

HANFORD JOINT UNION HIGH SCHOOL DISTRICT



2021/2022 Course Catalog



HJUHS D

HANFORD JOINT UNION HIGH SCHOOL DISTRICT

Preparing Today's Students for Tomorrow's World



Course Descriptions & Academic Information for Students & Parents

HANFORD HIGH • HANFORD WEST HIGH • SIERRA PACIFIC HIGH

EARL F. JOHNSON HIGH • COMMUNITY DAY SCHOOL • HANFORD ONLINE CHARTER



Preparing Today's Students for Tomorrow's World

HANFORD JOINT UNION HIGH SCHOOL DISTRICT

823 West Lacey Boulevard • Hanford, California 93230 • www.HJUHS D.org • 559-583-5901 • Fax 559-589-9769

January 1st, 2021

Dear Parents,

Welcome to the Hanford Joint Union High School District. We are preparing for your student's arrival in our District for the 2021/22 academic school year. We want you to know that we are here to assist you in achieving the highest possible level of academic success and to prepare for a transition to postsecondary education and employment. The first step in the Freshman Registration process will be accepting your invite (either through email or text) to HJUHS D's ParentSquare platform. We will be using ParentSquare to communicate with you from here on out regarding the incoming freshmen registration process so it is important that you accept the invitation to join this platform. Course requests and parent forms will be filled out in this platform as well as additional resources including the course catalog. The 2020/21 course catalog and other registration information can also be found on our website by visiting: <http://bit.ly/regresources>.

HJUHS D is excited to continue conducting an online registration process. This will allow students to fill out their registration documents and choose courses from the comfort and safety of home with their parents. With our ParentSquare platform, registration is easier than ever, ensuring that both you and your student are more prepared and set up for success by the time the next school year rolls in. Later in January we will be accepting requests through our digital applications for Intra-District Transfers, Business Finance Academy, Medical Academy and the NJROTC program. (Please see the form titled "High School Registration 101" for specific dates).

Enrollment in HJUHS D schools is based on your home address as provided by your child's current eighth grade school. **Students are required to attend their high school of residence.** If you have any questions regarding the HJUHS D Attendance Area, this information may be found at the District's web page: (<http://bit.ly/attendanceareas>). Attendance area information is also available at each school site and the District office. Parents may request a change in school for their student to participate in the Naval Junior Reserve Officer Training Corps (NJROTC) program at Hanford West High School, enrolling in our Business Finance Academy at Sierra Pacific High School, or by enrolling in our Medical Academy at Hanford West High School. Applications will be available on our website beginning Monday, January 18th, 2021 on the registration resources webpage (<http://bit.ly/regresources>). The deadline to submit these applications is Friday, January 29th, 2021.

This is the beginning of an exciting new phase in your student's education and I hope the coming year – and the years to follow – will be filled with positive experiences for you and your student. If you have any questions, please feel free to contact Lindsey Surratt in the Office of Educational Services at 583-5901 ext. 3118 or via e-mail at lsurratt@hjuhsd.org.

Sierra Pacific High School
Principal Darin Parson
559-583-5912, ext. 2010
dparson@hjuhsd.org

Hanford West High School
Principal Delbert Ray
559-583-5903, ext. 6000
dray@hjuhsd.org

Hanford High School
Principal Dr. Scott Pickle
559-583-5902, ext. 4000
spickle@hjuhsd.org

Sincerely,

Dr. Victor Rosa, Superintendent

BOARD OF TRUSTEES

Lisa Chavarin

Paul Gillum

Stacie Johnson

Alicia Martella

Paula Massey

Dr. Victor Rosa, Superintendent

HIGH SCHOOL REGISTRATION 101

Registration Timeline

- **January 18th, 2021:** Online application window **OPENS** for the Business Finance Academy, Medical Academy, NJROTC program and intra-district transfer requests.
- **January 29th, 2021:** Online application window **CLOSES** for the Business Finance Academy, Medical Academy, NJROTC program and intra-district transfer requests.
- **February 5th, 2021:** Receive notification on approval/denial of application.
- **February 8th, 2021:** Online registration window **OPENS**, parent/students will be invited to join ParentSquare to fill out forms and course requests.
- **February 19th, 2021:** Online registration window **CLOSES**

QUESTIONS ON THE
REGISTRATION PROCESS?
CONTACT LINDSEY SURRATT
lsurratt@hjuhsd.org
559-583-5901 EXT. 3118



FLIP THIS PAGE OVER
FOR MORE
INFORMATION ON
ACADEMIES,
PROGRAMS AND
TRANSFERS.

ACADEMIES

Questions about an academy? Contact Bobby Peters at bpeters@hjuhsd.org

Business Finance Academy - This academy will provide students with a sequence of business courses that will prepare them for post-secondary education while providing them with the skills & experience necessary to attain entry-level jobs. Students will have internships with local businesses & compete in various business competitions across the state. The Business Finance Academy is only offered at **Sierra Pacific** so students outside of the attendance boundary will need to submit a transfer request. To learn more about the business finance academy or to find the application visit: <http://bit.ly/bfawebpage>.

Medical Academy - This academy will expose students to standards that apply to occupations or functions involved in the preservation of mental and physical well-being through the services offered by the medical and allied health professions. The Medical Academy is only offered at **Hanford West** so students outside of the attendance boundary will need to submit a transfer request. To learn more about the medical academy or to find the application visit: <http://bit.ly/mawebpage>.

TRANSFERS

Inter-District Transfers

If students want to attend a school outside of HJUHS, students can fill out the inter-district transfer form. To learn more about inter district transfers visit: <http://bit.ly/intertransfer> or contact Donna Stout at dstout@hjuhsd.org

Intra-District Transfers

If students want to attend a school in HJUHS outside of their school of residence, students can fill out the online intra-district transfer form. The application must be approved by the principal of the school of residence as well as the principal of the requested school. To learn more about intra district transfers or to find the application visit: <http://bit.ly/intratransfers>

NJROTC

The NJROTC program emphasizes citizenship and leadership development, as well as our maritime heritage, the significance of sea power, and naval topics such as the fundamentals of naval operations, seamanship, navigation, and meteorology. The NJROTC program is only offered at **Hanford West** so students outside of the attendance boundary will need to submit a transfer request. To learn more about the NJROTC program or to find the application visit: <http://bit.ly/hwnjrotc>.

**For more
registration
resources visit:**

<http://bit.ly/regresources>

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STATEMENT OF NON-DISCRIMINATION

The Hanford Joint Union High School District (HJUHSD) prohibits discrimination, harassment, intimidation and bullying on the basis of actual or perceived characteristics including: physical or mental disability, genetic information, gender, gender identity, gender expression, nationality, race or ethnicity, color, ancestry, age, marital or parental status, religion, sex, sexual orientation, and/or association with a person or group with one or more of these actual or perceived characteristics, in any HJUHSD program or activity, which is funded directly by, or that receives or benefits from any state financial assistance, including in its educational programs, activities, or employment policies, as required by state and federal law. (See, e.g., Title VI of the Civil Rights Act of 1964; Title IX of the 1972 Educational Amendments; Section 504 of the Rehabilitation Act of 1973; Age Discrimination Act of 1975; EC §§ 200, 220; Government Code § 11135.) Inquiries regarding compliance with applicable state and federal anti-discrimination statutes may be directed to Director of Administrative Services, 823 W. Lacey Blvd., Hanford CA. 93230, the Director of the Office of Civil Rights, Department of Education, Washington, D.C. The lack of English language skills will not be a barrier to the admission and participation in HJUHSD programs. (P.L. 92-318; 34 CFR 106.9) A copy of the District's Uniform Complaint Policy is available at 823 W. Lacey Blvd., Hanford, California.

HJUHS CONTACT INFORMATION

BOARD OF TRUSTEES

Lisa Chavarin Paula Massey Stacie Johnson Alicia Martella Paul Gillum

HJUHS

823 W. Lacey Blvd. Hanford CA 93230 • 559.583.5901 • www.hjuhsd.k12.ca.us

Superintendent: Dr. Victor Rosa	3101	Human Resources: Ward Whaley	3110	Business Office: Julie Fagundes	3113
Assistant Superintendent: Renee Creech	3110	Special Education: Janice Ede	3123	Educational Services: Bobby Peters	3118*
English Language Development /Migrant: Janice Ede	3120*	Alternative Education Manger	7501	District Nurse: Somjai Cochran, RN	4038
Behavior Psychologist	410-3 513	Social Worker	7712	Title IX Coordinator: Dr. Victor Rosa	3101

Hanford High School

120 E. Grangeville Blvd. Hanford CA 93230 559.583.5902 Fax: 582.5229

Principal: Dr. Scott Pickle	4000	Assistant Principal: Dr. Eric Evans	4018	Learning Director: Dean Miller	4010
Learning Director (Athletics): Beau Hill	4818	Psychologist: Heather Fortune	4024	Resource Officer	583-5940
Lead Counselor: Sarah Hess	4060	Counselor: Allison Brum	4014	Counselor: Maria Lee*	4016
Counselor: Jenell Haire	4015	Counselor: Michele Himes	7503	Attendance: Kristen Rodrigues	4023

Hanford West High School

1150 Campus Drive Hanford, CA 93230 559.583.5903 Fax: 583.6708

Principal: Delbert Ray	6000	Assistant Principal: Nicole Mendes	6008	Learning Director: Kenneth Gregory	6009
Learning Director (Athletics): Angelo Macias	6012	Psychologist: Catherine Garman	6002	Resource Officer	583-5960
Lead Counselor: Kirsten Barnes	6016	Counselor: Ralph Walsh	6017	Counselor: Wesley Forbes	6010
Counselor: Yesenia Madera	6038	Attendance: Gracie Rodriguez	6013	Registrar: Nancy West	6003

Sierra Pacific High School

1259 N. 13th Avenue Hanford, CA 93230 559.583.5912 Fax: 559.583.5914

Principal: Darin Parson	2010	Assistant Principal: Lance Dowd	2022	Learning Director: Chad Revious	2012
Athletics: Chad Revious	2022	Psychologist: Catherine Garman	6002	Resource Officer	2081
Lead Counselor: Kristen Snyder	2021	Counselor: Mario Gutierrez*	2020	Counselor: Sandra Espinola	2023
Activities Director: Yvonne Contreras	2280	Attendance: Renee Washington	2001	Registrar: Mari Vega*	2002

Earl F. Johnson Continuation High School

1201 North Douty, Hanford, CA 93230 559.583.5904 Fax: 559.583.6580

Principal: Katy Culver	7000	Psychologist: Cheryl Appling	4024	Counselor: Susana Villa	7005
Campus Safety	7008	Administrative Assistant: Irma Montano*	7000	Attendance: Vera Hernandez*	7003

Community Day School

1855 North Douty, Hanford, CA 93230 559.583.5916

Assistant Principal: Yolanda Bell	7711	Counselor: Michele Himes	7709	Social Worker: Adriana Barry-Souza	7712
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Hanford Online Charter School

905 Campus Dr., Hanford, CA 93230 559.583.5905

Alternative Education Manger: Heather Keran	7501	Administrative Assistant: RoseMarie Lopes-Horn	7508
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**Speaks Spanish*

INTRODUCTION

Welcome to the 2021-22 school year. This handbook is designed to assist students and parents by providing an overview of District courses as well as information about academic policies.

The Hanford Joint Union High School District is composed of seven schools: Hanford High School (HHS), Hanford West High School (HWHS), Sierra Pacific High School (SPHS), Earl F. Johnson Continuation High School (EFJ), Hanford Community Day School (CDS), Hanford Online Charter School (HOC) and Hanford Adult School (HAS). In addition to the core college-prep curriculum and a variety of electives, HHS, HWHS, and SPHS offer a variety of extracurricular programs including athletics, band, choral, theater, yearbook, newspapers, and clubs. EFJ serves students in grades 11-12. Students work with staff to create individualized instructional plans based on needs, goals and abilities. The Hanford Night Continuation School is also run at EFJ. HAS serves students 18 and older, providing the opportunity to earn a diploma and receive vocational training.

A regular high school schedule includes seven classes (35 credits) per semester. Freshmen enroll in English, Math, and Science courses based on a placement rubric. All freshmen are also required to take Physical Education. Other course choices should be based on goals and interests. Counselors can help you decide which courses are right for you. A registration packet is mailed to families in the summer. Please read and complete all the necessary forms so that your registration will proceed smoothly. We want you to enjoy a successful and happy high school career!

HJUHSD MISSION

"Preparing Today's Students for Tomorrow's World"

The Hanford Joint Union High School District is an educational community committed to providing all students a quality education with a multiple of learning opportunities in a safe, orderly environment fully equipped to teach 21st century skills. As a learning community, we strive to increase student achievement, to be responsive to community needs and to foster accountability for all.

RESPONSIBILITIES

- **To students:** To reach their potential and be successful in all career endeavors
- **To parents & community:** To build school, parent and community partnerships on behalf of learning
- **To staff:** To develop, implement and evaluate our effectiveness and the effectiveness of programs on an ongoing basis
- **To one another:** To create an environment of trust and mutual respect wherein all are safe to take risks, learn new methods, share ideas and express their thoughts

BASIC PRINCIPLES

- A belief that all students should learn the elements of the Central Intellectual Purpose: Communication, Critical Thinking/Problem Solving, Research Skills, Technology, and Ethics
- A belief in maintaining a safe and orderly environment for learning

- A belief in continuous improvement for all staff and students
- A belief in accountability in all we do
- A belief in self-analysis and in learning and growing from all we do
- A belief in accepting challenges
- A belief in creating a community where all staff and students are members of a learning community
- A belief that the greater community is an essential partner in the future of education

CHALLENGES

- To provide facilities that will meet current and future needs
- To provide each student with the tools necessary to learn and be a productive member of the 21st century
- To provide the parents and community with ongoing opportunities for input and open communication
- To provide staff the necessary tools and opportunities for staff development to continuously maximize student learning

EXPECTED SCHOOLWIDE LEARNING RESULTS

HANFORD HIGH SCHOOL

*The Hanford High community is committed to **Integrity, Knowledge and Respect** for every person, every day. Hanford High School's mission is to build a learning community dedicated to the development of students who are critical thinkers, effective communicators and responsible citizens. We strive to ensure that all students are actively engaged in the pursuit of knowledge and are respectful, capable problem solvers who demonstrate integrity, enabling them to become productive members of our school, community and world. Hanford High staff fosters these opportunities for every student every day.*

Critical Thinking	Communication	Citizenship
<ul style="list-style-type: none"> ★ Apply problem solving skills and logical thinking processes in a variety of contexts ★ Apply appropriate technology to solve problems ★ Analyze, interpret, evaluate, and synthesize concepts in a variety of contexts 	<ul style="list-style-type: none"> ★ Read, comprehend, and interpret a variety of written and graphic material ★ Convey information and ideas individually and collaboratively through appropriate verbal and nonverbal communication ★ Write logically structured compositions/responses that demonstrate awareness of audience and purpose and that support ideas and arguments with examples 	<ul style="list-style-type: none"> ★ The Citizenship policy will be used to promote positive behaviors that will enrich the school, home and community ★ The following areas will be emphasized: Attendance, Punctuality, Responsibility and Behavior.

HANFORD WEST HIGH SCHOOL

*At Hanford West High School...**We** make education first ~ **We** do our best to become our best ~ **We** meet all with respect ~ **We** are learning to lead our community ~ **We** choose to be better ~ **We** celebrate diversity.*

All students will be:

- Work & college prepared
- Effective communicators
- Skill proficient
- Technology literate

SIERRA PACIFIC HIGH SCHOOL

Sierra Pacific High School's mission is to develop academically prepared, goal-oriented, responsible students through a positive learning environment that fosters creativity and diversity to become productive, successful citizens and reach their full potentials.

- Students and staff are engaged in collaborative learning processes in a safe, inclusive environment to develop responsibility for student learning.
- Parents and staff collectively prepare students to address the challenges of the 21st century.
- High standards foster student accountability to expand on what they learn through academics and extracurricular activities.
- Staff adapts instruction and uses technologies to address current standards and best practices.

EARL F. JOHNSON CONTINUATION HIGH SCHOOL

Academic Achievement:

- Complete a minimum of 35 units each semester
- Maintain a 2.0 or higher grade point average (GPA)

Be Responsible:

- Attendance at 90% or better
- Be prepared (Binder/Pencil/Paper)
- Accountability (know where you stand, class work/graduation status)

Caring Community Member:

- Pride in school
- Positive interaction with staff and students
- Community Service

HJUHS D GRADUATION REQUIREMENTS

HJUHS D offers a variety of ways for students to meet graduation requirements. Each student will work with a counselor to create a plan that best meets the student's individual needs, goals and abilities. These individual plans will be reviewed and revised at least once a year to ensure students are on track to meet their goals.

To earn a comprehensive high school diploma, students must complete at least **265** units including specific subject and course requirements. Students may earn a diploma from Earl F. Johnson Continuation High School with a minimum of 70 elective units (total 220) if they meet all other requirements, including attendance at EFJ for the entire Senior year. All HJUHS D students take **Core Curriculum** courses. Students may be allowed to use alternative means to complete the required course of study. Graduation Requirements are subject to change.

40 units	English (English 1, 2, 3 and 4 or equivalent)
30 units	History/Social Science (World Hist., US Hist., Govt. & Econ. or equivalent)
30 units	Mathematics (Including Common Core Math)
30 units	Science (including Biological and Physical or equivalent)
20 units	Visual and Performing Arts / Career Technical Education/Language Other Than English
20 units	Physical Education (required for 9 th and 10 th graders)
95 units	Electives
265	Total Units to Graduate

COLLEGE ADMISSIONS

Business, Trade, Technical Schools can help students develop knowledge and skills for a career.

Four-year college or university admission requires a grade of "C" or better in required high school coursework. Students must take the SAT or ACT. Additionally, the University of California may recommend students take SAT subject tests based on the major they choose. See "University of California & California State University Requirements" and refer to college catalogs for more specific admission requirements.

University of California consists of ten campuses across the state – Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, Santa Cruz and San Francisco. UC offers four-year programs in a wide variety of fields as well as graduate and doctoral degrees. UC is committed to serving the top 12.5% of California's high school graduates.

California State University consists of twenty-three campuses across the state, including CSU Fresno, our local campus. CSU's offer four-year programs in a wide variety of fields, as well as graduate level degrees, credential programs in various educational fields and a limited number of doctoral programs. CSU is committed to serving the top 33% of high school graduates.

Community Colleges are located in most California counties and offer two-year degree programs and vocationally oriented certificate programs. Students may transfer to a four-year college after successfully completing two years (or 56 units) of acceptable coursework at a community college. Local community colleges include College of the Sequoias and West Hills College.

Private Colleges and Universities are independently owned and operated, relying primarily on student tuition to meet costs. Many offer substantial financial aid packages to academically accomplished students or outstanding athletes, musicians and artists. Undergraduate and graduate degrees are offered, as well as some doctoral programs. See college catalogs for more information.

FOUR-YEAR WORKSHEET

Use this worksheet, with guidance from a counselor, to create a four-year education plan to meet your academic goals.

Freshman (9th Grade)

<i>English</i>		<i>Elective</i>	
<i>Math</i>		<i>Elective</i>	
<i>P.E.</i>		<i>Elective</i>	
<i>Science</i>		<i>Alternate(s)</i>	

Sophomore (10th Grade)

<i>English</i>		<i>P.E.</i>	
<i>Math</i>		<i>Elective</i>	
<i>Science</i>		<i>Elective</i>	
<i>History</i>		<i>Alternate(s)</i>	

Junior (11th Grade)

<i>English</i>		<i>Elective</i>	
<i>Math</i>		<i>Elective</i>	
<i>Science</i>		<i>Elective</i>	
<i>History</i>		<i>Alternate(s)</i>	

Senior (12th Grade)

<i>English</i>		<i>Elective</i>	
<i>Gov/Econ</i>		<i>Elective</i>	
<i>Elective</i>		<i>Elective</i>	
<i>Elective</i>		<i>Alternate(s)</i>	

Notes: _____

UNIVERSITY OF CALIFORNIA & CALIFORNIA STATE UNIVERSITY REQUIREMENTS

The HJUHSD courses below meet the subject-area requirements for admission to a UC or CSU. Additional information is available online at <http://www.ucop.edu/agguide/> and <https://www2.calstate.edu/apply>

A History / Social Science: 20 units/2 years - Including 1 year world history; and 1 year U.S. History or 1 semester U.S. History and 1 semester American Government/Civics

Geography Western Civilization	World History or AP*	US History or AP*	Government or US Government & Politics AP*
World History by Design*			

B English: 40 Units/4 years

English 1 or Advanced	English 2 or Honors	English 3 or English Language Comp AP*	English 4 ERWC or English Literature Comp AP*
Designing the American Dream: English 3	English Seminar	English Seminar 10-11	

C Mathematics: 30 units/3 years (UC recommends 40 units/4 years)- Including Integrated Math 1, Integrated Math 2** & Integrated Math 3****

Common Core Math**	College Level Math Prep	Integrated Math 1**	Integrated Math 2** or Honors	Integrated Math 3,** or Honors*
Calculus AP*	Statistics AP*			

D Laboratory Science: 20 units/2 years (UC recommends 30 units/3 years) - Including 2 of 3: Biology, Chemistry and Physics

Integrated Science 1	Biology or Biology and Sustainable Agriculture or Biology Ag	Integrated Science 2	Chemistry or Ag and Soil Chemistry
Anatomy/Physiology Honors*	Physics Honors*	Biology AP*	Advanced Interdisciplinary Science for Sustainable Agriculture *

E Language Other Than English: 20 units/2 years of the same language (UC rec. 30 units/3 years)

American Sign Language 1**, 2, 3	Spanish 1**, 2, 3	Spanish for Spanish Speakers 1**, 2	Spanish Language AP*
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F Visual and Performing Arts: 10 Units/1 year

Art 1**, 2, 3, 4	Drawing AP* (HW)	2-D Design AP* (HW)	3-D Design AP* (HW)	Ceramics & Sculpture 1**/2
3-Dimensional Design	Band-Beginning	Band-Jazz**	Band-Marching/Symph.**	Concert Band**
Percussion**	Concert Choir**	Chamber Singers	Men's Chorus**/ Women's Chorus**	Wind Ensemble**
Drama-Advanced	Drama-Beginning**	Multimedia Communication Design**	The Art and History of Floral Design**	Musical Theater** (HW/SP)

G College Prep Elective: 10 Units/1 year - One year of any A-F class beyond minimum requirements OR other college prep courses, including:

Creative Writing	Economics	Economics Macro AP* (HHS)	Journalism	Psychology
Psychology	Veterinary Science	Business in a Global Economy	ASB Leadership	Sociology

AP*(HHS/HWHS)		(Only Pathway Students)		
Financial Services (Only Pathway Students)	Financial Planning (Only Pathway Students)	Business Economics (Only Pathway Students)	Applied Finance (Only Pathway Students)	Principles of Finance (Only Pathway Students)
Principles of Accounting (Only Pathway Students)	Ethics in Business (Only Pathway Students)	Managerial Accounting (Only Pathway Students)	Video Production 1	Video Production 2
CDE Agriculture Business & Economics				

* courses that have been approved by the University of California for honors credit

** course that cannot be used to fulfill the "g" elective requirement

HJUHS D COURSES

AP - Advanced Placement	C - College Prep Course	F - Fine Arts Credit	H - Honors Course	DC - Dual Credit
S - Semester Course	T - Career Technical Ed Credit	P - PE Credit	W - Weighted Course	O - Hanford Online Charter or Unit Recovery Only

ENGLISH LANGUAGE ARTS

ENGL 001 College Reading and Composition (DL), 4 unit(s) - Grade 12

This is a college freshman composition course that emphasizes expository writing, close reading, cogent thinking, familiarity with information technology, and research strategies. This course requires a substantial research component and writing of a minimum of 6,000 words.

ENGL 002 Logic and Composition (DL), 3 unit(s) - Grade 12 Prerequisites: ENGL 001 or equivalent college course with a minimum grade of C.

This course gives students the opportunity to study and apply logic and cogent thinking to written and oral communication, as well as develop advanced writing skills. Students learn to recognize logical fallacies, analyze others' arguments, and produce their own arguments and solutions to problems, using primary and secondary research. This course requires substantial writing of a minimum of 6,000 words.

English 1 (C) - Grade: 9

This course is designed to develop students' reading, writing, listening, speaking, and thinking skills, so they will be fundamentally prepared for future levels of high school English. Classic and contemporary literature, as well as expository texts, serve as the foundation of this course.

English 1 - Advanced (C) - Grade: 9 - Prerequisite: A/B grade, 60 or above on DRP and teacher recommendation

This advanced course is an in-depth version of English 1. English 1 Advanced is for students who read rapidly, accurately, and insightfully; students are also expected to be able to write fluently. E1-Adv. students are required to do more outside reading and more rigorous writing than are E1 students.

English 2 (C) - Grade: 10 - Prerequisite: English 1/1 Advanced

This course emphasizes reading and comprehension, literary response and analysis, writing strategies and applications and vocabulary instruction.

English 2 - Honors (C) - Grade: 10 - Prerequisite: Semester A/B grade and teacher recommendation or petition

This writing and literature course challenges students to read additional selections and delve deeply into literature. In addition to the English 2 curriculum, English 2(H) prepares students for other Advanced Placement Courses, and requires students to do more outside reading, more rigorous writing, and more in-depth analysis of author's craft.

English 3 (C) - Grade: 11 - Prerequisite: English 2 or 2H

This course emphasizes reading and comprehension, literary response and analysis, writing strategies and applications, as well as vocabulary development. The assigned classic and contemporary American literature, parallels that which is taught in US History. Expository texts, as well as the persuasive techniques writers use to communicate their ideas, serve as the foundation for this rich course.

Designing the American Dream: English 3 (C) - Prerequisite: English 2 or 2H, Students analyze a diverse collection of American voices in literature and film as they relate to manifestations of “The American Dream” across time, regions, and cultures. Students think critically about how depictions of “The American Dream” have evolved and been perpetuated by literature and the media, and use this understanding to create textual and visual responses, which reflect a deeper understanding and personal perspective on “The American Dream.” Students integrate this extensive literary knowledge with a mastery of video production technical skills. Throughout the course, students develop as critical thinkers, writers, and filmmakers in the analysis and design of their own American Dreams

English 4 ERWC (C) - *Grade: 12 - Prerequisite: English 3 or AP Language and teacher recommendation or petition*

This California State University-designed Expository Reading Writing Course is designed for the college-bound student working at or above grade level. Course content focuses primarily on non-fiction texts, rhetoric, and composition. Such coursework is designed to closely reflect the skills required in a college freshman composition course.

English 9 (C) (O) - course is an overview of exemplar selections of literature in fiction and nonfiction genres. Students read short stories, poems, a full-length novel, and a full-length Shakespeare play, analyzing the use of elements of literature in developing character, plot, and theme.

English 10 (C) (O) - course is the writing process. Three writing applications guide the curriculum: persuasive, expository, and narrative writing. Each lesson culminates in a written assignment that lets students demonstrate their developing skill in one of these applications.

English 11 (C) (O) - course, students examine the belief systems, events, and literature that have shaped the United States. They begin by studying the language of independence and the system of government developed by Thomas Jefferson and other enlightened thinkers.

English 12 (C) (O) - course asks students to closely analyze world literature and consider how we humans define and interact with the unknown, the monstrous, and the heroic.

English Seminar - Grade: 9

This required two-period course substitutes for English 1 for students who need reading intervention. The course is based on a state-approved, research-based intervention program. Daily literacy instruction includes phonics and decoding skills, automatic word recognition, reading fluency, vocabulary development, comprehension of text, and spelling. Students have access to software that provides individualized instruction.

English Seminar 10-11- Grade: 10-12

This required course substitutes for English 2, 3 or 4 for students who need reading intervention. The course is based on a state-approved, research-based intervention program. Daily literacy instruction includes phonics and decoding skills, automatic word recognition, reading fluency, vocabulary development, comprehension of text, and spelling. Students have access to software that provides individualized instruction

English Seminar A and B - Grade: 9-12 - Prerequisite: IEP Placement

This two-period block course is for Special Education students who need intervention in reading and comprehension skills. The course is based on the state- approved program. Instruction includes phonics and decoding skills, automatic word recognition, reading fluency, vocabulary development, comprehension, and spelling. Individualized instruction is accessible through the course software, as well as instruction.

Creative Writing (C) (elective) - Grade: 9-12

This course helps writers develop skills and explore personal creativity and insight. Students brainstorm, write, edit, revise and publish. They read about writing and classical and contemporary works. They are exposed to many styles and reflect on their own. Homework includes reading, research, exam study and writing.

Creative Writing (O) - is an English elective course that focuses on the exploration of short fiction and poetry, culminating in a written portfolio that includes one revised short story and three to five polished poems.

Journalism 1 (C) (elective) - Grade: 9-12

This course offers an introduction to communications and media. It is intended for students with a wide range of abilities and offers experience for students to learn about the history of journalism and write features, news and sports.

Language and Composition - AP (C) (W) - Grade: 11 - Prerequisite: Teacher Approval, AP Contract

This AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. This course requires more outside reading, more rigorous writing assignments, and more in-depth analysis.

Literature and Composition - AP (C) (W)- Grade: 12 - Prerequisite: Teacher Approval, AP Contract

This course is designed to expose students to a level of literary analysis they will encounter in college. The focus is on classic and contemporary poetry and prose. The course engages students in the careful reading and critical analysis of imaginative literature.

Through close reading of selected texts, students deepen their understanding of the ways writers use language to provide meaning and pleasure for readers. As they read, students consider structure, style, themes, and smaller-scale elements, such as figurative language, imagery, symbolism, and tone. Such in-depth reading leads to in-depth, college-level writing.

Literature Survey - Grade Level: 12 - Prerequisite: English 3 - Teacher recommendation

This course, based upon the ERWC (Expository Reading Writing Course) is designed for seniors who are working below grade level. Course content focuses primarily on non-fiction texts, rhetoric, and composition, but at a slower pace than in English 4. Coursework is designed to provide students with the reading and writing competencies necessary for academic and personal success across disciplines, employment and everyday life.

Reading (O) - is a course is designed to help the struggling reader develop mastery in the areas of reading comprehension, vocabulary building, study skills, and media literacy, which are the course's primary content strands.

Writing Skills and Strategies (O) - develops key language arts skills necessary for high school graduation and success on high stakes exams through a semester of interactive instruction and guided practice in composition fundamentals. The course is divided into ten mini-units of study.

Yearbook (elective) - Grade: 9-12 - Prerequisite: Teacher approval, application/interview

Students prepare the annual school yearbook. Activities include planning of theme and layout, writing and typesetting copy and headlines, scheduling and taking photos, sales, bookkeeping and public relations.

English Language Development (ELD)

English Language Development 1- Grade Level: 9-12, SYSTEM 44 - Prerequisite: Diagnostic placement teacher/counselor recommendation

A one year semester, two period course for beginning students. Beyond English there is language development across the curriculum through consistent lessons that focus on developing vocabulary and skills outside of English, such as science, social science and mathematics. The focus is literacy skills and study skills.

English Language Development 2 - Grade Level: 9-12 SYSTEM 44/READ 180 Prerequisite: ELD 1, teacher/counselor recommendation

A one year, two period course for beginning level students. There are consistent lessons that focus on developing phonics, vocabulary and skills outside of English, such as science, social science and mathematics. There is a focus on literacy skills and study skills.

English Language Development 3 - Grade Level: 9-12 READ 180 Prerequisite: ELD 2, teacher/counselor recommendation

A one year, two period course for beginning intermediate students. Focus is on vocabulary, reading strategies/comprehension, grammar in context, and response to literature.

English Language Development 4 - Grade Level: 9-12 READ 180 - Prerequisite: ELD 3, teacher/counselor recommendation

A one year, two period course for intermediate students. The focus is vocabulary, reading strategies/comprehension, grammar in context and response to literature.

English Language Development 5 - Grade Level: 9-12 READ 180 - Prerequisite: ELD 4 teacher/counselor recommendation

A one year, two period course for intermediate and early advanced students. The focus is vocabulary, reading strategies and comprehension, grammar in context and response to literature.

Language Acquisition Support (elective) - Grade Level: 10-12

This support class continues instruction to ensure students master 9-12 ELD standards that in turn facilitate mastery of grade level ELA standards. Students also enroll concurrently in the appropriate English course.

MATHEMATICS

Algebra I (C) (O) - builds students' command of linear, quadratic, and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Algebra Readiness - Prerequisite: IEP Placement

This two semester course is for Special Education students who remain at risk of not passing Common Core Math . It provides support and an introduction to Common Core Math. It fills skill gaps and allows extra time to understand concepts.

Bridge Math (O) - is a fourth year math course focused on reinforcing core concepts from Algebra I, Geometry and Algebra II.

Calculus - AP (C) (W) - Grade: 11-12 - Prerequisite: B or better in Integrated Math 3 Honors, Teacher Approval, and AP Contract

This college level course prepares students for the AP Calculus AB Test. The concepts of differentiation and integration and their applications is the focus.

College Level Math Prep - (C "g" elective) - Grade 12 - Prerequisite: "C" or better in Integrated Math 1 and 2,

This course is designed for 12th grade students who intend to enroll in college. Content emphasizes real world problem solving applications. Students who successfully complete this course will be eligible for non-STEM transfer level courses at West Hills Community College.

Common Core Math (C) - Grade: 9-12 - Prerequisite: Placement test

Instructional time will focus on five critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (4) grasping the concept of a function and using functions to describe quantitative relationships; (5) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Integrated Math 1 (C) - Grade: 9-12 - Prerequisite: Placement test or Common Core Math

Instructional time will focus on six critical areas: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane.

Integrated Math 2 (C) - Grade: 10-12 - Prerequisite: Integrated Math 1

Instructional time will focus on five critical areas: (1) extend the laws of exponents to rational exponents; (2) compare key characteristics of quadratic functions with those of linear and exponential functions; (3) create and solve equations and inequalities involving linear, exponential, and quadratic expressions; (4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning.

Integrated Math 2 Honors (C) - Grade: 9-12 - Prerequisite: B in Integrated Math 1, HJUHS teacher recommendation, or Supplemental Placement Test

Instructional time will focus on five critical areas: (1) extend the laws of exponents to rational exponents; (2) compare key characteristics of quadratic functions with those of linear and exponential functions; (3) create and solve equations and inequalities involving linear, exponential, and quadratic expressions; (4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning. This is an accelerated and advanced course with additional standards in preparation for enrollment in Math 3+.

Integrated Math 3 (C) - Grade: 11-12 - Prerequisite: Integrated Math 2

Instructional time will focus 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.

Integrated Math 3 Honors (C) - Grade: 10-12 Prerequisite: B or better in Integrated Math 2 Honors and HJUHS teacher recommendation

Instructional time will focus 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. This is an accelerated and advanced course with additional standards in preparation for enrollment in Calculus.

MATHEMATICAL REASONING WITH CONNECTIONS (C) - Grade 12

Mathematical Reasoning with Connections (MRWC) is a new fourth year high school mathematics course designed to prepare students for the expectations and rigor of college mathematics courses. It reinforces and builds on mathematical topics and skills developed in Integrated 1-3 (or Algebra 1-2 and Geometry) and is designed as a bridge to college mathematics courses required in either STEM and non-STEM majors. MRWC is intended as a 4th year option for any student who has successfully completed Integrated 1-3 (or Algebra 1-2 and Geometry) and is planning to enter a college or university.

Mathematics I (C) (O) - builds students' command of geometric knowledge and linear and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Mathematics II (C) (O) - extends students' geometric knowledge and introduces them to quadratic expressions, equations, and functions, exploring the relationship between these and their linear and exponential counterparts. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Mathematics III (C) (O) - incorporates advanced functions, trigonometry, and probability and statistics as students synthesize their prior knowledge and solve increasingly challenging problems. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Math Principles - Grades: 11-12 - Prerequisite: Integrated Math 1 or Integrated Math 2

The fundamental purpose of Math Principles is to formalize and extend the mathematics that students learned their previous courses. The critical areas, organized into units deepen, and extend understanding of linear relationships, tie together the algebraic and geometric ideas studied, quadratic expressions, equations and functions and the study of similarity. The mathematical Practice Standards apply throughout the course.

Math Readiness - Prerequisite: IEP Placement

This two semester course is for Special Education students who have not completed courses leading to Common Core Math and need special instructional strategies to assimilate the necessary skills. This class does not cover any single course/grade standards or requirements. It includes critical skills from several previous grades.

Precalculus (C) (O) - is a course that combines reviews of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. The first semester includes linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers.

Statistics - AP (C) (W) - Grade: 11-12 - Prerequisite: Integrated Math 2 or 2 Honors, Teacher Approval, and AP Contract

Students use exploratory analysis of data to use graphical and numerical techniques to study patterns and departures from patterns.

Statistics and Probability (C) (O) - Probability and Statistics provides a curriculum focused on understanding key data analysis and probabilistic concepts, calculations, and relevance to real-world applications.

Transitional Quantitative Reasoning (C) - Grade 12

Designed for seniors, this course provides opportunities to strengthen students' mathematics foundation, to develop a greater perspective of the underlying structures of mathematics, and to see how mathematical topics are connected. Quantitative reasoning skills needed for success in college-level courses or the workplace are developed utilizing real-life applications. Course will cover team building and problem solving, functions, systems of equations and financial mathematics.

SCIENCE

Advanced Interdisciplinary Science for Sustainable Agriculture- Honors (Cp) (C) (H) - Grade 12 - Prerequisite: Ag & Soil Chemistry,

This integrated class combines an interdisciplinary approach to laboratory science and research with agricultural management principles. Using skills and principles learned in the course, including the chemical and biological principles that govern plant science and crop production, students design systems and experiments to solve agricultural management issues currently facing the industry. The course culminates with an agriscience experimental research project in which students design and conduct an experiment to solve a relevant agricultural issue. Final projects will be eligible for Career Development Event competition at FFA events. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

Ag and Soil Chemistry (Ct) (C) - Grade 10 - Prerequisite: Biology and Sustainable Agriculture,

This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students examine properties of soil and land and their connections to plant and animal production. Additionally, students develop and present a capstone soil management plan for agricultural producers, demonstrating their knowledge of the soil chemistry content learned throughout the course. Throughout the course, students are graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

Anatomy and Physiology (C) (H) - Grade: 11-12 - Prerequisite: C in Biology or Biology & Sustainable Agriculture and Chemistry

This science lab emphasizes the anatomy and physiology of human systems. The themes of a hierarchy of organization, emergent properties, homeostasis and structure and its relation to function will be highlighted. The body systems covered include integumentary, skeletal, muscular, nervous, cardiovascular, lymphatic, endocrine, respiratory, digestive, and urinary systems.

Biology (C) - Grade: 9-12 - Prerequisite: placement will be determined by an 8th grade HJUHS science assessment

Students are introduced to major concepts in biology and current biological issues, particularly related to humans. Topics include molecular and cellular aspects of living organisms, reproduction and inheritance, evolution and ecology, conservation biology, and the scientific method. Students should have strong reading ability and basic math proficiency. This class is based on the Next Generation Science Standards.

Biology (O) - focuses on the mastery of basic biological concepts and models while building scientific inquiry skills and exploring the connections between living things and their environment.

Biology - AP (C) (W) - Grade: 11-12 - Prerequisite: C or better in Biology and Chemistry, Teacher Approval, AP Contract

This is the equivalent of a two semester introductory college biology course. This course is a rigorous and deeper study of biology with an emphasis in science practices. The class centers on the four big ideas of biology: evolution drives the diversity and unity of life, biological systems utilize free energy to maintain life, living systems store information essential to life processes in their genes, and biological systems interact in complex ways. It is not required but it is highly recommended that students wishing to take this course also take Anatomy and Physiology prior to it. This class is based on the AP College Board approved standards.

Biology and Sustainable Agriculture (Ag Biology) (C) - Grade 9

This one year course, organized into four major units, integrates biological science practices and knowledge into the practice of sustainable agriculture. Within each unit, specific life science principles integrate with agricultural principles, as students gain knowledge of how the two disciplines inform each other, culminating in the development of a sustainable farm model and portfolio of supporting student research.

Chemistry (C) - *Grade: 10-12 - Prerequisite: C in Integrated Science 9 and/or Biology, concurrent with Integrated Math 2 or higher*
Students are introduced to the structure and properties of matter. Topics include atomic structure, chemical bonds, gases, conservation of matter, and acids and bases. Math skills needed to understand these ideas are reinforced; therefore, students are expected to have basic math skills. This class is based on the Next Generation Science Standards.

Earth Science (O) - offers a focused curriculum that explores Earth's composition, structure, processes, and history; its atmosphere, freshwater, and oceans; and its environment in space.

Integrated Science 1 (C) - *Grade: 9*

This course is based on the Next Generation Science Standards. It is an integrated approach to science instruction in Physical and Earth science. The fundamental principles of physics, earth science and foundational chemistry are explored in a constructive method of teaching as they relate to environment and technology. A thematic approach is used to integrate the different science disciplines into a study of introductory chemistry, astronomy, physics, plate tectonics, climatology and the geology of California.

Physical Science (O) - offers a focused curriculum designed around the understanding of critical physical science concepts, including the nature and structure of matter, the characteristics of energy, and the mastery of critical scientific skills.

Physics - Honors (C) (H) - *Grade: 11-12 - Prerequisite: C or better in Integrated Science 9 and/or Biology concurrent enrollment Integrated Math 3*

Physics focuses on concepts of the physical world through a laboratory and problem-solving approach. Students develop an understanding of how things work and the importance of being a scientifically literate member of society. Major topics include mechanics, energy, waves, optics, electricity, magnetism, thermodynamics and astronomy.

Integrated Science 2 (C) - *Grade: 10-12 - Prerequisite: Integrated Science 1, Biology or concurrent in Biology*

This academic course provides students with a second year of Physics, Chemistry, and Earth and Space Science which began in Integrated Science 1. This comprehensive view gives the students an understanding of the concepts and principles of science and provides opportunities to develop problem solving, and technological skills necessary to compete successfully in the 21st century. This course devotes approximately 20 percent of the class time to student-centered laboratory activities and small group activities related to team projects and research. The curriculum follows a spiral approach, connected by common concepts that are matched to the Next Generation Science Standards (NGSS) and California State Standards.. This course meets one of the three years of science required for graduation from HJUHS.

HISTORY - SOCIAL SCIENCE

Business Economics (C) - *Grade 12 - Academy-Pathway Students only*

Business Economics introduces students to the key concepts of economics as they pertain to business. This course discusses the American economy and the factors that influence the success of businesses and products. It describes forms of business ownership, discusses the relationship of labor and business, and provides a broad overview of the global economy. Students also examine careers in business, both as employees and as business owners.

Economics (C) (O) - offers a tightly focused and scaffolded curriculum that provides an introduction to key economic principles.

Ethnic Studies (C) (O) - is a one-semester history and sociology course that examines the multicultural fabric of the United States. The course emphasizes the perspectives of minority groups while allowing students from all backgrounds to better understand and appreciate how race, culture and ethnicity, and identity contribute to their experiences.

Geography (C) - *Grade 9-12*

Geography and World Civilizations introduces students to the basics of Geography with an emphasis on Social, Political and Cultural Geography that ties in Ancient History and how it has played a role in the development of modern cultures and nations. Students will learn how to create and read maps.

Geography and World Cultures (C) (O) - offers a tightly focused and scaffolded curriculum that enables students to explore how geographic features, human relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in countries around the world. Along the way, students are given rigorous instruction on how to read maps, charts, and graphs, and how to create them.

Government (S) / Economics (S) (C) - *Grade: 12 (one semester each)*

Government: Analysis of concepts of leadership, decision making, institutions, individual rights and ideologies are explored, including the constitution, presidency, courts and legislature. Economics: Study of how individuals and society make choices regarding resources; including economic systems, market system, business organization, competition, money, banking, and government.

Macroeconomics - AP (C) (W) - Grade: 12 - Prerequisite: Teacher Approval, AP Contract

Macroeconomics is designed to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. (Students must also complete a semester of Government.)

Modern World History (C) - Grade: 10

This is a general survey of World history focusing on significant events and issues of the last 300 years. Special attention is paid to the impact of political revolutions, the role of technology in history, globalization, the nature of conflict and evolution of and challenges to democracy.

Psychology (C) - Grade: 10-12

This course, designed for college-bound students, is a survey of psychological topics (mental illness, therapy, development, personality, learning and biological processes). Application to the individual is a feature.

Psychology (C) (O) - provides a solid overview of the field's major domains: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior.

Psychology - AP (C) (W) - Grade: 11-12 - Prerequisite: Teacher Approval, and AP Contract

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 facts, principles and phenomena associated with major sub-fields of psychology and to psychologists' methods.

Sociology (C) - Grade: 10-12

Sociology is an elective course designed to introduce students to the study of society and reflections of the social world. Sociology is the scientific study of social behavior and interaction in a variety of areas. Topics will include culture, socialization, social organization, social inequalities, deviance and conformity, social institutions, and social change. Students will learn the major theories, approaches, historical and contemporary studies, and applications of sociology.

Sociology (C) (O) - examines why people think and behave as they do in relationships, groups, institutions, and societies.

Sports Psychology - Grade: 10-12

Sport Psychology is a vibrant branch of the larger psychological discipline. It is that branch of psychology which deals with the study and application of the psychological principles that enhance athletic performance.

U.S. Government and Politics (C) (O) - students examine the history, principles, and function of the political system established by the U.S. Constitution. Starting with a basic introduction to the role of government in society and the philosophies at the heart of American democracy, this course provides students with the knowledge needed to be informed and empowered participants in the U.S. political system.

U.S. Government and Politics - AP (C) (W) - Grade: 12 - Prerequisite: Teacher Approval, AP Contract

This course covers the American political system including its structure, operations, and behavior of the electorate and politicians. Students will gain an analytic perspective, enabling critical evaluation of information, hypotheses, concepts, opinions and processes. Summer, assignments and eve/weekend sessions may be required.

U.S. History (C) - Grade: 11

This is a general survey of United States History focusing on 20th century events and issues. Special attention is paid to the themes of state versus federal power, the evolution of American democracy, the role of minorities and women, the development of American culture, and the role of the United States as a world power.

United States History and Geography (C) (O) - begins with the establishment of European colonies in North America and then traces the nation's history from post-Civil War to the present.

U.S. History - AP (C) (W) - Grade: 11 - Prerequisite: Teacher Approval, AP Contract

This course is designed for students desiring the challenge of a college-level course and to take the AP U.S. History Exam. It is a comprehensive course covering U.S. history from founding to present. Extensive reading, writing, homework, research and historical thinking required. Summer work and eve/weekend sessions may be required.

World History - AP (C) (W) - Grade: 10-12 - Prerequisite: Teacher Approval, and AP Contract

This course is equivalent to a freshman level college World History course. The pace of the course, the difficulty of the textbook, and the amount of writing and reading are significantly greater than the regular tenth grade World History course. The course covers human activity from 8000 B.C. up to the modern era. In order to succeed in this course, students should read and write at a proficient or advanced level, and be prepared to spend at least seven hours per week at home reading and writing. Students who enroll in the course are encouraged to take the national AP exam given every May.

World History by Design - Honors (C) (H) - Grade 10 - In World History by Design, students practice visual media and design career skills while developing a deeper understanding of significant periods and events in world history. Revolutions, wars and globalization inspire and inform students' visual arts projects in which they learn to use the elements and principles of design - and in the process

come to nuanced understandings of the events and trends that make up world history. Assignments include creating a digital book of law after examining and analyzing primary source documents, and creating a layered map of Europe illustrating significant geopolitical changes.

World History, Culture and Geography (C) (O) - students study the major turning points that shaped the modern world including the Enlightenment, industrialization, imperialism, nationalism, political revolutions, the world wars, the Cold War, decolonization, and globalization.

LANGUAGE OTHER THAN ENGLISH (LOTE) - *World Languages*

American Sign Language (ASL)

American Sign Language 1 (C) (F) - *Grade: 9-12*

This college-prep course prepares students to function comfortably with deaf people. They learn of cultural differences between Deaf and hearing people and appropriate social interaction. A natural language environment is created by exposure to the target language and creating situations that focus on purpose over mechanics of conversation.

American Sign Language 2 (C) (F) - *Grade: 10-12 - Prerequisite: C in ASL 1*

This college-prep course introduces students to express more complicated needs and become more adept and comfortable functioning with the Deaf. They become more aware of the nuances of cultural adjustments for a hearing person to communicate with the Deaf. A natural language environment is created by exposure to the target language and creating situations focusing on purpose including mechanics of conversation.

American Sign Language 3 (C) (F) - *Grade: 11-12 - Prerequisite: C in ASL 2*

This college-prep course emphasizes awareness of cultural adjustments necessary for hearing people to communicate with the Deaf and respect for other cultures through literature and interaction. Advanced language skills are emphasized in an encouraged signing only class and in various activities and projects. Community service projects required.

Spanish

Spanish 1 (C) (F) - *Grade: 9-12*

This college-prep course introduces students to Spanish, developing listening, reading, speaking and pronunciation skills and cultural understanding. Students learn an extensive vocabulary and grammatical structure.

Spanish I (C) (O) - teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, occupations, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises.

Spanish 2 (C) (F) - *Grade: 9-12 Prerequisite: Spanish 1 or teacher recommendation*

This college-prep intermediate course reinforces Spanish 1 skills. Students expand abilities in comprehension, speaking, reading and writing and develop insight into Spanish customs, history, art, music and literature.

Spanish II (C) (O) - students learn to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal situations.

Spanish 3 (C) (F) - *Grade: 11-12 - Prerequisite: Spanish 2*

This advanced course emphasizes reading and writing. Students are exposed to Hispanic cultures, values and literature. Skills are emphasized by activities and projects.

Spanish III (C) (O) - students build upon the skills and knowledge they acquired in Spanish I and II. The course presents new vocabulary and grammatical concepts in context while providing students with ample opportunities to review and expand upon the material they have learned previously.

Spanish for Spanish Speakers 1 (C) (F) - *Grade: 9-12 - Prerequisite: Oral fluency in Spanish*

This college prep beginning course emphasizes grammar, reading and culture. Reading is integrated with language skills to include writing workshops, grammar, oral activities, critical reading and listening and research.

Spanish for Spanish Speakers 2 (C) (F) - *Grade: 9-12 - Prerequisite: Spanish for Spanish Speakers 1 or teacher recommendation*

In this college-prep intermediate course students further analyze grammar and structure. Using a thematic approach, students study Spanish and Latin American cultures through selected readings and analyze themes, relationships of characters, and the role of author/narrator.

Spanish Language - AP (C) (W) (F) - *Grade: 11-12 - Prerequisite: Teacher Approval, and AP Contract*

This course is equivalent to a third-year college course in advanced Spanish encompassing aural/oral skills, reading comprehension, grammar and composition with the following objectives: Composing expository passages; ability to express ideas orally with accuracy and fluency; Extensive training in organizing and writing compositions.

VISUAL AND PERFORMING ARTS (VAPA)

Visual Art

2-D Design - AP (C) (F) (W) - Grade: 11-12 - Prerequisite: Teacher Approval, AP Contract

This independent course allows students to work in-depth in a specified area of art. Students are expected to develop a program of study based upon the AP Studio Art curriculum and carry it out under the supervision of the teacher. Artwork is two-dimensional in nature. Students may submit work to the AP Board at the end of the course.

3-D Design - AP (C) (F) (W) - Grade: 11-12 - Prerequisite: Teacher Approval, AP Contract

This independent course allows students to work in-depth in a specified area of art. Students are expected to develop a program of study based upon the AP Studio Art curriculum and carry it out under the supervision of the teacher. Artwork is three-dimensional in nature. Students may submit work to the AP Board at the end of the course.

Art 1: Beginning Art (C) (F) - Grade: 9-12

Students are introduced to concepts of visual thinking, aesthetics and art history. The elements of art and principles of design are covered with drawing, painting and sculpture.

Art 2: Drawing (C) (F) - Grade: 10-12 - Prerequisite: Beginning Art

This course focuses on visual communication through drawing and painting with continued awareness of elements of art and principles of design. Students explore life drawing, still life, landscape, advanced perspective, portfolio, career and a research/technical project.

Art 3: Painting (C) (F) - Grade: 10-12 - Prerequisite: Beginning Art

Students develop an understanding of pictorial space and organization through painting. Consideration is given to 3-D and flat use of pictorial space.

Art 4: Studio (C) (F) - Grade: 11-12 - Prerequisite: Teacher approval

This independent study class allows students to work in-depth in a specific area of art. Students are expected to develop a program and carry it through under supervision.

Art Appreciation (C) (O) - is a survey of the history of Western visual arts, with a primary focus on painting. Students begin with an introduction to the basic principles of painting and learn how to critique and compare works of art. Students then explore prehistoric and early Greek and Roman art before they move on to the Middle Ages.

Ceramics and Sculpture 1 (C) (F) - Grade: 10-12 - Prerequisite: Beginning Art

Students use clay as an expressive, artistic medium through coil, slab and wheel techniques. Students use the elements of art and principles of design.

Ceramics and Sculpture 2 (C) (F) - Grade: 11-12 (May be repeated for credit) - Prerequisite: Ceramics and Sculpture 1

This class emphasizes design and decoration of advanced projects. Students use the elements of art and principles of design in coil, slab and wheel forming techniques.

Drawing - AP (C) (F) (W) - Grade: 11-12 - Prerequisite: Teacher Approval, AP Contract

This independent course allows students to work in-depth in a specified area of art. Students are expected to develop a program of study based upon the AP Studio Art curriculum and carry it out under the supervision of the teacher. Artwork is drawing in nature. Students may submit work to the AP Board at the end of the course.

Band

Band, Beginning (C) (F) - Grade: 9-12

Students learn to read and play instrumental music. Students may need to provide their own instrument.

Band, Jazz (C) (F) - Band, Marching/Symphonic/Percussion (C) (F) - Grade: 9-12 (May be repeated for credit) - Prerequisite: Prior instrument experience, teacher approval

These advanced performance courses emphasize music learning and performance in a variety of styles. Sight-reading, notation, melodic dictation, music history and technique are covered. Analysis and evaluation are taught through listening, performing and improvisation. (Eve/weekend practices/performances are part of grade.)

Color Guard/Winter Guard (C) (F) - Grade: 9-12 (May be repeated for credit) - Prerequisite: Audition, Teacher approval

This group performs with the marching band in the Fall and at other competitions in the Spring. (Eve/weekend practices/performances are part of grade.)

Guitar (C) (F) - Grade: 9-12 (May be repeated for credit)

This course emphasizes music learning and performance. Sight reading, notation, chord theory, melodic dictation, music theory, and technique are covered. Analysis and evaluation is taught through listening, performing and improvisation. Public performances are encouraged. Guitar must be provided by the student.

Wind Ensemble (C) (F) - Grade: 9-12 (May be repeated for credit)

Wind Ensemble is a performance-based class. The band performs concerts, community events, and competes at the district and state level. This class will explore an upper level in-depth study of musicality and technical ability. Students enrolled in this class will be expected to strive for an upper level of achievement, both individually and as an ensemble. Students will be encouraged to explore solo literature as well as small "chamber" ensembles.

General Music

Music Appreciation (C) (O) - introduces students to the history, theory, and genres of music, from the most primitive surviving examples through the classical to the most contemporary in the world at large.

Music Business (C) (F) - Grade 10-12

This course is intended to provide a meaningful learning experience in music studies integrating entrepreneurship. Students will gain an in-depth music training. They will begin their music theory and history studies, interact with professional musicians and music industry professionals, and gain exposure to the culture and business of music by attending concerts, visiting recording studios, and radio stations.

Choir

Advanced Women's Choir (C) (F) - Grade: 9-12 (May be repeated for credit) - Prerequisite: Teacher approval

This advanced course emphasizes music learning and performance in Soprano and Alto Voices: Sight reading, notation, melodic dictation, music history and technique. Analysis and evaluation are taught through listening, performing and improvisation. (Eve/weekend practices/performances are part of grade.)

Chamber Singers (C) (F) - Grade: 9-12 (May be repeated for credit) - Prerequisite: Teacher approval

This advanced course emphasizes music learning and performance: Sight reading, notation, melodic dictation, music history and technique. Analysis and evaluation are taught through listening, performing and improvisation. (Eve/weekend practices/performances are part of grade.)

Choir, Concert (C) (F) Choir, Gospel (C) (F) - Grade: 9-12 (May be repeated for credit)

These courses emphasize music learning and performance: Sight reading, notation, melodic dictation, music history and technique. Analysis and evaluation are taught through listening, performing and improvisation. (Eve/weekend practices/performances are part of grade.)

Choir, Men's (C) (F) Choir, Women's (C) (F) - Grade: 9-12 (May be repeated for credit)

These entry-level performance courses emphasize vocal technique. Sight reading, notation, melodic dictation, music history and technique are covered. Analysis and evaluation are through listening, performing and improv. (Eve/weekend practices/performances are part of grade.)

Drama

Drama, Advanced (C) (F) - Grade: 9-12 (May be repeated for credit) - Prerequisite: Beg. Drama or Teacher approval

This advanced study of acting, production, directing and stage management includes outside reading in theater arts. Students take initiative in problems and projects and make consistent self-improvement efforts.

Drama, Beginning (C) (F) - Grade: 9-12

Emphasis is on fundamental acting skills: Interpretative techniques, body control, voice, diction, pantomime, character, memorization, projection of ideas/emotions, and scene preparation and acting. Students identify a variety of styles and demonstrate mastery of at least four genres and an awareness of theater history.

Musical Theater (C) (F) - Grade: 9-12 (May be repeated for credit) - Prerequisite: None

Emphasis is on fundamental acting, singing, and dancing skills: Interpretative techniques, body control, voice, diction, pantomime, character, memorization, projection of ideas/emotions, and scene preparation and acting. Students will participate in annual Spring Musical to show competency, as well as other performances throughout the year. (Evening/weekend rehearsals/performances are part of grade.)

Stagecraft (T) (F) - Grade: 9-12

Students focus on aspects of technical theater that support and complement the drama program: Set construction, theatrical lighting, and general design principles. Students may serve as stage crew for credit.

Stagecraft - Advanced (T) (F) Grade: 10-12 (May be repeated for credit) - Prerequisite: Teacher approval

This course continues development in technical theater and includes designing, building, painting and maintaining theater, sets and props. Students are expected to assist in theater operation, school/community activities.

Theatrical Costuming and Makeup (F) - Grade: 10-12 (May be repeated for credit) - Prerequisite: Teacher approval

Students research the history of makeup and costumes studying methods and technology. They learn the basics of production costuming by analyzing scripts, selecting material and constructing costumes.

CAREER TECHNICAL EDUCATION (CTE) PATHWAYS

I	Introductory Course	Ct	Concentration Course	Cp	Capstone Course	Pw	Academy Course	ROP	Kings Regional Occupational Program Course
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Agriculture & Natural Resources

Intro to Agriculture & Natural Resources (T) (I) - Grade: 9-10

This course is designed for beginning agriculture students interested in business, animal science, plant science, floral design and horticulture science. Content areas include California agriculture, FFA, leadership, public speaking, record keeping, animal science and plant science. This course provides “hands on” learning and qualifies students to participate in all FFA activities such as showing at the county fair.

Agriculture Business (HHS)

Course 1	Course 2	Course 3	Course 4
Introduction to Agriculture and Natural Resources	Intermediate Agricultural Business (g)* <i>Concentrator</i>	AGBUS 10: Introduction to Agriculture Business (WHCL) <i>Capstone</i>	AGBUS 15: Computer Applications in Agriculture (WHCL) <i>Capstone</i>

Agricultural Leadership & Communications (T) (Ct) - Grade: 11-12 - Prerequisite: C in Ag Biology or Ag Science 2 or teacher approval - Students develop leadership skills pertaining to agriculture. Personal growth activities include public speaking, team-building and organization of activities. Students will assist with completion of applications and at least two FFA newsletters. Curriculum themes include: Self-image, cooperation, goal setting, positive attitude, work ethic, patriotism, and community service.

Intermediate Agricultural Business (T) (Ct) - Grade: 10-11 (10th with teacher approval) - Prerequisite: Introduction to Ag & Natural Resources - Students learn about agriculture business, banking and finance, farm co-ops, sales and service, careers and employability, management, marketing, and international, state and local production. This course also touches on the stock market, commodity trading and investments.

AGBUS 10: Introduction to Agriculture Business, West Hills College (Cp) (DC) - Grade 12 - Provides a basic understanding of the business and economics of the agricultural industry; an introduction to the economic aspects of agriculture and their implications to the agricultural producer, consumer and the food system; management principles encountered in the day to day operation of an agricultural enterprise as they relate to the decision making process.

AGBUS 15: Computer Applications in Agriculture, West Hills College (Cp) (DC) - Grade 12 - is an introduction to computer use in the workplace with emphasis on precision agriculture situation. Computer applications including word-processing, spreadsheets, databases, and presentation managers will be covered. Also included will be accessing information through the internet and world wide web, telecommunications, and other software appropriate to precision agriculture.

Business of Sustainable Agricultural (T) (Ct) - Grade: 12 This course allows students to develop the skills and foundational knowledge needed to start a sustainable agribusiness. In addition to being able to evaluate and differentiate agricultural business types and structures, students will also develop ethical and socially responsible decision making skills through a series of analytical and research essays as well as through detailed presentations and mock trials. While the first semester of this year-long course focuses on building an understanding of agriculture and sustainability, as well as the many forces that affect the industry, the second semester focuses on using that base knowledge to inform building business and entrepreneurial acumen. By the end of this course students will synthesize language, communication, critical thinking skills, marketing and economic principles, pertinent legal knowledge, as well as the foundations of agriculture into the design of a business plan for a sustainable agribusiness.

Agriculture Mechanics (HHS, HWHS, & SPHS)

Course 1	Course 2	Course 3	Course 4
Introduction to Agriculture and Natural Resources	Intermediate Agricultural Mechanics <i>Concentrator</i>	Advanced Agricultural Mechanics - Ag Welding & Fabrication <i>Capstone</i>	Advanced Agricultural Mechanics - Design & Fabrication <i>Capstone</i>
Introduction to Agricultural Mechanics			

Introduction to Agricultural Mechanics (T) (I) - Grade: 9-10

This course provides individualized instruction in developing basic shop skills. Instruction includes shop safety, tool identification, woodworking and carpentry skills, metal work, electrical wiring, painting, plumbing, concrete work, basic tool repair, introduction to arc welding, project plan and drawing for shop projects and individual projects students may build and take home.

Intermediate Agricultural Mechanics (T) (Ct) - Grade: 10-11 - Prerequisite: Intro to Ag Mechanics 1 or Intro to Industrial Processing

This is a more in-depth study of shop skills. Curriculum focus includes wood, electrical, metal, painting, plumbing, concrete, tool repair, arc welding, and metal cutting using an acetylene gas or plasma cutting torch. Leadership and employability skills are emphasized.

Advanced Agricultural Mechanics - Ag Welding & Fabrication (T) (Cp) - Grade: 11-12 - Prerequisite: Intermediate Ag Mechanics

Students apply practical knowledge and skills in welding (oxyacetylene, Arc, & MIG), cutting (oxyacetylene torch, plasma arc), metal work, measurement, tools, project design and layout, safety, equipment, engines, work and power, advanced electrical, cold metal and layout, and concrete as well as career development, record keeping and portfolios.

Advanced Agricultural Mechanics - Design & Fabrication (T) (Cp) - Grade: 12 - Prerequisite: Advanced Agricultural Mechanics - Design & Fabrication

This course trains advanced students for entry-level positions in metal fabrication, specialty welding shops and post-secondary education agricultural mechanics. Students will prepare working drawings, figure billing of materials, and plan and construct/fabricate projects. They will develop advanced skills in welding (oxyacetylene, arc and MIG), cutting (oxyacetylene torch and plasma arc), metalworking, measurement, tool and equipment use and maintenance, project design, career options & development, record keeping, safety, and critical thinking.

Animal Science (HHS & SPHS)

Course 1	Course 2	Course 3	Course 4
Introduction to Agriculture and Natural Resources	Biology and Sustainable Agriculture (d)*	Intermediate Animal Science <i>Concentrator</i>	Vet Science (g)* (Advanced Animal Science) <i>Capstone</i>

Intermediate Animal Science (T) (Ct) - Grade: 10-11 (w/AgSci3 for HJUHS life science credit) - Prerequisite: Biology & Sustainable Ag

Students learn the principles, concepts and interrelationships of animal genetics, animal nutrition, feeds and feeding, digestive systems, reproductive, anatomy/ physiology, animal health and diseases, animal pests and environment, ethics, agriculture resources and energy, computers, record keeping, Supervised Agricultural Project projects, and interpersonal leadership development and community involvement.

Vet Science - Advanced Animal Science (C) (T) (Cp) - Grade: 11-12 - Prerequisite: Intermediate Animal Science

This course focuses on agricultural animals. Units include basic management practices, veterinarian techniques, equipment identification and use, anatomy and physiology, genetics, breeding systems, reproductive management, lactation physiology and related units.

Agriscience

Applied Plant Science (T) (A) (Ct) - Grade: 11-12 - Prerequisite: Ag Science 2, Biology or teacher approval

Students study plant growth, insects, weeds, soils, fertilizers, pesticides, herbicides, irrigation, weather, sustainable agriculture, food web, ethics, plant genetics and concepts of advanced record book keeping, Supervised Agricultural Projects. There is an emphasis on California crops, laws and regulations.

Ornamental Horticulture (HHS & HWHS)

Course 1	Course 2	Course 3	Course 4
Introduction to Agriculture and Natural Resources	Biology and Sustainable Agriculture (d)*	The Art and History of Floral Design (f)* <i>Concentrator</i>	Advanced Ornamental Horticulture <i>Capstone</i>
			Advanced Floral Design <i>Capstone</i>

The Art and History of Floral Design (C) (T) (A) (Ct) - Grade: 10-12

Students are introduced to floral design. Instruction includes basic design techniques, corsage and arrangement construction, care and selection of flowers, elements and principles of design, history of floral design, balloons and floral accessories and shop practices.

Floral Design, Advanced (T) (Cp) - Grade: 11-12 - Prerequisite: The Art and History of Floral Design

This course is designed to provide advanced training in floral design. In this course students will learn how to construct advanced floral projects, focusing on wedding and sympathy designs. In addition, students will learn practices necessary for placement in floral industry.

Advanced Ornamental Horticulture 1 (T) (Cp) - Grade: 11-12

Students will have “hands on” experience in how to use plants in everyday living, such as gardening, landscaping, floral design and greenhouse production. The skills and knowledge learned in this class can lead to jobs and will help prepare for college Ornamental Horticulture classes.

Arts, Media, & Entertainment: Production and Managerial Arts (HHS & HWHS)

Course 1	Course 2	Course 3
Intro to Media (g)*	Video Production 1(g)* <i>Concentrator</i>	Video Production 2 (g)* <i>Capstone</i>

Intro to Media (T) (I) (C) - Grade 9-10

This is a Project-Based course focusing on the use of entry-level software and techniques to explore basic design principles, photography, web design and video and music production. Units focus on projects that allow students to design, build, create, or perform.

Video Production 1 (T) (Ct) (C) - Grade 9-10

This course includes video production and editing techniques, an introduction to the history of American television, filming, and critiquing movies. Students will manipulate digital images, create brochures, ads and other layouts, use a video camera and import/export video.

Video Production 2 (T) (Ct) (C) - Grade 11-12 - Prerequisite: Video Production 1

This course is designed to provide the student with exposure to video, audio, and digital technology while emphasizing the medium as a form of personal and mass communication. Areas of emphasis will be for a professional-looking final product. Throughout the course, students will participate in hands-on production-oriented activities, labs, and projects. Students will engage in research and use industry specific terminology.

Building & Construction: Cabinetry, Millwork, & Woodworking (HHS & SPHS)

Course 1	Course 2
Intermediate Woodshop <i>Concentrator</i>	Advanced Woodshop <i>Capstone</i>

Introduction to Industrial Processes (T) (I) - Grade Level: 9-12

In this basic course in Wood and Mechanical Drawing, students learn the proper use and names of tools, safety and career skills of the industry. Students rotate between classes at Semester.

Intermediate Woodshop (T) (Ct)- *Grade 10-11 - Prerequisite: Intro to Industrial Processes*

Basic course in wood manufacturing. The students learn proper use and name of the common hand and power tools used in the woodworking industry. Students learn the common wood joints, use and characteristics of common woods, and how to finish. Students will participate in the safe practices planning, usage of various tools, and building schedule. Students will demonstrate these skills by completing scheduled wood projects. Students will also be introduced into the Skills USA leadership program.

Advanced Woodshop (T) (Cp) - *Grade: 10-12 / 11-12 - Prerequisite: Intermediate Woodshop*

Advanced/intermediate course in wood manufacturing. The students will understand and demonstrate furniture, wood products, and mass production technology processes used in construction technology. The students learn the proper safe usage of machines and power tools used for manufacturing woodworking products. Students will participate in the planning, scheduling, producing, and marketing of wood projects. Students will also gain career readiness skills along with the SkillsUSA leadership component.

Business & Finance:

Business Management (HHS, HWHS, & SPHS)

Course 1	Course 2	Course 3
Intro to Business & Finance	Business Management Communication Technologies <i>Concentrator</i>	Adv Business Management Enterprise and Project Management <i>Capstone</i>

Hanford Online Charter

Course 1	Course 2	Course 3
Principles of Business, Marketing and Finance	Legal Environment of Business <i>Concentrator</i>	Human Resources Principles <i>Capstone</i>

Advanced Business Management (T) (Cp) - *Grade 11-12 - Prerequisite: Business Management Communication Technologies*

This course prepares students to perform marketing and management functions and tasks associated with starting, owning, and operating a business. Students learn this principals of methods of organizing business firm and for combining resources to produce goods and services, taking account of costs, profits, and the nature and extent of competition in markets.

Business Applications (T) (I) (O) - prepares students to succeed in the workplace. Students begin by establishing an awareness of the roles essential to an organization's success, and then work to develop an understanding of professional communication and leadership skills. In doing so, students gain proficiency with word processing, email, and presentation management software.

Business Management Communication Technologies (T) (Ct) - *Grade: 10-11*

Students use word processing software and learn correcting, editing, creating, saving, printing, retrieving text, justifying, centering, and headers and footers. First semester focus is keyboarding mastery and computer familiarization. Second semester includes reports, outlines, letters, tables, language skills, and composing.

Computer Applications (T) (I) (O) - provides an introduction to software applications that prepares students to succeed in the workplace and beyond. Students will develop an understanding of professional communications and leadership skills while gaining proficiency with word processing, email, and presentation management software.

Human Resources Principles (T) (C) (Ct) (O) - examines the main functions of human resources management, including planning, recruitment, selection, training, development, compensation, and evaluation.

Intro to Business & Finance (T) (I) - *Grade: 9-10*

First semester is devoted to keyboarding and computer literacy. Students use word processing software and learn the basics of consumerism. 2nd semester includes an overview of financial institutions and improving employability skills.

Legal Environment of Business (T) (Ct) (C) (O) - examines the role of the law on all aspects of business ownership and management.

Principles of Business, Marketing, and Finance (I) (C) (O) - provides the knowledge and skills students need for careers in business and marketing.

Financial Services (SPHS Business Finance Academy)

Course 1	Course 2	Course 3	Course 4	Course 5
Principles of Finance (g)* <i>Concentrator</i>	Applied Finance (g)* <i>Concentrator</i>	Business in a Global Economy (g)* <i>Capstone</i>	Principles of Accounting (g)* <i>Concentrator</i>	Managerial Accounting (g)* <i>Capstone</i>

Accounting I (T) (C) (Ct) (O) - examines how to make decisions about planning, organizing, and allocating resources using accounting procedures.

Accounting II (T) (Cp) (O) - builds on the foundation acquired in Accounting I, allowing students to extend their skills and knowledge in the subject.

Applied Finance (C) (S) (T) (Pw) - *Grade 10 - Prerequisite: Principles of Finance & Financial Services, Academy-Pathway Students only*

Applied Finance delves into the financial concepts introduced in Principles of Finance. Students learn to identify the legal forms of business organization and continue to develop an understanding of profit. They learn about various financial analysis strategies and the methods by which businesses raise capital. Students also have the chance to explore, in depth, topics of high interest in the field of finance, and explore the types of careers that exist in finance today.

Business in Global Economy (C) (T) (Pw) - *Grade 11 - Prerequisite: Financial Planning & Applied Finance, Academy-Pathway Students only*

Business in a Global Economy provides students with an understanding of how and why businesses choose to expand their operations into other countries. This course exposes students to the unique challenges facing firms doing business internationally, and to the potential opportunities available to those businesses. Building on concepts introduced in Principles of Finance, Business in a Global Economy broadens students' understanding of how businesses operate, grow, and thrive in our ever-changing world.

Business Technology (T) (Ct) - *Grade 9-12*

This instructional program prepares individuals to create business correspondence, reports, publications, and forms by using computer operating systems; word processing; database, spreadsheet, and desktop publishing software; hardware and peripherals; and/or electronic typewriters. The student will use appropriate electronic information resources to research and transmit information and operate industry-standard equipment.

Computerized Accounting (T) (A) (Cp) - *Grade: 11-12 - Prerequisite: C in Word Processing 1 or Business 1*

Computerized Accounting I will allow the student to build on math skills, while learning overall accounting concepts, principles, and computerized accounting procedures. Students study the records maintained by a service type business, a merchandising business, and a computerized accounting system. This course serves as a capstone course in preparing students for collegiate accounting as well as an accounting career in the business world.

Computer Applications 2 (T) (Ct) - *Grade: 10-12 - Prerequisite: C in Computer Applications 1*

This advanced course prepares students for business. Study includes forms, reports, tables, letters and Microsoft apps.

Financial Planning (C) (S) (T) (Pw) - *Grade 10 - Prerequisite: Principles of Finance & Financial Services, Academy-Pathway Students only*

Financial Planning provides students with an overview of the job of a financial planner. Students learn to consider how all aspects of financial planning might affect a potential client, and learn about the importance of financial planning in helping people reach their life goals. This course includes lessons on saving, borrowing, credit, and all types of insurance, and covers various types of investments. Students also examine careers in financial planning.

Financial Services (C) (S) (T) (Pw) - *Grade 9 - Academy-Pathway Students only*

This course gives students an overview of banks and other financial services companies. It introduces students to the origins of money and banking and examines the early history of banking in the United States. Students study the financial services industry and the types of companies it includes in depth. They learn about the services offered by such companies and analyze the ways these companies earn profits. Finally, students examine careers in financial services.

Principles of Finance (C) (S) (T) (Pw) - *Grade 9 - Academy-Pathway Students only*

This is the first course students take in the Business Finance Academy and introduces students to the financial world. Students develop financial literacy as they learn about the function of finance in society. They study income and wealth; examine financial institutions; learn how businesses raise capital; and study key investment-related terms and concepts. They also research how innovations have changed the financial services field. Finally, students explore careers that exist in finance today.

Education, Child Development, and Family Services: Family and Human Services
(HHS Partnership Academy)

Course 1	Course 2
Intermediate Family and Human Services <i>Concentrator</i>	Advanced Family and Human Services <i>Capstone</i>

Intermediate Family and Human Services (T) (Ct) - Grade: 10

Students learn life and study skills. They become more aware of the importance of organization and acquire knowledge, skills, attitudes and behaviors to make healthful choices. This course helps students understand the value of community service, ethics and decision making to enable them to function in today's society.

Advanced Family and Human Services – (T) (Cp) Grade: 12

Advanced Public and Human Services is a class designed to provide grade 12 students exposure to a work environment. Students will be placed in an internship without payment and given the opportunity to experience this career in action. In addition to this supervised practice experience, each student will prepare projects, class assignments, and develop the necessary skills to be successful in the workforce.

Engineering & Architecture: Architectural Design (SPHS)

Course 1	Course 2
Intermediate Architectural Design <i>Concentrator</i>	Advanced Architectural Design <i>Capstone</i>

Advanced Architectural Design (T) (Ct) - Grade: 11-12 - Prerequisite: Intermediate Architectural Design

This course introduces architectural drawing techniques, for careers in architecture, home planning or drafting

Intermediate Architectural Design (T) (A) (Ct) - Grade: 10-11 - Prerequisite: Integrated Math 1

Students are introduced to drafting equipment, sketching, orthographic projection, isometric and oblique drawings, and border and center draw. Students learn applied descriptive geometry and line dimensions.

Health Science and Medical Technology: (HWHS Med Academy)

Patient Care

HS 90 – MEDICAL MATH (2 periods) (ROP) Dual Credit (WHCL) - (2.0 - 36 lecture) This course focuses on the development of mathematical and analytical skills related to the delivery of drugs and solutions by registered nurses. Topics will include the calculation of oral medications, intravenous medications, intravenous drip rates, and injective medications. This course will prepare the student for entry into nursing school. Due to the nature of the course, students will be required to earn at least an 80% in order to pass.

EMT 52 – ANAT & PHYSIO FOR EMS (2 periods) (ROP) Dual Credit (WHCL) - (3.0 - 45 lecture/27 lab) is a lecture-based course designed to introduce the healthcare provider student to the structure and function of the human body. At the end of the course, the student should be able to identify cells, tissues, organs, and organ systems along with their respective functions. Successful completion of this course may satisfy the requirement for entrance into West Hills College Lemoore paramedic program. This course is not transferable and does not satisfy the prerequisites for many of the allied health courses.

EMT 55 – EMR/FIRST RESPONDER (2 periods) (ROP) Dual Credit (WHCL) - (1.25 - 18 lecture/13.5 lab) is designed to enhance the education of any pre-EMT student, firefighter, peace officer, and lifeguard. The title of First Responder is currently transitioning to Emergency Medical Responder. This course exceeds the minimum requirements set by the California Code of Regulations, Title 22, Social Security, Division 9. Pre-hospital Emergency Medical Services and the U.S. Department of Transportation (US DOT) National Emergency Medical Services (EMS) Education Standards (with related Instructional Guidelines) and National Standard Curricula (NSC). This course is also an advisory course for any pre-EMT student and will facilitate a smooth transition into the EMT course (EMT-1).

Advanced Medical Assistant (T) (Cp) (Pw) - Grade 12

This course is a capstone course designed to produce employable graduates with those competencies necessary to move on to post-secondary education and/or an entry-level medical back office position. Students will practice and perform clinical duties that include taking and recording vital signs and medical histories, preparing patients for examination, drawing blood, and administering medications as directed by physician. Students will research and discuss ethical, legal, and professional behavior in a medical office

and will adhere to those findings throughout the year. The community classroom internship provides the student with actual supervised experience in a medical office, or clinic, to enhance those competencies acquired during classroom theory and laboratory training.

Advanced Nursing Assistant (C) (T) (Cp) (Pw) (ROP) - Grade: 12

This course provides entry level training leading to nurse assistant certification. Instruction covers basic nursing skills, medical terminology, basic anatomy and physiology, ethics and safety. Included are classroom, laboratory and clinical experience. Upon successful completion of both, students are qualified to take the state written and clinical examinations.

Advanced Sports Medicine (T) (Cp) (Pw) - Grade 12

This course is a one-year, lecture-laboratory science elective designed to provide a well-rounded and challenging academic experience for students interested in medicine, physical therapy, exercise science, athletic training, sports medicine, or any other related medical or paramedical field. Throughout the year students participate in a detailed examination of the various kinesiological, anatomical, physiological, and biomechanical factors that influence the "human machine". Specifically, students will be exposed to the following units of study: 1) historical and organizational perspectives of sports medicine; 2) detailed anatomical and biomechanical study of each major body region, 3) physiological response of tissues to various types of stress; 4) specific medical conditions and injuries in sport; 5) scientific principles and techniques of injury prevention, evaluation, treatment, and rehabilitation; 6) exercise physiology and human performance; and, 7) scientific basis of disease and immunity.

Medical Terminology (C) (T) (I) (Pw) (ROP) - Grade 10

Medical Terminology is the second course in the Health Science and Medical Technology Pathway for Patient Care. The course is centered on the language of healthcare (Medical Terminology) and medical abbreviations through a systems approach. Emphasis is on providing students with a thorough understanding of the terminology of body systems and their interrelationships.

Intro to Medical Careers (T) (I) (Pw) - Grade 9

This is an introductory course intended to give students a chance to explore the healthcare industry and the possible career paths within the industry. This course is a prerequisite for the medical academy pathway. The course is centered on the language of healthcare (Medical Terminology) through the study of human anatomy and physiology. Emphasis is on providing students with a thorough understanding of the body systems and their interrelationships.

Intermediate Patient Care (C) (T) (Ct) (Pw) - Grade 11

This course builds on basic principles of medical science, terminology and vocabulary needed to work in the healthcare field. Students will focus on anatomy, physiology, pathologies of the various systems, structural details of the human body and a rigorous study of the body systems. Students will apply scientific methodologies of developing hypotheses, evaluating data, inquiry and drawing conclusions to the practices employed by health care professionals. Comprehensive medical vocabulary will be related to the body styles and medical specialties. Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, safety, technology and career opportunities in health care; as well as the roles and responsibilities of the health care team. In addition, students will receive instruction in CPR and First Aid. Students will have the opportunity to participate in a work-based learning Community Classroom.

Intermediate Sports Medicine (T) (Ct) (Pw) - Grade 11

This course provides entry-level, upgrade and/or preparation for the Sports Medicine profession. Instruction includes the following areas: career opportunities, communication skills, ethical and legal responsibilities, medical terminology, injury recognition and prevention, anatomy and physiology, biomechanics, psychology, research, nutrition, tissue response to injury, physical therapy exercises and modalities, professional practice and sports medicine procedures. Students participate in lab activities involving basic life support training, evaluation of injuries, prophylactic modalities and taping, and case study problem solving.

Medical Assistant (ROP) - Grade 11-12

This course proves the basic skills necessary for employment in the front or back office of a physician's office or medical clinic. The course includes medical terminology, anatomy and physiology, written and oral communication, office management, medical records, and related topics.

Nursing Assistant (Biology credit) (2+2 Credit) (2 per.) (ROP) (Cp) - Grade: 12 - Prerequisite: Health Occupations 1 preferred

Students will learn basic nursing assistant skills, diseases, office/hospital procedures, and health assessment through classroom and community training. Student can earn a CPR certification and may test to become a CNA. Fees: Physical, TB Test, Uniform, State Certification exam.

Principles of Health Science (I) (O) provides knowledge and skills students need for careers in health care. Students explore the services, structure, and professions of the health care system and get guidance on choosing a specific career path in health services, including career paths in emergency medicine, nutrition, and alternative medicine.

Healthcare Administrative Services

Advanced Healthcare Administratives Services (T) (Cp) (Pw) - Grade 12

Hospital administrators need to have a strong understanding of the laws and regulations that apply to health care, including the legal responsibilities of the hospital and the rights of patients. These subjects as well as other legal and ethical issues, such as liability, malpractice and confidentiality, are addressed in this course.

Intermediate Healthcare Administratives Services (T) (Ct) (Pw) - Grade 11

This course provides an overview of the role of the hospital administrator. Coursework focuses on effective leadership, planning, problem solving and organizational management. Leadership issues covered include motivation and conflict resolution. Organizational management covers the management of hospital operations, projects and inventory.

Hospitality, Tourism & Recreation: Food Services and Hospitality (HWHS & EFJ)

Course 1	Course 2	Course 3
Exploratory Food and Consumer Science	Foodservice and Hospitality Concentrator	Advanced Foodservice and Hospitality Capstone

Exploratory Food and Consumer Science (T) (I) - Grade: 9-10

This course is a comprehensive class designed to help teens adjust to change, especially as they become young adults. Career readiness is stressed, and each of the 16 career clusters is explored along with related jobs and their requirements for success. Skills development, financial literacy, healthy lifestyles, housing, and transportation topics are also included.

Intermediate Foodservice and Hospitality (T) (Ct) - Grade: 10-11

Learning to prepare nutritious menus is the focus of this course. Students learn to prepare, select, use and purchase a variety of foods and small appliances. Study includes meats, eggs, cheese, breads and cereals, vegetables, fruits, baked goods, cake decorating and microwave cooking.

Advanced Foodservice and Hospitality (T) (Cp) - Grade: 11-12 - Prerequisite: Foodservice and Hospitality

Students are exposed to international food customs and prepare and sample international and regional food. Gourmet equipment and advanced techniques are used.

Information and Communication Technologies: Web and Social Media Programming and Design (HHS)

Course 1	Course 2
Intermediate Web and Social Media Programming and Design Concentrator	Advanced Web and Social Media Programming and Design Capstone

Information Technology Applications (T) (I) (O) - prepares students to work in the field of Information Technology. Students will be able to demonstrate digital literacy through basic study of computer hardware, operating systems, networking, the Internet, web publishing, spreadsheets and database software.

Intermediate Web and Social Media Programming and Design (T) (Ct) - Grade: 9-11

This course provides entry to intermediate training in HTML and includes: Page layout, syntax, lists, tables, multimedia, forms, JavaScript and cascade styling sheets.

Advanced Web and Social Media Programming and Design (T) (Cp) - Grade: 10-12

This advanced course is designed to provide students with the knowledge and skills necessary to pursue careers in web design and development. Students will develop an in-depth understanding and use of HTML, CSS, JavaScript, layout techniques, and other industry-standard practices.

Manufacturing & Product Development: Welding and Materials Joining (HWHS)

Course 1	Course 2	Course 3
Introduction to Manufacturing and Product Development	Intermediate Welding and Materials Joining Concentrator	Advanced Welding and Materials Joining Capstone
		Advanced Welding Stainless Capstone

Intro to Manufacturing and Product Development (T) (I) - Grade: 9-10

This course develops basic shop skills including: Safety, metal and tool identification, arc, acetylene and oxy-acetylene welding, flame cutting, lathe machining, forging, heat treatment, project design and instruction.

Intermediate Welding and Materials Joining (T) (Ct) - Grade 10-11 - Prerequisite: Intro to Manufacturing and Product Development

This course provides a more concentrated study in safety, mig, acetylene and oxy-acetylene welding, flame cutting, lathe, milling, shaper and project construction.

Advanced Welding and Materials Joining (Cp) - Grade 11-12 Prerequisites: Intermediate Welding and Materials Joining

These courses develop welding skills and techniques, including oxy-acetylene welding and introduction to metal inert gas welding and tungsten inert gas welding. Personal projects are encouraged after assignments.

Advanced Welding Stainless (Cp) - Grade 11 - 12 - Prerequisites: Intermediate Welding and Materials Joining

The course is designed to teach students the processes of stainless steel welding from flat plate to tubing. Students are introduced to industry standards regarding stainless steel fabrication. Students produce weldments using a variety of techniques and materials. Students also learn about careers in stainless and employment requirements.

Marketing, Sales, and Service: Professional Sales and Marketing (HWHS Partnership Academy)

Course 1	Course 2	Course 3
Introduction to Marketing, Sales, and Service (6055)	Intermediate Professional Sales (6060) Concentrator	Advanced Professional Sales (6075) Capstone

Advanced Marketing Occupations (T) - Grade: 12 (2 periods) (in conjunction with ROP) - Prerequisite: Retail Marketing 1

This course explores the retail industry first-hand and as a potential career. Following classroom preparation, students have on-the-job training in local retail.

Introduction to Business (T) (I) - Grade: 10

This multi-component course combines explanations of business and economic concepts with practical applications to help students explore business opportunities and learn to make informed economic decisions in our global economy. Units covering the economy, owning and operating a business, influences on business, marketing human resources, financial and technological resources, career planning in a global economy, buying goods and services, credit, money management, and risk management.

Introduction to Retail Merchandising (T) - Grade: 11 (in conjunction with ROP)

This multi-unit course will cover the following units; today's evolving marketplace, the exciting world of retail marketing, the retail business, retail business strategy, the retail store, exploring careers in retailing, time management, customer service, and exploration of other career fields.

Senior Seminar - Grade: 12

This multi-component course is designed to assist Partnership Academy Seniors in preparing them for the world after high school. Covering the following topics; career exploration, career plan, assist them with applying for scholarships and financial aid, study skills, period, reviewing reading proficiency skills, reviewing job skills, review math skills, and life skills.

Retail Marketing 1 (2 periods) (ROP) (Cp) - Grade 11 - 12 - Recommended: Retail Marketing 1, or teacher approval

Provide "hands-on" experience in different marketing careers. Industry specific training is available in Retailing, Distribution, and Food Services. The course integrates math, communication, and people skills to better prepare students for successful employment in marketing.

Naval Junior Reserve Officers Training Corps (HWHS)

Naval Science 1 (T) - Grade: 9-12

This course introduces cadets to the precepts of citizenship, the elements of leadership and the value of scholarship in attaining life goals. Students develop an appreciation for American heritage and traditions with recognition of the historically significant role of sea power and its importance in America's future. It fosters in each cadet a growing sense of pride in their organization, associates and self.

Naval Science 2 (T) - Grade: 10-12 - Prerequisite: Naval Science 1

This course further develops the traits of citizenship and leadership in cadets, introduce cadets to naval history and the technical areas of naval science as well as develop a deeper awareness of the vital importance of the world oceans to the continued well-being of the U.S.

Naval Science 3 (T) (C) - Grade: 11-12 - Prerequisite: Naval Science 2

This course broadens understanding of the operative principles of military leadership, the concept and significance of teamwork and the intrinsic value of good order and discipline in the accomplishment of assigned objectives. Continued instruction includes astronomy, meteorology, weather and navigation.

Naval Science 4 (T) (C) - Grade: 12 - Prerequisite: Naval Science 3

A comprehensive, advanced study of practical leadership and provides opportunities to exercise leadership in positions of authority and responsibility within the NJROTC unit. Additionally, it will prepare cadets to recognize and accept the responsibility and importance of

citizenship as it relates to America's founding democratic principles. Cadets will gain an understanding of the nature, rigors and benefits of a military career.

PHYSICAL EDUCATION

All students must take PE in 9th and 10th grades and take the California Physical Fitness Test (PFT) in 9th grade. Students who do not pass the Physical Fitness Test must take PE courses until they pass the test by meeting the healthy fitness zone in 5 of 6 areas in one testing window.

Health Education (O) - is a valuable, skills-based health education course designed for general education in grades 9 through 12. Health Education helps students develop knowledge, attitudes, and essential skills in a variety of health-related subjects, including mental and emotional health, social health, nutrition, physical fitness, substance use and abuse, disease prevention and treatment, and injury prevention and safety. *This course is built to California state standards for health education and meets the requirements of the California Healthy Youth Act.*

Physical Education (O) - combines the best of online instruction with actual student participation in weekly cardiovascular, aerobic, and muscle toning activities. The course promotes a keen understanding of the value of physical fitness and aims to motivate students to participate in physical activities throughout their lives. *Physical Education is built to state standards and informed by the Presidential Council on Physical Fitness and Sports standards.*

Physical Education 1 (P) - Grade: 9

Students will learn about health/wellness, including physical fitness, first aid, safety, nutrition, adolescent changes, abstinence, AIDS, STDs, alcohol and illegal drugs. Team sports will also be introduced, such as flag football, softball, basketball and volleyball.

Physical Education 2 (P) - Grade: 10-12

Students learn about physical fitness, nutrition, illegal drugs, tobacco, alcohol, stress, abstinence, and STDs. Individual and recreational sports will also be introduced, such as tennis, pickleball, intramural activities.

Physical Education - Fitness for Lifelong Wellness (P) - Grade: 10-12 - Prerequisite - PE 1 & Pass PFT

This course is designed to stress the importance of cardiovascular, muscular and mental fitness development for maintaining a healthy lifestyle. Students will participate in aerobic and anaerobic exercise and discussion sessions and plan personal fitness programs.

Physical Education - Strength and Conditioning (P) - Grade: 10-12 - Prerequisite - PE 1 & Pass PFT

Students learn about nutrition, drugs, tobacco, alcohol, weight room safety, designing a strength and conditioning program, physical fitness and the muscular system and participate in a personalized weight-training program.

Physical Education - Strength and Conditioning - Advanced (P) - Grade: 11-12 - Prerequisite - PE 2 or Fitness for Lifelong Wellness or Strength and Conditioning & Pass PFT

Students focus on a sport specific strength and conditioning program, physical fitness and the muscular system and participate in a personalized weight-training program.

Racquet Sports (P) - Grade: 11-12 - Prerequisite - PE 2 or Fitness for Lifelong Wellness or Strength and Conditioning & Pass PFT

Racquet Sports is a two-semester course. This course is designed to give the student an in depth exposure to four specific racquet sports (badminton, speedminton, pickleball and tennis). Students will be able to focus specifically on skills that will help to make them successful and by doing so allow for a deeper appreciation for these lifetime activities.

OTHER ELECTIVES

College and Career Preparation I (O) - High School students have many questions about the college application process, what it takes to be a successful college student, and how to begin thinking about their careers.

College and Career Preparation II (O) - High School students have many questions about the college application process, what it takes to be a successful college student, and how to begin thinking about their careers. College and Career Prep II builds on the lessons and skills in College and Career Prep I.

Driver's Education - Grade: 9-12

This course prepares students to take the DMV written test and qualify for the driver's permit pink slip. There will be no high school credit awarded for completion of this online program. Course is offered on a limited basis and only before school.

Student Assistant (4 semester limit) - Grade: 11-12 - Prerequisite: Teacher, Parent, and administrator approval

Students assist a teacher or staff member. A stricter dress code may be enforced. Students may not be an assistant more than 4 semesters and must maintain eligibility.

Student Government (C) - Grade: 9-12 - Prerequisite: Activities Director Approval

Students learn creative leadership techniques through problem solving and project planning. Students plan and implement school-wide activities. Success depends on ability to conduct activities and interact. Associated Student Body Officers and Class Officers are expected to enroll. Evening and weekend activities are expected.

Study Skills - Grade: 9-12 - Prerequisite: Teacher/Parent Recommendation, IEP
Provides students with additional academic support.

Work Experience 1 & 2 (T) - Grade: 11-12 (28 work hours earn 1 unit.) - Pre: Paid job, worker's comp, 2.0 GPA previous period
This course combines paid employment with instruction. Students develop employment skills and awareness of labor laws, interpersonal/communication skills, career goals, job safety, basic financial management and technology literacy. Students must attend weekly class.

ACADEMIC POLICIES & INFORMATION

Additional information about HJUHSD policies and procedures is available in the Student Handbook and Parent Handbook and online at www.hjuhsd.k12.ca.us

Advanced Placement (AP)

The AP program enables high school students to complete college-level courses and permits participating colleges to evaluate that accomplishment by granting credit and/or placement. Teachers must receive approval from the College Board to offer a course with the AP designation. AP exams are administered in the first two weeks of May. Most colleges award credits and/or placement for scores of 3, 4 or 5 on these exams. Please note that there is no designated pass/fail. Three to four units of college credit may be awarded per semester for each test. Credit and required scores vary by institution. HJUHSD offers AP courses in English, math, history-social science, science and Spanish. Students in AP classes are encouraged to take the AP exam and pay the test fee (in cases of verified hardship, counselors may arrange waivers).

Attendance Office

Students leaving or returning to school after an absence must check in/out at the Attendance Office. See the Student Handbook for more information.

College and Career Centers

Information and assistance about careers, technical preparation, job availability, colleges, scholarships and financial aid are available in the College and Career Centers. Career Education Coordinators also coordinate visits from college and military representatives. Other resources include sample college applications and software to support AP students, those preparing for the ACT, SAT and CAHSEE, or who need skill development.

Community Day School (CDS)

CDS is an alternative educational program for expelled ninth grade and first-semester tenth grade students. It is on the Hanford High campus and provides a low student-teacher ratio and individualized instruction.

Counseling

School Counselors are available to help students in the areas of academic achievement/advisement, college/career readiness, and personal and social development. Office hours are 7:30 a.m. to 3:30 p.m. Appointments are recommended.

Course Registration

Student requests determine how many classes are available each semester and spaces are set for those who request the class during registration. Students should not assume space will be available to drop one class and add another.

Courses and Credit per Semester

The normal course load for HJUHSD students is seven courses each semester. Some courses – such as English Language Development – are two or three class periods per day. Courses can be added by request. Students are not permitted to register for more than 45 credits in a semester, except during the senior year. In coordination with counselors, seniors may develop a schedule to meet graduation requirements within existing district programs. Credits earned in an alternative program must have prior administrative approval. See also Senior Reduced Schedule.

Fifth-Year Students

Students who plan to attend a fifth year of high school must complete a Fifth Year Student application during spring of the fourth year. A fifth year will be granted based on need, planned course of study, past record and counselor recommendation. A fifth-year senior may request a schedule of fewer than seven periods. Fifth-year students may not participate in athletics.

Grade Point Average

Students receive five units per class at the end of each semester with a passing grade (A, B, C, D). No credit is awarded at the end of the six and 12 week progress periods: Those progress reports are for students and parents and to determine extracurricular eligibility.

For colleges, schools report weighted and unweighted GPAs, depending on the college. Both GPAs include grades earned in grades 10-12. Freshman grades and grades for classes taken outside of the high schools are not included, unless otherwise requested by student. Total GPA calculations, weighted or unweighted, include all grades earned 9-12.

Weighted GPAs include extra points for courses in grades 10-12. The weighted grade provides incentive for students to enroll in advanced studies. The unweighted system is: A=4; B=3; C=2; D=1; F=0. The weighted system adds 0.02 (per semester) to students who receive a proficient or advanced on their HJUHS AP assessment, given in the spring semester.

Class rank for academic honors for seniors is based on the 9-12 weighted GPA earned through the second semester of 12th grade. The Valedictorian is the graduate with the highest GPA; the Salutatorian is the graduate with the next highest GPA. Students with a GPA of 4.0 or above are Graduates with Distinction.

Home Instruction

Home Instruction is available to students who will miss two weeks or more of school for medical reasons. A doctor's note with a beginning and ending date is required. The student remains enrolled and a teacher visits the student.

Honors Courses

Honors courses satisfy criteria established by the University of California. HJUHS D offers honors courses in English to prepare students for the rigor of AP courses.

Incomplete Grades

An Incomplete is given only when student work is not finished because of illness or other excused absence.

Independent Study

Offers an educational alternative for students with special needs. Students meet weekly with a teacher who provides personal attention, assesses student progress, and plans approximately five days of academic work to be completed independently by the student. Independent Study uses curriculum comparable to the comprehensive schools. A variety of assessments are used to determine student competencies.

Library/Media Centers

Students can use library computers to research projects, locate books or access skill-development software. Textbooks are issued from and returned to the library. Library hours are from 7:15 a.m. to 3:30 p.m.

Make-Up Work

Twice the amount of time absent is allowed for make-up work, including tests. Only school days are to apply, e.g.: If a student is absent two days, s/he has four school days to make up the missed work. Exception: Work due the first day of a student's absence is due the first day the student returns to class unless there are extenuating circumstances.

Migrant Services

Tulare County Office of Education provides support services and resources for migrant students and families, including special programs, materials and activities through HJUHS D school sites

NCAA Eligibility Clearinghouse List

The National Collegiate Athletic Association Initial Eligibility Clearinghouse has approved HJUHS D courses for establishing the certification status of student athletes from HJUHS D. A list of these courses for each school and other NCAA Eligibility Center web3.ncaa.org/ecwr3 requirements are available at the school or online at: www.ncaaclearinghouse.net/ncaa.

Repeating Courses for Credit

With approval of the principal or designee, a student may repeat a course to raise his/her grade from a D or F. Both grades are entered on the student's transcript, but the student receives credit only once for the course and will receive elective credit for the lower grade, if grade is D or higher. Grades are never removed from transcripts.

School Psychologists

School psychologists provide services such as consultation, evaluation, intervention, prevention, research and planning. They work with parents, teachers and administrators to clarify sources of student learning and behavior problems, and serve as intermediaries to other services and resources. Psychologists test for student eligibility for special support services and evaluate social-emotional needs and special aptitudes and abilities. They oversee development of Individual Education Plans (IEPs) and are skilled in evaluating the learning environment of a class or school. They also offer support for students, families and staff in case of crises, such as death, illness or community trauma.

School Safety

HJUHS D maintains a School Safety Plan for each school that outlines how responses to school/community crises. Staff and students review and drill regularly.

Senior Reduced Schedule

Seniors may qualify to enroll in fewer than seven courses. Reduced schedules are only be granted by signed agreement with a parent/guardian if students have a 90% attendance record and a GPA of 2.0 or better. To enroll in six periods per day, students must have earned 205 units at the beginning of the senior year. To enroll in a five period day, students must have 215 units at the beginning

of the senior year. Seniors on a reduced schedule may enroll in only one period of Work Experience. Per Education Code, College and ROP courses at an alternative site may not be included in the five or six classes.

Services for Parenting Students

Expectant and parenting teens are encouraged to complete their high school program and pursue post-secondary education. Accommodations may include flexible scheduling, on-site counseling, or transportation assistance. Options also include enrollment at Earl F. Johnson High, which offers shortened day or night schedules, or Independent Study. Expectant/parenting teens (and their parents or significant others) can meet with a counselor to discuss options.

Short-Term Independent Study

When it is in the student's best interest, s/he may be assigned short term independent study (SIS) by mutual agreement of the school, parent/guardian, and student in advance of the absence. The SIS must be 5 to 15 school days. Contact an Administrative Assistant for an application.

Special Education

Special Education is a government-funded program for students who meet certain qualifications indicating they have a diagnosed educational disability. Eligible students may receive assistance in regular classes, be placed in classes with modified curriculum or qualify for other support services to ensure success in school. Students are evaluated by the school psychologist and a special education teacher. Placement decisions are made by a team that includes staff, the student, and parents/guardians. For qualifying students, an Individualized Education Plan (IEP) is developed that describes the student's academic needs and program. Before a student is evaluated for special education, modifications and interventions must have been implemented on a consistent basis in the regular education program. Additional information is available by contacting the School Psychologists.

Student Progress

Parents of students at risk of failing are notified by six week progress reports or at scheduled conferences. Teachers attempt to notify parents before the end of the grading period to allow adequate time to achieve a passing grade. Other academic performance monitors:

- Online Gradebook allows parents to view student attendance, grades and progress in each class. Contact your school testing secretary.
- Semester Report Cards and six and twelve week Progress Reports are mailed to parents/guardians.
- Counselors call parents when issues require input.
- Administrators and/or designees mail discipline referrals, telephone about problems and try to contact parents before suspensions.
- Student Study Team: Parents of students with attendance, discipline or credit problems are notified regularly by mail. If the comprehensive school is not meeting student needs, an alternative program will be suggested (or, in some cases, mandated).
- Weekly Progress Reports: Parents may contact counselors regarding progress reports. It is the student's responsibility to follow through on Weekly Reports.

Summer School

Summer school may be available for students who need to make up credit in order to meet graduation requirements. Contact your counselor for information.

Assessment

The California Assessment of Student Performance and Progress (CAASPP) System was established on January 1, 2014. The CAASPP System replaced the Standardized Testing and Reporting (STAR) Program, which became inoperative on July 1, 2013.

Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics in grade eleven.

Student Participation: All students at the designated grade levels are required to participate with the following exceptions:

- Students who participate in the alternate assessments.
- ELA only—English learners who are in their first 12 months of attending a school in the United States.

Content and Format: The Smarter Balanced Summative Assessments which are delivered by computer consist of two sections: a computer-adaptive test and a Performance Task based on the Common Core State Standards for English language arts/literacy and mathematics. The computer-adaptive section includes a range of items types such as selected response, constructed response, table, fill-in, graphing, etc. The PT are extended activities that measure a student's ability to integrate knowledge and skills across multiple standards—a key component of college and career readiness. Beginning 2014–15, a paper-pencil version of the assessments will be available for local educational agencies (LEAs) that meet specific criteria.

Alternate assessments for English language arts/literacy and mathematics in grade eleven.

Student Participation: Students with significant cognitive disabilities who are unable to take the Smarter Balanced Summative Assessments even with accessibility supports and whose individualized education program (IEP) indicates assessment with an alternate test.

Content and Format: The content of the alternate assessment will be based on alternate achievement standards derived from the Common Core State Standards for students with the most significant cognitive disabilities. The alternate assessments are anticipated to

be delivered on the computer, with a field test preceding the operational administration. More information about the alternate assessments will be provided as it becomes available.

Science assessments in grades five, eight, and ten (i.e., California Standards Tests [CSTs], California Modified Assessment [CMA], and California Alternate Performance Assessment [CAPA]).

Student Participation: The CST for science is required from all students in grades five, eight, and ten unless their IEP indicates assessment with a CMA or CAPA. The CMA for science is for students with disabilities whose IEP indicates assessment with a CMA. The CAPA for science is for students with significant cognitive disabilities who are unable to take the CSTs even with accessibility supports and whose IEP indicates assessment with CAPA.

Content and Format: The CSTs, CMA, and CAPA are all paper-pencil tests based on the California content standards for science adopted by the State Board of California in October 1998. (Science assessments based on the Next Generation Science Standards, adopted in September 2013, are not yet available). The CSTs for science are comprised entirely of multiple-choice questions. Similarly, the CMA for science is comprised of multiple-choice questions; however, the format of the questions been modified. For example, modifications include providing three answer choices instead of four as on the CSTs. The CAPA, which is administered at one of four levels in science, is made up of eight PTs.

Standards-based Tests in Spanish (STS) for reading/language arts in grades two through eleven (optional).

Student Participation: The STS is a primary language test in Spanish for Spanish-speaking English learners who either receive instruction in their primary language or have been enrolled in a school in the United States less than 12 months. The STS is administered at the discretion of the local educational agency. Therefore, it is considered an optional assessment.

Content and Format: The STS is aligned to the California content standards for reading/language arts. The State Board of Education adopted blueprints for this test by grades and over time between 2005 and 2007. The STS for reading/language arts is a paper-pencil test comprised entirely of multiple-choice questions.

For more information regarding the CAASPP System, contact the CAASPP Office by phone at 916-445-8765 or by e-mail at caaspp@cde.ca.gov. Information is also available on the [CDE CAASPP Web page](#).

Testing: California Physical Fitness Test

The Physical Fitness Test (PFT) is administered each spring. To pass the test, the state requires students to reach the Healthy Fitness Zone in five of six tests in one testing window. Students who do not pass will be enrolled in PE until they pass or graduate from High School.

Response to Intervention (RTI)

is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

Unit Recovery

HJUHS offers a Unit Recovery program for students at-risk of not meeting graduation requirements. Students can also recover units through Earl F. Johnson Continuation High School or other alternative programs. See your counselor for more information.

Withdrawal from Course

A student who drops a course during the first six weeks of the semester may do so without entry on his/her permanent record. A student who drops a course after the first six weeks will receive a drop grade and variable units on his/her record.