerings depend upon enrollment

**CAREER TECHNICAL EDUCATION (Cont.)**

<b>Course</b>	<b>Site</b>	<b>Grade</b>	<b>Graduation Requirement</b>	<b>UC/CSU A-G Requirement</b>	<b>Prerequisite</b>
Advanced Athletic Training	S, B		Career Tech Ed	#	Successful completion of Ath Train
Introduction to Health Professions and Careers	B	10, 11, 12	Career Tech Ed or Elective	#	
<b>HUMAN SERVICES</b>					Career Tech Ed
Cosmetology	B	9, 10, 11, 12	Career Tech Ed	#	
Adv. Cosmetology	B	10, 11,12	Career Tech Ed	#	Successful completion of Cosmetology
Event Planner	C	11, 12	Career Tech Ed	#	
Foods/Creative Cooking	B	9, 10, 11, 12	Career Tech Ed		
CSI	B	11, 12	Career Tech Ed	#	
Culinary & Restaurant Management I	S, B C	9, 10, 11, 12	Career Tech Ed	G	
Culinary and Restaurant Management II	S, B, C	9, 10, 11,12	Career Tech Ed	G	Successful Completion of Culinary Rest I.
Law Enforcement	B	10, 11, 12	Career Tech Ed	#	
Ethics and Integrity in Policing	B	11, 12	Career Tech Ed		
<b>SCIENCE AND TECHNOLOGY</b>					Career Tech Ed
Technology Innovation and Integration	S	<i>9, 10, 11, 12</i>	<i>Career Tech Ed</i>	<i>G</i>	
AP Computer Science Principles	B,S	10,11,12	Career Tech Ed	<i>D or G</i>	Int Math I
AP Computer Science A	S	11,12	Career Tech Ed	<i>C or G</i>	AP Computer Science Principles
Film Making and Animation	S	<i>See</i>	<i>Visual and</i>	<i>Performing</i>	<i>Arts Section</i>
Science Lab Assistant	S	11, 12	Elective	<i>G</i>	<i>B or better in Chem/Bio</i>

Site: S= San Dimas High School  
B= Bonita High School

C= Chaparral High School  
V= Vista School

# None

Elective and advanced course offerings depend upon enrollment

### CAREER TECHNICAL EDUCATION (Cont.)

Course	Site	Grade	Graduation Requirement	UC/CSU A-G Requirement	Prerequisite
Adv. Film Making and Animation	S	See	Visual and	Performing	Arts Section
Digital Photography I	S	See	Visual and	Performing	Arts Section
Digital Photography II	S	See	Visual and	Performing	Arts Section
Video 1 (Introduction to Contemporary Media)	S	See	Visual and	Performing	Arts Section
Video 2 ( Creative Productions)	S	See	Visual and	Performing	Arts Section
Video 3 (Advanced Media)	S	See	Visual and	Performing	Arts Section
Video 4 (Cinema Analysis/Screenplay Writing)	S	See	Visual and	Performing	Arts Section
Video/Video Media Production I	B	See	Visual and	Performing	Arts Section
Video II Video Game Design	B	10, 11, 12	Career Tech Ed	*	
Web Design	B	11, 12	Career Tech Ed	#	Teacher Rec., Computer Class
Automotive Technology I	B	9, 10, 11, 12	Career Tech Ed		
Automotive Tech IIA	B	10, 11, 12	Career Tech Ed	#	
Automotive Tech IIB	B	10, 11, 12	Career Tech Ed	#	Teacher Rec. Auto. Tech. I
Visual Communications I	S	10, 11, 12	Visual and Performing Arts		
Visual Communications II	S	11, 12	Visual and Performing Arts		Successful completion of Vis Com I

Site: S = San Dimas High School      C = Chaparral High School

B = Bonita High School              V = Vista School

Elective and advanced course offerings depend upon enrollment

\* *Advanced Placement weighting for UC*

# *None*

# BUSINESS AND MARKETING

**2 + 2 Articulation** is a partnership between Bonita Unified School District high school programs and our local community colleges. Articulation is offered to assist with the transition from high school to college without delay or duplication of learning.

## 2 + 2 ACCOUNTING: COMPUTERIZED AND MANUAL

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** 1 year High School Math

This course teaches the fundamentals of Accounting including journals, ledgers, financial reports, payroll records, and banking using 10-key calculators, activity books and computer applications. Students will also learn how to prepare income tax returns, and get certified through the IRS. Use the internet to learn how to invest your money in the stock market. Certificate or college credit may be earned for successful completion of this course.

*Meets the Career Technical Education Graduation Requirement  
Approval pending for the University of California "G" Subject Area Requirement*

BHS

---

## ADVANCED ACCOUNTING - TAX PREPARATION

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** BHS 2+2 Accounting and teacher approval

This course teaches Accounting concepts relating to the Accounting cycle for a Service business organized as a Sole Proprietorship and a Merchandising business organized as a partnership using activity books and computer applications. Students will also learn how to prepare income tax returns from the Basic to advanced level, and get certified through the IRS as VITA Volunteer Preparers. They will use the internet to learn how to invest their money in the stock market. Students will also get valuable leadership/ business experience by helping the teacher as a Teacher's Assistant. A certificate may be earned for successful completion of this course.

*Meets the Career Technical Education and the Elective Graduation Requirement*

BHS

---



## **BUSINESS CAREER EXPLORATION**

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

This course is designed to allow students to explore different career choices primarily related to business. Students complete job interest inventories, fill out job related documents, practice interviewing skills, learn how to work effectively, and how to recognize proper work conditions along with safety rules and regulations at the job site. Students will learn how to obtain a job, retain it, and resign from it. Students will create short-term and long-term goals, develop economic awareness, and learn personal financial skills. Upon completion of the class, all students will have gained the necessary skills to look for employment. The course will also integrate the use of technology in lessons.

*Meets the Career Technical Education Graduation Requirement*

*CHS*

---

## **Cyber Security**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

This course teaches comprehensive networking concepts and skills, from network applications to the protocols and services provided to those applications. Learners will progress from basic networking (including hardware construction and architecture) to more complex enterprise and theoretical networking models later in the curriculum.

*Meets the Career Technical Education Graduation Requirement*

*BHS*

## GRAPHICS AND MULTIMEDIA DESIGN

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Freshman Studies Computer Class

Graphic and Multimedia design is a year long introductory course in computer graphics where students will learn how to apply the principles of graphic design to digital art and animation. Students will learn how to create and manipulate digital photographs, design 3D images and tell a digital story through an animation.

*Meets the Visual/Performing Arts or Career Technical Education Graduation Requirement  
Meets the University of California "F" or "G" Subject Area Requirement*

*BHS*

## HOME INTERIOR DESIGN

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

The coursework will address the aesthetic, social, technological and economic aspects of home arts and design. Students will learn to analyze interiors for furnishing and décor needs, taking into account aspects of functionality, aesthetics and durability. Students may design a home and party environments using drawings, scale models or collage. Students would craft new materials (sewing focused) for the home. Additionally, there will be units on repurposing (upcycling) furniture, holiday and special occasion décor, planning and budgeting for parties and special events. Students will gain a foundation on how to use technology to budget, photograph, price, market and sell home arts items. The class will center around teaching students how to use their gained skills to create items of quality and how to market and sell those items.

*Meets the Career Technical Education and the Elective Graduation Requirement*

*BHS*

---

## JOURNALISM

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** Journalism Advisor Recommendation

This course is designed to teach the terms and skills necessary to compete in the field of journalism. Students will be responsible for writing, editing, composing and publishing the school newspaper (and the year-end Senior Magazine at Bonita High School). Methods of

presenting the news and the use of photography in a newspaper will be taught. This course may be repeated for credit.

*Meets the Elective or Vocational Education Graduation Requirement  
Meets the University of California "G" Subject Area Requirement at SDHS*

*SDHS*

---

## JOURNALISM/YEARBOOK

**Grade: 11, 12**

**10 Credits**

**Semester**

**Prerequisites:** None

This course is designed to teach the terms and skills necessary to compete in the field of journalism. Students will be responsible for writing, editing, composing and publishing the school newspaper and yearbook. Methods of presenting the news and the use of photography in a newspaper will be taught.

*Meets the Elective Requirement at CHS*

*CHS*

---

## ADVANCED LEADERSHIP (ASB)

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** ASB Director Recommendation

This is a class for students who have been elected or appointed as Associated Student Body Officers. It is designed to demonstrate the basic concepts of democratic government, leadership skills, parliamentary procedures, group processes, leadership practice and planning, and organization in a laboratory of practical school situations. This course may be repeated for credit.

*Meets the Career Technical Education and the Elective Graduation Requirement  
Meets the University of California "G" Subject Area Requirement at SDHS, BHS*

*SDHS, BHS*

---

## FOUNDATIONS OF LEADERSHIP (RENAISSANCE)

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** 2.3 GPA, Maintain a positive attendance record and positive discipline record

Student Leadership is a project based course aimed at increasing students' capabilities. Through the planning and execution of numerous events for the school, students will discover how to best effect change in their communities. Students will read extensively about the nature of leadership and its different styles. Additionally, students write frequently, write critically, reflectively, persuasively, and speak about the real world issues from the planning of events. The course uses sections of The Student Leadership Guide by Brendon Burchard.

*Meets the Career Technical Education and the Elective Graduation Requirement*

*SDHS*

---

### **ADVANCED LEADERSHIP (ASB)**

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

Sports and Entertainment Marketing is a course designed to offer students an opportunity to gain knowledge and develop skills related to the growing sports and entertainment industry. Students will learn about the various functions of marketing as it relates to sports and entertainment, but also discover how each function fits with the others. Sports Marketing addresses such diverse products as the sporting event itself, its athletes, sports facilities or locations, sporting goods, training, and sports information. Students will develop skills in the areas of advertising, public relations/publicity, event marketing, sponsoring, ticket distribution, and career opportunities as they relate to the sports and entertainment industry.

*Meets the Career Technical Education and the Elective Graduation Requirement*

*BHS*

---

### **WORK EXPERIENCE**

**Grade: 11, 12**

**5 or 10 Credits**

**Year Long**

**Prerequisite:** Valid Work Permit

Students acquire employability and industry specific skills through paid on-the-job experience. Students are responsible for locating their own employment. Classes are held once a week with instruction in career planning, human relations, and employability skills. The Work Experience coordinator visits job sites to evaluate the student's progress. Students submit monthly time sheets to the coordinator.

*Meets the Career Technical Education Graduation Requirement*

*SDHS, BHS*

---

## YEARBOOK/GRAPHIC PUBLICATION

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** Yearbook Advisor Recommendation

This course is designed to teach students the fundamentals of yearbook production. Students take responsibility for the organization and presentation of accurate information, copywriting, layout design, photo taking, selection and cropping, word processing, page layout, and editing while meeting “real world” company deadlines. This course may be repeated for credit.

*Meets the Elective or Vocational Education Graduation Requirement*

*SDHS, BHS*

---

## RENAISSANCE

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** Teacher Recommendation

This class is designed to give students hands-on leadership opportunities and to build their leadership and communication skills. and to demonstrate the basic concepts of democratic government, leadership skills, parliamentary procedures, group processes, leadership practice and planning, and organization in practical school situations. This course may be repeated for credit.

*Meets the Career Technical Education and the Elective Graduation Requirement*

*CHS*

---

## COMPUTER-AIDED DESIGN

**Grades 11, 12**

**10 Credits**

**Year long**

**Prerequisite:** None

The Design with CAD (Computer Aided Design) course will provide students with an exploratory STEM elective option. Using industry-standard computers and software, students will learn computerized drawing, editing, and annotation skills to produce 2D drawings and documentation, communicate designs with 3D modeling and visualization tools, and use these models to create virtual walkthroughs and physical 3D parts using a 3D printer. This elective course will support/reinforce math skills and prepare students with applicable skills for the 21st century workplace. The course will prepare students to take the industry-recognized Autodesk Certification test.

*Meets the Elective Graduation Requirement*

*CHS*

---

# **HEALTH SERVICES**

See **PHYSICAL EDUCATION** section

**ATHLETIC TRAINING**

**ADVANCED ATHLETIC TRAINING**

**PERSONAL FITNESS I**

**PERSONAL FITNESS II**

---

## **INTRODUCTION TO HEALTH PROFESSIONS AND CAREERS**

**Grades 10, 11, 12**

**10 Credits**

**Year long**

**Prerequisite:** None

This course is designed for all students interested in seeking a career in the health care field. It introduces students to medical occupations and guides them to investigate the ever-changing world of healthcare. Students will develop skills and knowledge to prepare them for health careers ranging from physicians to physical therapists. Students will focus on the concepts and principles of medical ethics, societal trends of healthcare, medical terminology, and body systems.

*Meets the Career Technical Education or Elective Graduation Requirement*

*BHS*

---

# **HUMAN SERVICES**

See **FOREIGN LANGUAGE** Section

**ROP AMERICAN SIGN LANGUAGE I**

**ROP AMERICAN SIGN LANGUAGE II**

**ROP AMERICAN SIGN LANGUAGE III**

---



## **COSMETOLOGY/ADV COSMETOLOGY**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

Students prepare for the State of California Cosmetologist's License. Students learn theoretical and practical applications in haircutting, styling, coloring, tinting and bleaching, permanents, facials, and manicuring. Course requires 1600 hours of training necessary to take the California Board of Cosmetology Examination. Interested students must see Counselor for enrollment.

*Meets the Career Technical Education Graduation Requirement*

*BHS*

---

## **FOODS/CREATIVE COOKING**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

Foods is a beginning course in the fundamentals of cooking, food selection for health and energy, kitchen planning and equipment, and meal planning and shopping. Creative Cooking covers preparation, meal planning, nutrition, consumer buying skills, and foreign and regional cooking.

*Meets the Career Technical Education Graduation Requirement*

*BHS*

---

## CSI

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

Upon completion of the Forensic Science course, students will have developed or be able to: Critical thinking skills and problem solving; Investigation techniques, crime scene evaluation skills; Properly collect and scientifically evaluate data; Record results of data collection and draw logical conclusions based on the evidence obtained; Communication of results of investigative work through proper channels based on the conclusions drawn; Understanding of all sciences involved in forensics including chemistry, toxicology, serology, physical science, anatomy, dental science, psychiatry, and others; Written and oral communications skills including report writing and verbal testimony; Computer proficiency and knowledge of related software; and Understanding of cultural diversity as it relates to investigations.

*Meets the Career Technical Education Graduation Requirement*

*BHS*

---

## CULINARY & RESTAURANT MANAGEMENT I

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

This course is designed to prepare students for exciting career opportunities in the Food and Hospitality Services industry. You will get an overview of the food industry, learn about various careers in this field, proper food handling, workplace safety, employment skills, customer service skills, job training, knowledge of cooking and nutrition through classroom instruction, and hands-on experience. As an integral part of the hands-on curriculum, we will be utilizing the kitchen to cook on a weekly basis throughout the semester.

*Meets the Career Technical Education Graduation Requirement*  
*Meets the University of California "G" Subject Area Requirement at BHS/SDHS*  
*BHS, SDHS, CHS*

---

## CULINARY & RESTAURANT MANAGEMENT II

**Grade: 12**

**10 Credits**

**Year Long**

**Prerequisites:** Successful completion of Culinary & Restaurant Management I

In this Advanced Hospitality/Foods course, we will go more in-depth into the knowledge you acquired in year 1. This will include a comprehensive look at the following areas: the food industry, employment and management, proper food handling, running a restaurant, job training, cooking, advanced culinary techniques, and nutrition through classroom instruction, field trips and hands-on experience.

*Meets the Career Technical Education Graduation Requirement  
Meets the University of California "G" Subject Area Requirement at BHS/SDHS  
SDHS, BHS, CHS*

---

## LAW ENFORCEMENT

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

Training is provided for those students who are interested in a career in law enforcement. Students have the opportunity to learn the role and responsibilities of each segment of the criminal justice system.

*Meets the Career Technical Education Graduation Requirement*

*BHS*

---

## Ethics and Integrity

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

Ethics is the study of how we ought to live. During the first part of this course we will consider and critique different principles and theories which purport to explain what makes an action right or wrong, and what sort of character traits we ought to develop. In the second part of the course we will investigate the status of ethical theories. In the final part of the course, we will consider some practical ethical issues such as global poverty and animal welfare.

*Meets the Career Technical Education Graduation Requirement*

*BHS*

---

# **SCIENCE AND TECHNOLOGY**

See **VISUAL AND PERFORMING ARTS Section**

## **AP COMPUTER SCIENCE PRINCIPLES**

### **FILMMAKING AND ANIMATION ADVANCED FILMMAKING**

### **DIGITAL PHOTOGRAPHY**

#### **VIDEO 1 (Introduction to Contemporary Media)**

#### **VIDEO 2 (Creative Productions)**

#### **VIDEO/VIDEO MEDIA PRODUCTION I**

#### **VIDEO II**

---

### **Technology Innovation and Integration**

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year**

#### **Prerequisites:**

The Student Technology Innovation and Integration course is a year long elective where students will problem solve and use critical thinking skills to help troubleshoot technology issues on campus. Students will learn relevant computer skills and create media. Students will assist teachers and students becoming integral to the day to day tasks associated with running and maintaining the Media Center. Students will complete a project and digital portfolio.

*Meets the Elective Graduation Requirement  
Meets the University of California "G" Subject Area Requirement*

*SDHS*

---

## SCIENCE LAB ASSISTANT

**Grade: 11, 12**

**10 Credits**

**Quarter**

**Prerequisites:** B or better in Biology or Chemistry

This course focuses on the *theories* and *scientific principles* of laboratory equipment, instrumentation, methodologies and technologies. It gives the student the necessary understanding and skills to excel in university level laboratory courses. Students will be able to competently use a variety of lab equipment and apply scientific methodologies to various lab scenarios. Students will become familiar with the *principles* behind such lab skills as creating dilutions or creating Atwood machines. In addition to learning the *scientific principles* that drive these laboratory methodologies, students also become familiar with basic science stockroom protocol, such as proper storage of chemicals and reagents, maintenance and cataloging of scientific equipment and supplies.

*Meets the Elective Graduation Requirement*

*Meets the University of California "G" Subject Area Requirement at SDHSSDHS*

---

## VIDEO GAME DESIGN

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

Video Game design is a year long course in the art and design of video game production. The course will cover the design process from storyboarding, character and story development to game play and design. Students will learn how to develop 3D characters, create backgrounds and scenes, and program game interactivity. The successful completion of the course requirements will result in a certificate.

*Meets the Career Technical Education Graduation Requirement*

*BHS*

---

## AUTOMOTIVE TECHNOLOGY I

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisite:** None

This course acquaints the beginning student with various automotive systems and components including lubrication, braking, suspension, electrical, ignition, fuel injection, and computer control systems. Students will become proficient in the safe use of tools and machinery. Students will use the latest diagnostic equipment including digital meters and computerized test equipment. Twenty-one late model shop cars are provided for students to perform lab work in one of the best-equipped labs in the state of California.

*Meets the Career Technical Education Graduation Requirement*

*BHS*

---

## AUTOMOTIVE TECHNOLOGY IIA

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** Automotive Technology I, Teacher Recommendation

This advanced course focuses on engine performance and electrical systems. This course prepares students for diagnosis of ignition systems and computer control systems. Specific lab activities give the student experience using up-to-date testing equipment to test and diagnose late-model vehicles. This class meets 1 period per day for 1 year. Students may sign up for either IIA or IIB or may take both classes during the same school year. This class prepares the student for entry into the Citrus College Toyota T-Ten factory sponsored program, Universal Technical Institute's Automotive Technology program, or similar programs.

*Meets the Career Technical Education Graduation Requirement*

*BHS*

---

## VISUAL COMMUNICATIONS I

**Grade: 10, 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** None

This introductory course developed with input from graphic designers from studio-driven companies provides students with the artistic appreciation, perception, art theory and technical skills to express and produce compelling visual art. Focusing on drawing and design, students learn to plan and complete commercial art, illustration, and sculpture. These traditional skills of illustration and design are combined with state-of-the-art digital computer programs (Illustrator and Photoshop) so that students can produce art in a DVD-based portfolio of their work.

*Meets the Career Technical Education Graduation Requirement*

*SDHS*

---

## VISUAL COMMUNICATIONS II

**Grade: 11, 12**

**10 Credits**

**Year Long**

**Prerequisites:** Successful completion of Visual Communications

Visual Communication II is a rigorous course preparing the serious graphic design student for entrance into college programs. Visual Communication II builds on the skills learned in Visual Communication I, and is taught during the same class time as Visual Communication I. Selected topics include commercial art, design development, history of illustration, digital illustration, and Photoshop. Each student produces a portfolio including sketchbook and a DVD-based portfolio of his/her work.

*Meets the Career Technical Education Graduation Requirement*

*SDHS*

---

# ADDITIONAL COURSES

Course	Site	Grade	Graduation Requirement	UC/CSU A-G Requirement	Prerequisite
Library Tech/ Media Ctr Aide *	S, B	9, 10, 11, 12	Elective		Librarian Rec.
Office Aide *	S,B	11, 12	Elective		Office Rec.
Open Period	S, B	11, 12			Min 5 periods, 1 <sup>st</sup> and 7 <sup>th</sup> period only
Senior Experience	C	12	Elective		
Single Survival	S	9, 10, 11, 12	Elective		
Study Skills +	S, B	9, 10, 11, 12	Elective		
Teacher Aide *	S,B	11, 12	Elective		
AVID 9	S	9	Elective	G	None
AVID 10	S	10	Elective	G	AVID 9
AVID 11	S	11	Elective	G	AVID 9, 10

Site: S= San Dimas High School  
 B= Bonita High School  
 C= Chaparral High School  
 V= Vista School

\* Check with your school site to verify the grade level offering for this course.  
 + Summer school

## LIBRARY TECHNICIAN/ MEDIA CENTER AIDE

**Grade: 9, 10, 11, 12**

**5 or 10 Credits**

**Semester or Year**

**Prerequisite:** Librarian Recommendation

Student librarian technician aides will learn the language of the library, how to find and store resources in the library, how to process and mend materials, how to create MARC records of materials, and how to use library software. This course may be repeated for credit. Grade will be assigned as Pass/Fail.

*Meets the Elective Graduation Requirement*

*SDHS, BHS*



## OFFICE AIDE

**Grade: 11, 12**

**5 or 10 Credits**

**Semester or Year**

**Prerequisite:** Office Recommendation and good attendance; A-G eligible

Students receive office training and work experience in the various school offices. This course may be repeated for credit. Grade will be assigned as Pass/Fail.

*Meets the Elective Graduation Requirement*

*SDHS, BHS*

---

## OPEN PERIOD

**Grade: 11, 12**

**0 Credits**

**Semester or Year**

**Prerequisite:** Must be enrolled in 5 courses; A-G eligible

This course is available during 1<sup>st</sup> and 7<sup>th</sup> periods only.

*SDHS, BHS*

---

## SINGLE SURVIVAL

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year long**

**Prerequisite:** None

This course is designed to help high school students master necessary survival skills as they approach graduation and prepare for the transition into the world as a single adult. Selected topics include self awareness, decision making skills, money management and budgeting, relationship and social issues, etiquette, clothing purchase and care, and food preparation and nutrition.

*Meets the Elective Graduation Requirement*

*SDHS*

---

## STUDY SKILLS

**Grade: 9, 10, 11, 12**

**10 Credits**

**Year long**

**Prerequisite:** None

Students learn how to become organized and prepared for each class in which they are enrolled. Students will improve academic performance by utilizing study skill techniques such as reading logs, homework calendars, notebook organization, tutorials and test taking practice. Class is offered during summer school.

*Meets the Elective Graduation Requirement*

*SDHS, BHS (summer school only)*

---

## TEACHER AIDE

**Grade: 11, 12**

**10 Credits**

**Semester or Year**

**Prerequisite:** Teacher Recommendation; A-G eligible

This course is open to students interested in assisting instructors in routine tasks. Juniors and seniors can also serve as tutors in subject areas. This course may be repeated for credit. Grade will be assigned as Pass/Fail.

*SDHS, BHS*

---

## AVID 9

**Grade: 9**

**10 Credit**

**Year**

**Prerequisite:** Teacher Recommendation

The AVID Elective class is designed to prepare students to qualify and apply to four-year universities/colleges. Students enrolled in this program are assigned an elective teacher and remain with this teacher every year until graduation. In addition, students are required to make oral presentations to the class on topics related to career searches, college entrance, contemporary issues, and social concerns.

*Meets the Elective Graduation Requirement*

*SDHS*

---

## **AVID 10**

**Grade: 10**

**10 Credits**

**Year**

**Prerequisite:** Teacher Recommendation

The AVID Elective class is designed to prepare students to qualify and apply to four-year universities/colleges. Students enrolled in this program are assigned an elective teacher and remain with this teacher every year until graduation. In addition, students are required to make oral presentations to the class on topics related to career searches, college entrance, contemporary issues, and social concerns.

*Meets the Elective Graduation Requirement*

*SDHS*

---

## **AVID 11**

**Grade: 11**

**10 Credits**

**Year**

**Prerequisite:** Teacher Recommendation

The AVID Elective class is designed to prepare students to qualify and apply to four-year universities/colleges. Students enrolled in this program are assigned an elective teacher and remain with this teacher every year until graduation. In addition, students are required to make oral presentations to the class on topics related to career searches, college entrance, contemporary issues, and social concerns.

*Meets the Elective Graduation Requirement*

*SDHS*

---