CABRILLO HIGH SCHOOL
4350 Constellation Road
Lompoc, California 93436
Phone 805-742-2900
FAX 805-733-4156

Administration Building
7:15 A.M. - 3:45 P.M.

Principal .............................................. Lore Desmond .............. 742-2892
Assistant Principal .................................. Schel Brown ............... 742-2950
Assistant Principal ................................... Jeff Wagonseller .......... 742-2950
Director of Athletics .................................. Daniel Troup .......... 742-2905
Director of Activities .................................. Sheryl Murray .......... 742-2901
Lead Counselor ...................................... Brianne Jory .............. 742-2850
Students A, B, C, L, Z
Counselor .................................................. Gary West .......... 742-2850
Students M, Q, R, U, V, W, X, Y
Counselor .................................................. Diane McIntyre .... 742-2850
Students D, O, P, S, T
Counselor .................................................. Lauren Pressman .... 742-2850
Students E, F, G, H, I, J, K, N
Counselor, EL Students ................................ Angie Diaz .......... 742-2850
Registrar ..................................................... 742-2886
Health Room ................................................ 742-2914
Attendance ................................................ 24 hour .......... 742-2801
Attendance ................................................ School Hours .......... 742-2800
Discipline ..................................................... 742-2950

Library Building
Library: 7:15 A.M. - 3:30 P.M ............................................. 742-2912
Textbooks: 7:15 A.M. - 3:15 P.M ..................................... 742-2931

Business Building (B-5)
ROP Vocational Advisor: 7:45 A.M. - 2:30 P.M ..................................... 742-2789

Lompoc Unified
School District
Education Center
1301 North “A” Street
Lompoc, California 93436-3516

8:00 A.M. - 4:30 P.M.

Superintendent .......................................... Greg Kampf .............. 742-3300
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Each student is assigned a counselor to help with educational, vocational, and personal planning. Your counselor will be happy to help you before or after school hours as well as during the school day.

To let your counselor know you wish a conference, fill out a “Request to See Counselor” card in the Counseling Center. Your counselor will call you in as soon as possible. (If the matter is urgent, indicate this to the counseling secretary.) You need a call slip or permission from the teacher to be in the Counseling Center during assigned class time.

Students are assigned to counselors by students’ last names:

Mrs. Brianne Jory .............................................. A, B, C, L, Z
Mrs. Diane McIntyre ........................................... D, O, P, S, T
Mr. Gary West ................................................... M, Q, R, U, V, W, X, Y
Mrs. Lauren Pressman ........................................ E, F, G, H, I, J, K, N
Mrs. Angie Diaz ................................................ EL Students

COURSE SELECTION
It is the responsibility of all students to select the courses which will best meet their educational needs and will enable them to meet the graduation requirements of the Lompoc Unified School District (see minimum Graduation Requirements, pg. 9).

PARENTS WHO WISH ADDITIONAL INFORMATION AND ASSISTANCE WITH EDUCATIONAL PLANNING ARE URGED TO CONTACT THE STUDENT’S COUNSELOR AND ARRANGE FOR A CONFERENCE (742-2850). Remember, teachers, also, can furnish excellent advice regarding course selections in their subject fields.

COURSE AVAILABILITY
It is very important that students complete course selection worksheets promptly, meet their counseling appointments, and make use of the information available to help them make wise choices. Student course selections determine, to a great extent, how many sections of a course are provided, or if the course is offered at all. Some elective courses may be filled before the scheduling process is completed, with the result that some students may not be scheduled. Therefore, it is important that students have alternative courses planned. Students will be computer scheduled, therefore, certain teachers may not be requested and order of classes is not guaranteed.

CLASS SCHEDULE CHANGES
Requests to change a class after scheduling may be considered or denied on the basis of availability of other courses, class balance, educational reasons for the change, and potential disruption of the student’s schedule. Any change in schedule must be made by the counselor. Few schedule changes will be made during the school year. Any course dropped after the first grading period of the term will result in a semester fail.

SCHOOL DAY
A normal school day for pupils in grades 9-10 shall be seven class periods. A normal school day for 11-12 shall be at least six class periods if they are in good standing. Seniors may have two free periods second semester if they are in good standing. Students enrolling in Work Experience Education, ROP, or concurrent courses other than ROP (such as adult education or AHC courses) should refer to the course descriptions or check with their counselor regarding the minimum combination of regular and concurrent courses they must take.
INCOMPLETE GRADES
A mark of “Incomplete” will become an “F” if the work is not made up within ten school days after the end of each 6-week grading period, and the end of the first semester. Parents may ask for an extension from the assistant principal of curriculum. (Policy 6152)

WITHDRAWAL FROM SCHOOL (Transfer)
Please telephone the registrar, 742-2886, if you move during the summer. Bring a note to the registrar in the counseling department two days before leaving if you withdraw during the school year.

WITHDRAWAL FROM A CLASS WITHOUT TRANSFER TO ANOTHER LEVEL
Withdrawal from a class after 15 school days will result in a semester grade of an F, if the student is failing the class. If the student is passing the class and decides to withdraw, the student will receive a W for no credit.

Withdrawals after the first 6 week grading period of either semester will automatically result in an “F” semester grade regardless of progress. Students who withdraw must have counselor and parent permission.

INDEPENDENT STUDY - SHORT-TERM
The principal or designee may determine whether it is in the best interest of a student to participate in a short-term independent study program. This assignment requires the signed consent and agreement of the school, the parent or guardian, and the student.

1. Definition
   Short-term independent study: an alternative, individualized short-term program of study to accommodate a pupil enrolled in a comprehensive elementary or secondary school who will be absent from school from five to 10 consecutive school days for grades 9-12 (approval of additional days are at the principal’s discretion one time each school year).

2. Purpose
   Short-term independent study allows students to complete academic requirements during a short-term absence (as defined above) from the school site during the regular school year.
   a. A protective measure for the benefit of the contract student.
   b. Self-directed teaching during an extended family vacation or other situations.

3. Limitations
   a. A student on short-term independent study must fulfill course requirements which are consistent with those for students enrolled in the regular school program.
   b. The contract must require and cover a study plan that represents not less than the equivalent of a minimum school day appropriate for the pupil’s grade level for every school day covered.

SUMMER CLASSES (Pre - Grade 9)
Classes taken prior to the start of the ninth grade will not count toward credits earned for high school graduation. An example of this will be summer school classes taken prior to the start of high school will not be entered on the Cabrillo High School transcript.

HOME SCHOOL
Home school students must present a transcript from an accredited agency for those credits earned outside LUSD.

CREDITS
Five credits are earned in single period semester courses. Double period semester courses provide 10 credits. Students who are considering repeating a course in order to raise the previously earned grade, but will not receive additional credit, must receive counselor permission before enrolling. In some cases elective credit only may be
earned concurrently at Cabrillo High School and another institution such as adult school, Allan Hancock College, or university; or in a summer session completed in another district. Credits from on-line sources must be from accredited institutions. Such credit may be granted ONLY if approved by the principal of Cabrillo High School PRIOR TO ENROLLMENT IN THE CLASS, and upon counselor recommendation. A maximum of 45 credits per semester is allowable from all sources without prior counselor approval. Credit recovery options are very limited and students need to meet with the counselor to inquire about availability.

Cabrillo High School will accept the following translation for Allan Hancock credits:

- 3-unit AHC course = 10 Cabrillo High School elective credits
- 2-unit AHC course = 5 Cabrillo High School elective credits
- 1-unit AHC course = 0 Cabrillo High School elective credits

GRADE POINT AVERAGE (GPA)

GPA calculations of grades are based on a 4.0 scale: A = 4.0, B = 3.0, C = 2.0, D = 1.0 and F = 0. Advanced Placement (AP) courses will use a weighted grading scale of 1.0 per semester per class course. Beginning with the 2008-2009 school year Honors courses will use a weighted grading scale of 1.0 per semester per class course.

TITLE IX STATEMENT

Title IX of the Education Amendments of 1972 states that “No person shall... on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

Title IX concerns or complaints should be directed to the assistant principal of Cabrillo High School who is the school’s Title IX Compliance Officer (742-2900). The Lompoc Unified School District Compliance Officer may be contacted by calling 742-3310.

NON DISCRIMINATION - All educational programs are open for enrollment without regard to race, color, national origin, sex, or handicap.

STATE CERTIFICATE OF HIGH SCHOOL PROFICIENCY

Students enrolled in high school who are 15 or older during the second semester of the 10th grade may take the California High School Proficiency Exam (CHSPE) in basic skills upon paying the necessary fee. If they achieve a qualifying score on the test, they will be issued a Certificate of High School Proficiency by the California State Department of Education. The Certificate of Proficiency, plus parent consent, may excuse the student from continued high school attendance if the student is 16 or older.

The certificate is recognized by the State of California as the equivalent of a high school diploma; however, it does not fulfill the requirements for a Cabrillo High School diploma. Students wishing to take this examination should contact their counselor regarding the dates of testing and the completion of an application.

SENIOR STATUS

In order to participate in senior class activities and to be extended the rights and privileges accorded to students who are classified as seniors, the student must have a minimum of 160 credits at the beginning of the school year.

LEGION OF ACADEMIC MERIT & HONORED SCHOLARS

The "Legion of Academic Merit" will be awarded to graduating seniors who have, at the conclusion of the seventh semester, a GPA greater than 4.0. "Honored Scholars" will be awarded to graduating seniors who have, at the conclusion of the seventh semester, a GPA of 4.0.

The three highest GPA students at the conclusion of the seventh semester will be invited to submit a speech to be delivered at commencement. The speech will be written by the student and delivered to the lead counselor by
April 1. The site Principal will be responsible for selecting a team to judge the speeches. Only one speech (the one selected by the team) will be delivered at commencement. The selected speaker will be announced at the Senior Awards Night in May.

**PRINCIPAL’S LIST**
The principal of Cabrillo High School will honor by certificate students who attain a 3.8 grade point average as a result of semester grades. A student must be enrolled in a minimum of six subjects during the semester being considered.

**HONOR ROLL**
All students who attain a semester grade point average of 3.0 will be designated as honor students.

**NUMBER OF CREDITS FOR PROMOTION TO:**
*Promotions and retentions are done once a year in August.*

| Grade 10 | 50 Credits |
| Grade 11 | 100 Credits |
| Grade 12 | 160 Credits |

**CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE)**
Beginning with the class of 2006, to earn a diploma, students will have to take and pass the California High School Exit Exam. Test dates are determined by the State of California.

**STUDENT/PARENT FINANCIAL OBLIGATION**
State law requires that students/parents be financially responsible for lost books, supplies and equipment which have been loaned to the student. Unless such obligations are cleared, students will not receive semester grades, diplomas or transcripts.

**COUNSELING SERVICES**
All students have access to support services. The following services are available to the students at Cabrillo High School for personal/social, academic and career counseling:

**September and October: SENIOR AND FRESHMAN CONFERENCES**
All seniors have individual conferences to check on graduation status, CAHSEE, to discuss post-high school plans and to make sure the students have admissions testing information for four year and two year colleges, scholarship information, and military information if needed. Senior graduation status report is then mailed home for parent review. A senior parent night is also held to assist parents in understanding vital senior year requirements.

All freshmen will have a counseling conference with their counselor to discuss academic progress, student activities, and paths to graduation.

**October through January: JUNIOR CONFERENCES**
All juniors have individual conferences to discuss graduation status, post high school plans, and admission testing if needed. A Graduation Status Report (junior letter) is mailed home to the parents after this junior conference. Pre-registration for the next year’s classes are accomplished at this conference. A junior parent night is also held in the evening to inform parents of important information.

**February through March: SOPHOMORE CONFERENCES**
All sophomores have individual conferences to discuss and plan a four year pathway through high school and to discuss post high school plans. A parent conference will be conducted in conjunction with individual student conferences. Pre-registration for the next year’s classes occur at these individual conferences.
March and April: REGISTRATION
During these months, the registration process for all students for the next school year takes place. Summer school applications are requested and processed.

May and June: GRADUATION
Status check on all seniors takes place as well as completing the registration process for all students continues. Summer school applications are finalized and counselors participate in the commencement activities.

DIPLOMA ELIGIBILITY
Only the students who meet all LUSD graduation requirements prior to the graduation ceremony will be eligible to participate in the graduation ceremony and will be granted a diploma.

Eligible students who do not wish to participate in the commencement exercises will be allowed to pick up their diploma from the registrar anytime after the graduation ceremony.

A senior may attend summer school immediately following their senior year to earn a maximum of 10 credits and/or pass CAHSEE in order to receive their diploma if available.

EARLY GRADUATION
Students may request graduation whenever they fulfill the course, credit, and CAHSEE exam requirements. The “Statement of Graduation Intention” should be filed with the counseling department one semester to one year prior to the proposed graduation date.

Early graduates may not participate in Senior Enrichment Day activities. However, they are eligible for other senior and graduate events and honors including Legion of Academic Merit, Honored Scholars, scholarships and other awards, the Junior-Senior Prom, Commencement, Grad Night tickets and trip, and other special events to which the graduating class is invited.

FOREIGN EXCHANGE STUDENTS
Exchange students must demonstrate English Proficiency and be approved by the superintendent’s office. Foreign exchange students will receive a certificate of attendance not a high school diploma as per school board policy. Exchange students MUST DEMONSTRATE ENGLISH PROFICIENCY.

TRANSCRIPTS
Often required for colleges and scholarship applications, an official transcript (cumulative record of grades) can be obtained by contacting the registrar in the counseling office. Each transcript is 50 cents. Please allow three days to process request.

COLLEGE QUALIFYING REQUIREMENT
Because colleges and universities can differ significantly in what each requires for admissions, counselors recommend that a college bound student pursue the most rigorous and challenging curriculum possible while still maintaining the highest grade point average possible and preparing for the college admissions examinations PSAT, SAT and ACT. To meet the challenge, the counselors recommend that a college bound student consider all of the college prep classes that are offered at Cabrillo High School. Students should also considered being involved in extracurricular activities and community service.

PROGRESS REPORTS
In addition to the 6 and 12 week report cards, parents and students can monitor their grades, homework and attendance by obtaining a Friday weekly progress report in the counseling Office.
## COURSES OFFERED ON CAMPUS

### AGRICULTURE
- ROP Ornamental Horticulture (10)
- ROP Adv. Ornamental Horticulture (10)
- ROP Viticulture Occupations I (10)
- ROP Viticulture Occupations II (10)

### BUSINESS EDUCATION
- ROP Economics & Finance (10)
- ROP Accounting & Finance I (10)
- ROP Accounting & Finance II (10)
- ROP Communication Technology (10)

### COMPUTER EDUCATION
- Adv. Computer Programming (10)

### INDUSTRIAL & TECHNICAL EDUCATION
- **Power, Energy & Transportation Technology**
  - ROP Advanced Automotive (20)
  - ROP Auto Brake (20)
  - ROP Auto Tune-up (20)
- **Visual Communications**
  - ROP/AP Graphic Communications I (20)
  - ROP/AP Graphic Communications II (20)
  - ROP Graphic Communications III (20)
  - AP Advanced Photography (10)
  - AP Studio Art 3D Design/Sculpture (10)
  - AP Studio Art 2D (10)

### PERFORMING ARTS
- Advanced Musical Theater (10)

### SCIENCE
- ROP Sports Medicine (20)

### SPECIAL EDUCATION
- Community Based Education DP (10)

## COURSES OFFERED OFF CAMPUS

### BUSINESS EDUCATION
- ROP Office Technology (LHS) (10)

### CHILD DEVELOPMENT
- Dev. Psych. Of Children (LHS) (20)
- ROP Dev. Psych. Of Children (LHS) (20)

### CRIMINAL JUSTICE
- ROP Criminal Justice (LHS) (20)

### HOME ECONOMICS
- ROP Food Service and Hospitality (LHS) (20)

### INDUSTRIAL & TECHNICAL EDUCATION
- ROP Comp. Aided Drafting/Manuf. 1 (LHS) (10)
- ROP Comp. Aided Drafting/Manuf. 2 (LHS) (10)
- Woodworking III (LHS) (10)

### SCIENCE
- ROP Health Careers/Medical Science (LHS) (20)
- Veterinary Science (LHS) (10)
MINIMUM HIGH SCHOOL GRADUATION REQUIREMENTS
AND
MINIMUM COLLEGE ADMISSIONS REQUIREMENTS

**CAPSTONE A**
MINIMUM HIGH SCHOOL GRADUATION REQUIREMENTS
Prepares student for Community College or Vocational Tech Schools

- Social Science 3 years
  - World History
  - US History
  - American Government/Economics

- English 4 years

- Mathematics 3 years
  - Three different levels including Algebra 1

- Science 3 years
  - 1 year Physical Science
  - 1 year Life Science
  - 1 additional year Physical or Life Science

- Language other than English 1 year
  Or
  Visual & Performing Arts

- California Requirements 1 year
  (Drivers Education/Health – 9th Grade)

- Physical Education 2 years
  (Mandatory in 9th grade)

- ROP/or approved Vocational course

- California High School Exit Exam (CAHSEE)

**EARN 230 CREDITS**

**CAPSTONE B**
4-YEAR “A-G” COLLEGE ADMISSIONS REQUIREMENTS
Prepares student to be eligible for University admissions
*Courses listed below must be met with a “C” or better for UC/USU eligibility*

- A – Social Science 3 years
  - World History
  - US History
  - American Government/Economics

- B – English 4 years

- C – Mathematics 3 years
  - Algebra 1, Geometry, Algebra 2, Pre-Calculus

- D – Lab Science 3 years
  - 1 year Physical Science
  - 1 year Life Science
  - 1 additional year Physical or Life Science

- E – Language Other Than English 2 years

- F – Visual & Performing Arts 1 year

- G – College Prep Elective 1 year

- California Requirements 1 year
  (Driver’s Education/Health – 9th grade)

- Physical Education 2 years
  (Mandatory in 9th grade)

- California High School Exit Exam (CAHSEE)

**EARN 230 CREDITS**

ALL STUDENTS MUST COMPLETE MINIMUM HIGH SCHOOL GRADUATION REQUIREMENTS.
The student’s academic and post-secondary goals determine which Capstone should be followed.
The final responsibility for meeting graduation requirements rests with the student and his/her parent(s)/guardian(s).
REQUIREMENTS FOR ENTRANCE TO THE UNIVERSITY OF CALIFORNIA

The University of California has subject, scholarship, and examination requirements for entrance. Admission is limited to those students who are in the top 12.5 percent of California high school graduates as determined by a combination of test scores (see Examination Requirement) and GPA earned in grades 10-12 in A-G subjects (see subject requirement).

Students making application to impacted/competitive majors or campuses may need higher GPA’s/scores/pattern of coursework for acceptance as freshmen. Students who complete 2 years (60 transferable semester units) at a community college, and who maintain a “C” average may be eligible to transfer to a University of California campus without meeting the above A-G requirements in high school.

SUBJECT REQUIREMENT

Subject requirements are satisfied by courses in which a grade of “C” or higher has been assigned. A grade of “D” in a required high school subject taken in any year will disqualify an applicant unless he/she has retaken the course and recorded a grade of “C” or better. The repeated grade will not be counted higher than a “C” in determining the scholarship average. The subject requirements listed below are the minimum. Thorough preparation for university work requires that students go beyond this minimum. Be sure to discuss your college intentions with your counselor early in your high school years, and consult the Prerequisites and Recommended Subjects Publication of the Office of Relations with Schools of the university.

APPLICANTS FOR FALL

a. History/Social Science-2 years (World History/Cultures/Geog-1 year, and either U.S. History-1 year or U.S. History-1/2 year plus American Government/Civics 1/2 year)
b. College Prep English-4 years
c. Math-3 years required; 4 years recommended (Algebra 1, Geometry, Algebra 2)
d. Lab Science-2 years required; 3 recommended (grade 10 or higher); must be in 2 of these fields: Biology, Chemistry, Physics
e. Languages Other Than English – 2 years required; 3 years recommended
f. College Prep Electives-1 year required (see CHS A-G courses)
g. Visual Performing Art - 1 year required

SCHOLARSHIP REQUIREMENT

The Scholarship requirement defines the grade point average (GPA) students must attain in the “A-G” subjects to be eligible for admission to the University.

If a student’s “A-G” GPA is 3.3 or higher, the student has met the minimum scholarship requirement for admission to the University. If a student’s GPA is below 3.3 and above 2.81, the student must achieve the necessary college entrance test score indicated in the Eligibility Index to meet the minimum admission requirement. (Excerpts from the Eligibility Index appear on the following page.)

The University calculates the “A-G” GPA by assigning point values to the grades students earn, totaling the points, and dividing the total by the number of “A-G” course units. Points are assigned as follows: A=4 points, B=3 points, C=2 points, D=1 point and F=0 points. Only the grades students earn in the “A-G” subjects taken in grades 10, 11, and 12 are used to calculate the GPA.

The University assigns extra points for up to four units of certified honors level and advanced placement courses taken in the last three years of high school: A=5 points, B=4 points, and C=3 points. Grades of D earned in honors courses are not assigned extra points. No more than two units of certified honors level courses taken in grade 10 may be assigned extra points.

Grade 9 courses will not be included in the GPA calculation for admissions. However, grade 9 courses can be used to meet the “A-G” Subject Requirement if the student earns a grade of C or better.
EXAMINATION REQUIREMENT
College freshman applicants must submit the following test scores:

Either the Scholastic Aptitude Test (SAT) or the American College Test (ACT). The verbal and mathematics scores on
the SAT must be from the same sitting. The ACT composite score must be submitted. The SAT and ACT may be taken
in January, March, May or June of the junior year. If students take both the ACT and SAT or retest, the higher score
will be used for admission. For the CSU colleges, students must take SAT reasoning test or ACT test. For UC system,
students will need SAT Reasoning or ACT and SAT subject scores. For class of 2013 and beyond, the UC system will
require either the SAT Reasoning or ACT be taken, SAT Subject tests will be recommended but not required.

ELIGIBILITY INDEX (EXCERPTS)

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<th>ACT Composite</th>
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</table>

1. ACT is scored in intervals of 1 point, from a minimum of 1 to a maximum of 36.
2. SAT is scored in intervals of 10 points, from a minimum of 600 to a maximum of 2400.
3. “A-G” courses taken in freshmen year count towards Subject Requirement but are not included in college
   entrance GPA. See more detailed information at www.ucop.edu

CABRILLO HIGH SCHOOL “A-G” COURSES

c. Math: Algebra 1, Geometry, Algebra 2, Statistics, Pre Calculus-Honors, AP Calculus
d. Lab Science: Biology, Chemistry, AP Chemistry, AP Physics, Marine Science, Advanced Integrated Science, AP
   Biology, Anatomy.
e. Language Other Than English: French 1, 2, 3, AP French 4 and 5, Spanish 1,2, 3, and AP Spanish 4 and 5.
f. Visual and Performing Arts - Art Quest (max 1 yr), Music Quest (max 1 yr), Choir and/or Madrigal Singers
   (max 1 yr any combination), Symphonic Wind Ensemble and/or Stage Band, Advanced Drama, Photo I,
   Orchestra/Strings, AP/3D Design, Art Discovery/Draw 1, Band Techniques, AP/2D Design, Concert Band,
   Drawing 2, Musical Theater, ROP/AP Graphic Communications I (max 1 yr any combination), Floriculture.
g. College Prep Electives: History - all under (a); English - all under (b); Adv math - Statistics, Pre Calc (H), AP
   Calc (H), Adv Computer Programming, Lab Science - all under (d) plus Science Quest; Language Other Than
   English - all under (e); Social Science - World History/Cult/Geog, Sociology 1, Sociology 2, Economics, ROP
   Economics and Finance, Psychology 1, Psychology 2, ROP Developmental Psychology of Children II. ROP
   Ornamental Horticulture.

REQUIREMENTS FOR ENTRANCE TO THE CALIFORNIA STATE UNIVERSITIES

Admission is limited to those students who are in the top third of the high school graduates. The top third is
determined by a combination of the grade average for the 10th and 11th grade courses, excluding P.E., and the
scores on one of two tests: The American College Test (ACT) or the Scholastic Aptitude Test (SAT).
Minimum Subject Requirements

a. U.S. History and Civics 1 year
b. English (College Prep) 4 years
c. Mathematics 3 years (Algebra 1, Geometry, and Algebra 2)
d. Laboratory Science 1 year
e. Language, Other Than English 2 years
f. Visual Performing Art 1 year
g. College Prep Electives 1 year

The SAT or ACT may be taken in spring of the junior year. If students take both the ACT and SAT or retest, the higher score will be used for admission.

The subject requirements above are the minimum. Thorough preparation for university work requires that students go beyond this minimum. Be sure to discuss your college intentions with your counselor early in your high school years, and consult the university catalogs for required or recommended subjects for a particular major.

UNIVERSITY OF CALIFORNIA
Eligibility in the Local Context (ELC)
Those juniors who are in the top 9% of their class may be eligible for an early notification of admission from the University of California. Providing they have satisfied a number of academic courses by the end of their junior year, these students may be granted a guaranteed place in the University of California system. See your counselor for details.

PRIVATE COLLEGES
Admission requirements of private colleges vary. Because of this, students should study recent catalogs of the institution they would like to attend. You can also visit many college and universities websites for updated admission requirements.

REQUIREMENTS FOR ENTRANCE TO COMMUNITY COLLEGES
Admission Requirements
A. High school diploma or California State Proficiency Certificate or 18 years of age and not attending a regular high school.
B. Placement examination. Allan Hancock College requires the START testing session (Student Testing, Advisement and Retention Test) for English and math placement. The college will advertise the dates, times, and locations of these START sessions via bulletins in our counseling center. Sufficient sessions are provided in evenings and on Saturdays so that students do not need to miss high school classes to take the exam.

Program
There are three track systems in most community colleges. One is for courses to supplement the high school and adult school courses; a second is for special training in technical fields; the third is for two years of preparation for transfer to a four year college or university.

Recommended Courses
While there are no high school subject requirements for admission to a community college, it is recommended that:

A. Students planning to enroll in a transfer curriculum, complete in high school those subjects recommended by the four-year college;

B. Students planning to enroll in a vocational training program in a community college should complete appropriate high school courses in mathematics and science, and should explore and prepare for their considered vocation through completion of high school vocational courses, Work Education and ROP courses.
<table>
<thead>
<tr>
<th>High School Course Title</th>
<th>Equivalent to Allan Hancock College course</th>
<th>Student must take one of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ROP Economics &amp; Finance or Accounting &amp; Finance</td>
<td>Accounting 317</td>
<td>ACCT 318</td>
</tr>
<tr>
<td>ROP Advanced Automotive</td>
<td>Automotive Technology 100</td>
<td>AT 133, 303, 306, 313, 314, 323, 324</td>
</tr>
<tr>
<td>ROP Auto Tune Up &amp; Emissions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROP Auto Brakes &amp; Front End</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP or Honors Biology</td>
<td>Biology 100 (subject area credit)</td>
<td>(High school course grade of B or better or score 3 or better on AP exam)</td>
</tr>
<tr>
<td>AP or Honors Chemistry</td>
<td>Chemistry 120</td>
<td>AP test score of 3 or better or CHEM 150</td>
</tr>
<tr>
<td>AP or Honors Chemistry</td>
<td>Chemistry 150</td>
<td>AP test score of 4 or better</td>
</tr>
<tr>
<td>ROP Retail Sales</td>
<td>Business 136</td>
<td>BUS 106</td>
</tr>
<tr>
<td>ROP Office Technology</td>
<td>Computer Business Information Systems 101</td>
<td>Any CBIS course</td>
</tr>
<tr>
<td>Technology Applications</td>
<td>Computer Business Office Tech 100</td>
<td>Any CBOT course</td>
</tr>
<tr>
<td>ROP Communication Technology</td>
<td>Computer Business Office Tech 131</td>
<td></td>
</tr>
<tr>
<td>PC Hardware / PC Repair &amp; Mtc</td>
<td>ComSc-105 / EL-105</td>
<td></td>
</tr>
<tr>
<td>ROP Computer Aided Drafting/Manufacturing</td>
<td>Engineering Technology 100</td>
<td>ARCH 111, 121, ET 140</td>
</tr>
<tr>
<td>Developmental Psychology of Children</td>
<td>ECS 100</td>
<td>ECS 101</td>
</tr>
<tr>
<td>Dev. Pyschology of Children II /ROP Teaching Child Development Occupations</td>
<td>ECS 100, 121, 323</td>
<td>ECS 101</td>
</tr>
<tr>
<td>ROP Graphic Communications 1</td>
<td>Graphics 115</td>
<td>GRAPHICS 112</td>
</tr>
<tr>
<td>Advanced Algebra &amp; Trigonometry or Pre-calculus</td>
<td>Mathematics 131</td>
<td>MATH 135</td>
</tr>
<tr>
<td>Pre-Calculus</td>
<td>Mathematics 141</td>
<td>MATH 135, 181</td>
</tr>
<tr>
<td>AP or Honors Calculus</td>
<td>Mathematics 181</td>
<td>MATH 182</td>
</tr>
<tr>
<td>ROP Physical Therapy/Sports Medicine</td>
<td>Medical Assisting 300</td>
<td>Enroll in C.N.A. or Medical Assisting program</td>
</tr>
<tr>
<td>Advanced Photography</td>
<td>Photography 110</td>
<td>PHOTO 120, 130, 140, 150</td>
</tr>
<tr>
<td>Physics</td>
<td>Physics 141</td>
<td>PHYS 142</td>
</tr>
<tr>
<td>Physics</td>
<td>Physics 110</td>
<td>PHYS 161</td>
</tr>
<tr>
<td>Advanced Metalworking</td>
<td>Welding Technology 106</td>
<td>WLD T 107, 306, 307, 308</td>
</tr>
</tbody>
</table>
TEST DATES (COLLEGE ENTRANCE EXAMS) 2011-2012

The following test dates are based on a test-date-formula that gives a “best estimate” of test dates. Not all exact dates were available in time for this printing. You should check the board in the counseling office in late August or early September to confirm the exact test dates. You can also check the websites (noted below) for exact test dates and registration process.

Scholastic Aptitude Test (SAT)
www.collegeboard.org  (Exact test dates will be available on this website in May 2013)

SAT subject tests are offered six times per year.

<table>
<thead>
<tr>
<th>Approx. Test Dates</th>
<th>Costs (Approximate fees)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT &amp; Subject Tests October</td>
<td>SAT $50.00</td>
</tr>
<tr>
<td>SAT &amp; Subject Tests November</td>
<td>SAT Subject Tests $23.00</td>
</tr>
<tr>
<td>SAT &amp; Subject Tests December</td>
<td>Language tests w/Listening add $23.00</td>
</tr>
<tr>
<td>SAT &amp; Subject Tests January</td>
<td>All other Subject test add $12.00</td>
</tr>
<tr>
<td>SAT only March</td>
<td></td>
</tr>
<tr>
<td>SAT &amp; Subject Tests May</td>
<td></td>
</tr>
<tr>
<td>SAT &amp; Subject Tests June</td>
<td></td>
</tr>
</tbody>
</table>

Deadlines
Registration deadlines are generally one month before the test date. (Late registration will cost an additional $23.00.)

Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT)

Test Date: October 2013
Approximate cost $15.00
Sign up in counseling office

Advanced Placement (AP Examinations)

Test Dates May 2014
Sign up with AP Teacher
Approximate cost $89.00+

American College Test (ACT)  www.act.org
Approximate Fee $35.00
Additional Late Fee $22.00

Test Dates 2013-2014
September 21, 2013
October 26, 2013
December 14, 2013
February 8, 2014
April 12, 2014
June 14, 2014
WORK / APPLIED EXPERIENCE COURSES

School Service Courses: Students may not enroll in more than one school service course per semester.

LIBRARY SERVICE
Duration: Semester, 5 credits
Prerequisites: Counselor approval, 2.0 GPA or better, satisfactory attendance
Grade: 12

- Students will share in all aspects of Library work.
- Experiences include shelving, circulation, computer operation, and related clerical tasks.
- Designed for persons who enjoy books and/or need and want skills in research.

OFFICE SERVICE
Duration: Semester, 5 credits
Prerequisite: Counselor approval, 2.0 GPA or better, satisfactory attendance
Grade: 12

- Students will perform general office routines
- On-the-job performance determines grade

STUDENT LEADERSHIP
Duration: Semester/Year, 2.5 credits /semester (Repeatable for credit; 20 cr. max.)
Prerequisites: Election or appointment to a student body office and approval by the director of activities.
Grade: 9-12

Students will study and practice basic skills and concepts of democratic government, group dynamics, leadership styles, presentation of assemblies and school or community events, problem solving, and other skills necessary for effective leadership.

STUDENT TUTOR
Duration: Semester, 5 credits
Prerequisites: Counselor approval, 2.0 GPA or better, satisfactory attendance
Grade: 12

- Students will be assigned to a classroom (elementary or high school)
- Students must furnish their own transportation to off campus locations.

WORK EXPERIENCE EDUCATION - Single period / Double period
Duration: Sem./Year, single or double periods, 5 credits per period each semester.
(Repeatable for credit; 40 credits maximum)
Prerequisites: Work Ed. Coordinator approval; satisfactory school attendance and citizenship.
Grade: 11-12

STUDENTS MUST ENROLL IN AT LEAST 4 REGULAR CLASSES AND 2 WORK ED. PERIODS, OR 3 REGULAR CLASSES PLUS 2 ROP AND 1 OR 2 WORK ED. PERIODS.

- On-the-job experience
- Students are required to attend a weekly meeting
- Transportation is a parent/student responsibility
KEYBOARDING/CAREER EXPLORATIONS THROUGH TECHNOLOGY
Duration: Year, 5 cr./sem. (10 cr. max)  Grade: 9-10
Prerequisites: None

- First semester emphasis on proper and effective use of the keyboard
- Second semester emphasis career exploration
- Development of a career plan
- Job market analysis in all fifty states
- Study of jobs for the future
- Employment skills
- Intro to Word, Excel, and Power Point

CALIFORNIA REQUIREMENTS

ARTICULATES WITH ALLAN HANCOCK COLLEGE

HEALTH EDUCATION
Duration: Semester, 5 credits  Grade: 9
Prerequisites: None

Principles and concepts pertaining to healthful living of the individual, family, and community constitute the main body of this course. Students will be instructed in nutrition; body systems; family life/sex education; disease and disease prevention (including sexually transmitted diseases); drug, alcohol, and tobacco education. The primary course goal is to encourage health knowledge, and to encourage positive attitudes and practices.

GRADUATION REQUIREMENT

DRIVERS EDUCATION
Duration: Semester, 5 credits  Grade: 9
Prerequisites: None

State Required Instruction (SRI) is a one semester class which satisfies California Required Instruction in the areas of classroom driver education and first aid/CPR education. Curriculum points of emphasis include: vehicle law, introduction to driving concepts and safe driving procedure, navigational aids in driving, collision avoidance, first aid and CPR concepts and procedures.

GRADUATION REQUIREMENT
Courses in computer education count as general elective credits toward graduation. Keyboarding skills are recommended for all computer courses.

**BEGINNING & INTERMEDIATE COMPUTER PROGRAMMING**

*Duration: Year, 5 credits/semester*  
*Prerequisites: None*

- First Semester (Beginning Computer Programming)
- Second Semester (Intermediate Computer Programming)

**ADV. COMPUTER PROGRAMMING - P**

*Duration: Year, 5 credits/semester*  
*Grade: 11-12*

*Prerequisites: Instructor approval, counselor approval, no referrals, “B” grade or better in Beginning and Intermediate Computer Programming.*

- Project based course
- Advanced level software applications

**PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (g)**

**COMPUTER PROGRAMMING QUEST**

*Duration: Year, 5 credits/semester*  
*Grade: 12*

*Prerequisites: Instructor approval, counselor approval, no referrals, “A” grade in Advanced Computer Programming.*

- For students considering computer programming as a career

**COMPUTER NETWORKING**

*Duration: Year, 5 credits/semester (20 credits maximum)*  
*Grade: 10-12*

*Prerequisites: Instructor approval, counselor approval, no referrals, “B” or better grade in PC Repair & Maintenance.*

- Computer networking fundamentals
- Hardware and software installation and repair

**PC REPAIR & MAINTENANCE**

*Duration: Year, 5 credits/semester (20 credits maximum)*  
*Grade: 10-12*

*Prerequisites: Instructor approval, counselor approval, no referrals.*

Basic skills involving installation, service and repair
Note: Courses marked “P” partially meet UC and CSU entrance requirements.

Honors placement: Students may be placed in the honors courses if they qualify for “Gifted and Talented Education” (G.A.T.E.) or as “Mentally Gifted Minors” (M.G.M.). Students may also qualify on the basis of teacher recommendation plus scoring above cut off on a multiple measures rubric. The cut off score will be determined annually by the department members based on the number of sections allocated, and will usually identify the top 8%-10% in each grade level.

The Honors Program provides for a combination of acceleration and enrichment. Students in 12th grade Honors English will be assigned college level work; many will earn university freshmen English waivers or credit, or both, as a result of high scores on the Advanced Placement Exam.

Honors courses completed in the junior or senior year are calculated by UC as A=5, B=4, C=3 grade points.

<table>
<thead>
<tr>
<th>HONORS</th>
<th>UC/CSU (a – g)</th>
<th>LUSD GRAD</th>
<th>ELECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 12 AP</td>
<td>English 12-P</td>
<td>English 12-P</td>
<td></td>
</tr>
<tr>
<td>English 11 AP</td>
<td>English 11-P</td>
<td>English 11-P</td>
<td>Yearbook*</td>
</tr>
<tr>
<td>English 10H</td>
<td>English 10-P</td>
<td>English 10-P</td>
<td>CAHSEE English</td>
</tr>
<tr>
<td>English 9 H</td>
<td>English 9-P</td>
<td>English 9-P</td>
<td>Reading Improvement 9</td>
</tr>
</tbody>
</table>

*Repeatable for credit. Placement by counselor

READING IMPROVEMENT 9
Duration: Year, 5 credits /semester (repeatable for credit; 40 credit maximum)  
Grade: 9-12
Prerequisites: Placement by counselor; approximately CST Level 1 or 2 in reading comprehension on standardized testing scores.

- Expands beginning high school students’ basic skills in composition, reading, writing, and grammar.
- Delivers special attention to test-taking strategies as well as building up basic vocabulary usage and understanding.
- Focus on improving grade level reading and writing skills.
- Emphasis on reading with comprehension, reading with a purpose and basic writing experiences.
- Skill development activities.
- Study and respond to recognized literary works.

ENGLISH 9-P
Duration: Year, 5 credits /semester  
Grade: 9
Prerequisites: State standardized test scores at CST Level 3 or above. A Reading and writing test will be administered by the English department for students who are new to the district.

A standards-based course designed to advance students’ skills in all facets of English/Language Arts as identified by the state of California. Students will enhance their ability to:

- Write clearly and effectively for a variety of purposes
- Use correct grammar/mechanics and sentence/paragraph/essay structure
- Understand and respond to literature across genres
- Use key grade-level terms and concepts
- Make oral presentations and write research papers

PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (b)
ENGLISH 9-H
Duration: Year, 5 credit /semester                      Grade: 9 only
Prerequisites: Multiple measures rubric. See note at departmental heading. A reading and writing test will be administered by the English department for students who are new to the district.

• An accelerated course designed for students who demonstrate strong interest/skill in reading and writing.
• Curriculum addresses higher grade-level standards
• Emphasis on famous and classical works
• Students will do a significant amount of reading and writing
• Students will be expected to be willing participants in class discussions
• Students will have a considerable amount of homework

PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (b)
A GRADE OF A "B-" OR HIGHER MUST BE EARNED SEM 1 TO CONTINUE IN COURSE, UNLESS ADMINISTRATOR APPROVAL GRANTED.

ENGLISH 10-P
Duration: Year, 5 credits /semester                      Grade: 10
Prerequisites: Passing grade in English-9P. A reading and writing test will be administered by the English department for students who are new to the district.

A standards-based course designed to advance students’ skills in all facets of English/Language Arts as identified by the state of California. Students will enhance their ability to:

• Write clearly and effectively for a variety of purposes
• Use correct grammar/mechanics and sentence/paragraph/essay structure
• Understand and respond to literature across genres
• Use key grade-level terms and concepts
• Make oral presentations and write research papers

PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (b)

ENGLISH 10-H
Duration: Year, 5 credits /semester                      Grade: 10 only
Prerequisites: Grade of 70% or higher in English 9H unless administrator approval granted; standardized test scores that reflect reading/language scores at CST Level 5; A Reading and writing test will be administered by the English department for students who are new to the district.

• An accelerated course that is designed for students who demonstrate a strong interest/skill in reading and writing.
• Curriculum addresses higher grade-level standards
• An emphasis on famous and classical works
• Students will do a significant amount of reading and writing
• Students will be expected to be willing participants in class discussions
• Students will have a considerable amount of homework

PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (b)
A GRADE OF "B-" OR HIGHER MUST BE EARNED SEMESTER 1 TO CONTINUE IN COURSE.
ENGLISH 11-P
Duration: Year, 5 credits /semester
Prerequisites: Passing grade in English-10P; Grade: 11
A Reading and writing test will be administered by the English department for students who are new to the district.

- A chronological survey of American literature focusing on the characteristics and influences of different periods of American literature
- A focus on understanding the author/speaker’s philosophical point or position in famous essays and speeches
- A focus on literary subgenres: parody, allegory etc.
- An expectation that students display mastery of grammar/mechanics of earlier grades
- A mini-research report and senior project introduction

PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (b)

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION (ENGLISH 11 AP) - P
Duration: Year, 5 credits /semester Grade: 11 only
Prerequisites: Grade of "B-" or better in English 10-H; standardized test scores that reflect reading/language scores at CST level 5. A Reading and writing test will be administered by the English department for students who are new to the district.

The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. By their writing and reading in this course, students should become aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing.

This course will be organized according to rhetorical modes of discourse: Narration and description, example, process analysis, comparison and contrast, division and classification, definition, cause and effect, persuasion and argument. Within these modes, literacy conventions and devices such as diction, imagery, syntax, semantics, tone, selection of detail, pacing, point-of-view, organization, motif, and poetic devices will be discussed. During the course, there will be outside reading of American novels. A lengthy research paper must be completed.

PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (b)

ENGLISH 12 - P
Duration: Year, 5 Credits/semester Grade: 12
Prerequisites: English 11P

- Class is organized chronologically as a survey course of English literature.
- Examination of literary authors and literary time periods is conducted.
- Written analyses, critiques, and summaries are assigned regularly.
- Unit tests that cover literary time periods are regularly administered.
- Vocabulary is drawn from selected literature and studied in content.
- A Senior Project that includes a lengthy research paper and a formal presentation must be completed.

PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENTS (b)
ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION (ENGLISH 12 AP-P)

Duration: Year, 5 Credits/semester

Grade: 12 only

Prerequisites: Grade of "B-" or better in AP English Language or English 11H; standardized test scores that reflect reading/language scores at CST Level 5; a Reading and writing test will be administered by the English department for students who are new to the district.

- Study the major genres of literary criticism; archetypal, psychological, social, and formalist.
- Apply these critical techniques to poetry, short stories, drama, and novels.
- Emphasis on passing the AP Literature Exam in the Spring of the Senior year.
- Comprehensive writing experience beyond Advanced Writing.
- Survey of Greek literature.
- Express divergent, sophisticated opinions through writing and oral discussion.
- A Senior Project that includes a formal presentation must be completed for English 12P credit to be issued.

PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (b)

ELD INTRO (ENGLISH LANGUAGE DEVELOPMENT)

Duration: Year, 10 credits/semester (Repeatable for credit; 40 credits max)

Grade: 9-12

Prerequisites: State standardized testing scores, placement exam scores, EL classification; counselor recommendation.

This two-period class is designed for the recently arrived, non-English-proficient secondary student with limited academic experience. The class provides the opportunity to develop basic communicative competence in English as well as the development of basic literacy skills. Course content addresses the California Language Development standards at the beginning level of proficiency.

ELD A (ENGLISH LANGUAGE DEVELOPMENT A)

Duration: Year, 10 credits/semester (Repeatable for credit; 40 credits max)

Grade: 9-12

Prerequisites: State standardized testing scores, placement exam scores, EL classification; counselor recommendation.

This two-period class facilitates the transition from learning to read to reading to learn for secondary English learners. Students build reading power (vocabulary, comprehension, and fluency) through increasingly more difficult reading selections. Language Development lessons support secondary English learners who need to broaden their vocabulary and develop fluency with the structures of English. Language and reading instruction pave the way for comprehensive writing projects that reflect the learning in each unit. Course content addresses the California English Language Development standards at the early intermediate and intermediate proficiency levels.

ELD B (ENGLISH LANGUAGE DEVELOPMENT B)

Duration: Year, 10 credits/semester (Repeatable for credit; 40 credits max)

Grade: 9-12

Prerequisites: State standardized testing scores, placement exam scores, EL classification; counselor recommendation.

This two-period class continues the development of listening, speaking, reading, and writing skills, with increased focus on reading and writing. In this course, secondary students begin to understand information in a wide range of speech situations.

Academically focused reading and writing activities continue to develop the student’s oral academic language skills. The reading of content area materials and literature in expanded. Students move from literal interpretation to the interpretation of reading passages, and develop critical and evaluative reading skills. They develop their critical thinking skills and apply these skills to solve problems. The course content addresses the California English Language Development standards at the intermediate and early advanced levels of proficiency.
ELD C (ENGLISH LANGUAGE DEVELOPMENT C)
Duration: Year, 10 credits/semester (Repeatable for credit; 40 credits max)  Grade: 9-12
Prerequisites: State standardized testing scores, placement exam scores, EL classification; counselor recommendation.

This two-period class continues the development of listening, speaking, reading, and writing skills in English, with emphasis on the reading and writing process.

Secondary students communicate ideas and information orally with increased confidence, demonstrating their understanding of idiomatic expressions, using different language registers appropriately, and communicating comfortably in new and unfamiliar settings. Students read and write across a variety of genres, applying knowledge of language to derive meaning from text, and express themselves appropriately for different audiences and purposes. This class prepares students to succeed in mainstream English classes by helping them develop academic language and learning strategies. The course content addresses the California English language development standards at the early advanced and advanced proficiency level.

ELD ADVANCED (Does not count for English credit)
Duration: Year, 5 credits/semester (Repeatable for credit; 40 cr. max)  Grade: 9-12
Prerequisites: State standardized testing scores, placement exam scores, EL classification; counselor recommendation.

This class provides additional support to English learners placed in a mainstream English class. The course is designed to develop high levels of academic proficiency in English. Instruction is arranged to make grade-level content comprehensible and accessible to students who have not yet achieved native-like proficiency in English. Instruction is rigorous and is based on the California English language arts (ELA) standards, utilizing the California language development standards to assist students in achieving proficiency in English and enable them to achieve the ELA standards. Students read and write in a variety of genres and continue high-level development of academic oral communication skills. A rich variety of literacy approaches are employed, including small group instruction. Supplemental reading materials are selected to address students’ individual reading levels. Student concurrently enrolled in English 9-P, English 10-P or English 11-P.

CAHSEE ENGLISH
Duration: Year, 5 credits/semester  Grade: 10-12
Prerequisites: Counselor recommendation and/or non-pass on English Language Arts (ELA) section of High School Exit Exam (CAHSEE).

Will count as general elective credit

Primary focus of CAHSEE English is to provide additional support for students who have not passed the ELA portion of the California High School Exit Exam. Course will focus on demonstrating grade level competency in reading and writing. Vocabulary, decoding, comprehension, and analysis of information and literary texts are the areas in reading instruction. Writing instruction covers writing strategies, applications, and conventions of English.
These courses count as general elective credit towards graduation.

TOURISM
Duration: Year, 5 credits /semester (repeatable for credit; 30 credit maximum)  
Prerequisites: Teacher approval  
Grade: 10-12

- Using the sea as a catalyst for learning in all disciplines, the Cabrillo Aquarium will prepare students to become ambassadors to the public via the vehicle of tourism.
- Students will participate in team-building skills, oral and written communication skills, technology skills, and career skills such as setting and achieving goals, writing a resume, completing projects and doing community service.
- Maintenance of the aquarium, animal husbandry, monitoring of exhibits and public speaking are integral components of this course.
- Students will be expected to meet outside of school hours to participate in community service opportunities such as monthly aquarium open house events.

LIFE MANAGEMENT
Duration: Year, 5 credits/semester  
Prerequisites: None  
Grade: 9-12

Career Development/Planning  
Consumer Economics  
Money Management  
Food Marketing  
Family Development

CONFLICT RESOLUTION
Duration: year, 5 credits, may be repeated for credit.  
Prerequisites: none  
Grade: 9-12

Conflict resolution will provide students the opportunity to refine and practice effective communication, decision-making and problem solving skills. Students will act as facilitators in the areas of peer meditation. Peer mediators must be able to maintain confidentiality.

SUCCESS
Duration: Year, 5 credits/semester  
Prerequisites: Counselor’s recommendation and CST scores  
Grade: 9 -10

Success is designed to help students to become more organized and responsible for their grades and will focus on Earth Science or World History support. Tutorials are conducted twice a week: on these days students work cooperatively with other students and tutors to complete homework, re-teach troublesome concepts, and work on test preparation. Instruction is given to improve reading and writing skills and special efforts are made to help students get and maintain an organized binder. This class is for the incoming ninth grader who is at-risk for non-promotion based on their middle school grades.
All Language Other Than English courses (marked “P”) partially meet UC and CSU entrance requirements. The “e” requirement for UC entrance is met by level 2.

FRENCH OR SPANISH 1-P  
Duration: Year, 5 credits/semester  
Prerequisites: None  
Grade: 9-12

The dominant language in the classroom, for all communication purposes, is the target language. Students develop elementary receptive language skills of listening and reading. Listening comprehension is introduced through the Total Physical Response Method. The student develops the productive language skills of speaking and writing. Communication in the Language Other Than English is the main objective and the continuing enabling activity of classroom learning. The culture of countries speaking the language is stressed as an integral part of language learning, permeating all aspects of the process. First year language students will learn basic objects, colors, clothing, family members, time, days of the week, months, dates, weather, numbers, greeting, frequent adjectives and verbs, and classroom expressions.

PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (e)

FRENCH OR SPANISH 2-P  
Duration: Year, 5 credits/semester  
Prerequisites: Level 1 with a “C” or better or teacher recommendation; or two years of Language Other Than English in grades 7-8 with a “B” or better and/or teacher recommendation.  
Grade: 9-12

The second year of the Language Other Than English study follows a similar pattern as developed in the first year. The dominant language in the classroom is the Language Other Than English. Communication is the main objective. Vocabulary development includes areas such as meals, lodging, transportation, and time; normal commands; frequent instructions; and courtesy interchanges. Students learn to recognize differences in the present, past, and future tenses and to respond to other frequently encountered grammatical signals. Students learn to understand stories and other long language sequences that use familiar vocabulary and structures.

MEETS UC SUBJECT ENTRANCE REQUIREMENT (e)

FRENCH OR SPANISH 3-P  
Duration: Year, 5 credits/semester  
Prerequisites: Level 2 with grades of “B” or better, or teacher / counselor approval  
Grade: 10-12

Continuing in the same methodology established in Levels 1 and 2, students in third year of Language Other Than English learn to understand much authentic material which uses vocabulary and forms studied and practiced in class. Students learn to comprehend movie dialogues, recorded stories and dramas studied in class, and fairly complex directions and explanations by the teacher. The students learn to comprehend information about some sophisticated topics and reading which they have studied in class. Control of grammar includes the most frequent verb forms for operating in the past, present and future; basic pronoun forms; prepositions; frequent adjective forms; genders; possessives; etc. As in Levels 1 and 2, verbal and written communication is the objective.

PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (e)
ADVANCED PLACEMENT LANGUAGE
FRENCH 4-P AND SPANISH 4-P
Duration: Year, each; 5 credit/semester weighted GPA
Grade: 10-12
Prerequisites: Level 3 with grade of “B” or better or teacher recommendation.

This course follows a syllabus approved by the College Board administrators of the AP language exams. Students are expected to communicate in the target language at this level. This course achieves the following goals: 1) Develop receptive and productive language skills with depth material about special interest topics. 2) Write formal and informal essays. 3) Prepare the student for the Advanced Placement Exam in Language in order to qualify for college credit.

This course differs from previous high school Spanish/French courses. Students must be prepared to do an intensive amount of reading, vocabulary, and grammar activities from college level textbooks. There will be approximately 7 hours of additional homework a week.

PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (e)
AP EXAM MAY BE TAKEN IN MAY

ADVANCED PLACEMENT LITERATURE
*FRENCH 5-P AND SPANISH 5-P
Duration: Year, each; 5 credit/semester weighted GPA
Grade: 11-12
Prerequisites: Level 4 with a grade of “B” or better, or teacher recommendation.

This course follows a syllabus approved by the College Board administrators of the AP language exams. Students read, discuss and analyze the works of major authors chosen by the AP Board. Focus is on understanding, listening to lectures, and writing formal essays about themes in literature. This course prepares students for the Advanced Placement Exam in Literature in order to qualify for college credit Spanish/French Literature.

PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (e)
AP EXAM MAY BE TAKEN IN MAY

*COLLEGE BOARD NO LONGER OFFERS AP FRENCH 5 EXAM

AUTOMOTIVE INTRODUCTION
Duration: Year, 5 credits/semester
Grade: 9-12
2nd semester enrollees accepted with instructor approval
Prerequisites: None

Automotive Introduction is a lecture/laboratory/demonstration course in which the student will receive instruction and "hands on" experience. Major topics will include shop safety, use of common hand tools and measuring devices, engine theory, fuel systems and ignition systems. Periodic vehicle maintenance, service station practices and safety inspections are covered during second semester. Student access to a vehicle is helpful during both semesters.

INDUSTRIAL TECHNOLOGY
NOTE: Courses marked “P” meet UC and CSU entrance requirements.

GRADUATION REQUIREMENTS IN MATHEMATICS: 30 CREDITS - INCLUDING ALGEBRA 1
STUDENTS MUST ALSO PASS THE CALIFORNIA HIGH SCHOOL EXIT EXAM.

SELECTION AND SEQUENCES AVAILABLE:

Selection 1: MINIMUM MATH GRADUATION REQUIREMENT:
9th Grade: Algebra 1A
10th Grade: Algebra 1B
11th Grade: Geometry, or Algebra 2A
12th Grade: ROP Accounting & Finance

Selection 2: COLLEGE PREP:
9th Grade: Algebra 1A
10th Grade: Algebra 1B
11th Grade: Geometry, Algebra 2A
12th Grade: Algebra 2, Algebra 2B

Selection 3: COLLEGE PREP:
9th Grade: Algebra 1
10th Grade: Geometry
11th Grade: Algebra 2
12th Grade: Pre-Calculus or Statistics

Selection 4: COLLEGE PREP (ACCELERATED/ADVANCED PLACEMENT):
9th Grade: Geometry
10th Grade: Algebra 2
11th Grade: Pre-Calculus - Honors
12th Grade: AP Calculus

* 2013-2014 is a transitional year for adoption of new “common core” state standards. Courses will be realigned accordingly.

ALGEBRA STANDARDS – P
Duration: Year, 5 credits /semester Grades: 9-10
Prerequisites: None
Homework: 30 minutes per day

Algebra Standards is designed to assist the struggling Algebra 1 student to acquire the basic skills of Algebra 1. Care is taken to support the students with structured activities and lessons targeting the essential standards of Algebra 1 and covering 70 – 75% of the curriculum of the Algebra 1 course. This course will include algebraic basics, solving equations, multiplying and factoring polynomials, linear and quadratic functions and graphs, an introduction to systems of linear equations, rational expressions and basic operations with rational expressions.
ADVANCED ALGEBRA STANDARDS – P
Duration: Year, 5 credits /semester Grades: 10-11
Prerequisite: Algebra Standards
Homework: 30 minutes per day

Advanced Algebra Standards is designed to review key Algebra 1 standards first addressed in Algebra Standards and to extend the depth of instruction and practice. This is a mastery course. Students in this course also cover linear inequalities, more solving and graphing of systems of equations, completing the square, more factoring practices and quadratic solving. Students will also explore simplifying and operations on radical expressions. CAHSEE review will be integrated into the course of study in preparations of the winter test.

ALGEBRA 1 – P
Duration: Year, 5 credits /semester Grades: 9-12
Prerequisites: “C” in a regular 8th grade math
Homework: 30 minutes per day

Requirement for graduation
Algebra 1 is a year-long course to master basic algebra. Students learn to solve 1-variable equations, solve and graph 2-variable equations and systems of equations and inequalities, solve and graph linear, quadratic and exponential functions, perform arithmetic operations with functions, and use the symbolism of algebra to represent and solve practical problems.

ALGEBRA 2A – P
Duration: Year, 5 credits /semester Grades: 10-12
Prerequisite: Algebra 1 or Algebra 1A/1B
Homework: 30 minutes per day

Algebra 2A continues the study of functions and methods of solving equations and inequalities. Topics include equations in several variables, polynomials, rational functions, and probability, (May be taken concurrently with geometry).

ALGEBRA 2B – P
Duration: Year, 5 credits /semester Grades: 11-12
Prerequisites: “C” in both semesters of Algebra 2 or 2B. 
Homework: 45 minutes per day

Algebra 2B completes the studies for Algebra 2. Topics include exponential and logarithmic functions, conic sections, sequences and series, and matrices, (May be taken concurrently with geometry).

ALGEBRA 2 – P
Duration: Year, 5 credits /semester Grades: 9-12
Prerequisites: “C” in both semesters of Geometry or Algebra 1
Homework: 45 minutes per day

Algebra 2 continues the study of functions and methods of solving equations and inequalities. Topics include systems of equations in several variables, matrices, exponential and logarithmic functions, polynomial, rational, and radical functions, conic sections, probability, sequences and series. It is highly recommended that students have rulers, graph paper, and graphing calculators of their own. (Geometry and Algebra 2 may be taken concurrently.)
GEOMETRY – P
Duration: Year, 5 credits /semester
Prerequisites: “C” in both semesters of Algebra 1 or Algebra 1B
Homework: 45 minutes per day

Geometry is the study of basic constructions and proofs about the relationships among lines, angles, triangles, polygons, circles, and such properties as area, volume, similarity, and congruency. Topics include basic trigonometry and coordinate geometry.

IT IS HIGHLY RECOMMENDED THAT STUDENTS HAVE A RULER, PROTRACTOR, AND COMPASS OF THEIR OWN.

PRE-CALCULUS – P
Duration: Year, 5 credits /semester
Prerequisites: “C” in both semesters of Algebra 2 or 2B.
Homework: One hour per day

The primary goal of Pre-Calculus is to establish skills in polynomial, rational, exponential, and logarithmic functions in preparation for calculus. New topics expose students to trigonometric functions and trig forms.

It is highly recommended that students have graph paper and graphing calculators of their own.

PRE-CALCULUS (H) – P
Duration: Year, 5 credits /semester
Prerequisites: “B” in Algebra 2 both semesters
Homework: One hour per day

The primary goal of Pre-Calculus is to prepare students for calculus through the review of conics, polynomial, rational, exponential, and logarithmic functions. New topics include functions of trigonometry, vectors, polar coordinates and de Moivre’s Theorem.

It is highly recommended that students have graph paper and graphing calculators of their own.

STATISTICS – P
Duration: Year, 5 credits /semester
Prerequisites: “C” in Algebra 1, and Algebra 2 or Geometry both semesters
Homework: 45 minutes per day

Statistics is a 4th year course offered as an alternative to Pre-Calculus or Calculus for those students who will be continuing in mathematics in college but who are more likely to go into business or the social sciences. Students learn to display data, to examine data distribution, to analyze relationships between categories of data, to produce data in samples and experiments, and they learn to make inferences from data based on sampling distributions, probability distributions, confidence intervals, significance tests, and a variety of statistical models.

It is highly recommended that students have a graphing calculator of their own.

AP CALCULUS AB – P
Duration: Year, 5 credits /semester
Prerequisites: “B” in Pre-Calculus or teacher recommendation
Homework: 1 to 1 ½ hours per day

This course is only for the exceptional student who has mastered pre-calculus math offerings. It will consist of basic differentiation and integration of functions of a single variable. Students completing high school calculus should plan to take the Advanced Placement Exam to qualify for college credit in calculus.

Students take the Advanced Placement Examination in May
CAHSEE MATH
Duration: Semester, 5 credit/semester (elective credit) Grade: 11-12
Prerequisites: None
May be repeated for credit, Elective credit only

This course, for elective credit only, is designed to review CAHSEE math standards and test taking strategies. Students are selected for this course if they have not successfully completed the CAHSEE math test.

PHYSICAL EDUCATION

PHYSICAL EDUCATION CREDIT REQUIREMENTS:
P.E. IS REQUIRED IN EACH SEMESTER OF THE 9TH GRADE AND FOR TWO MORE SEMESTERS IN 10, 11, OR 12TH GRADES. Students may take only one P.E. period for credit per semester.* A maximum of 40 credits of P.E. may be applied toward graduation credit.

Ninth grade students are required to enroll in a standard sequence of P.E. classes consisting of specified P.E. activities. Sophomore, Junior and Senior students may elect from available P.E. offerings.

The Physical Performance Test for California will be given every year in all PE classes. Categories include jog-walking, pull-ups, push-ups, flexibility, sit-ups, and standing long jump.

P.E. SAFETY REQUIREMENTS:
In order to prevent thefts and for safety and health reasons, all students will be required to have an approved physical education uniform and school - approved lock in order to participate. This uniform consists of a standard top and trunks in school colors (black and gold). The approved uniform may be purchased at school. Students are responsible for securing their belongings.

Types of tennis shoes, socks and sweat suits are designated by the department staff. If sweat suits are also worn, the official P.E. trunks must be worn over the sweat pants.

*Exceptions will be made for P.E. make up only

ADAPTIVE PHYSICAL EDUCATION
SEVERELY HANDICAPPED ADAPTIVE P.E.
Duration: Semester, 5 credits (Repeated for credit; 40 credits maximum) Grade: 9-12

- For students with physical disabilities of chronic nature
- Units offered include modified individual and team sport activities
  Prerequisites: A doctor’s statement prescribing a modified physical exercise program.

PHYSICAL EDUCATION 9
Duration: 5 credits each semester Grade: 9
Prerequisites: None
All 9th graders must take P.E.

- Ninth grade students require two semesters of PE classes
- Class sequence includes individual and dual sport activity
- Class requires aquatics instruction focusing on water safety and swimming
PHYSICAL EDUCATION 10-12
Duration: 5 credits per semester; (Repeated for credit; 30 credits maximum) Grade: 10-12
Prerequisites: None

- Physical Education is an elective program
- Designed to develop physically healthy students
- Provides stimulating and informative instruction in games and activities
- Units of instruction include: Team Sports and Individual Games

CIF PHYSICAL EDUCATION / ADVANCED PHYSICAL EDUCATION
Duration: 5 credits per Semester; (Repeated for credit; 40 credits maximum) Grade: Varsity level

Prerequisites: Written approval of coach of the interscholastic sport, concurrence by the Athletic Director, at least a 2.0 GPA and meeting all California Interscholastic Federation (CIF) eligibility rules. See Cabrillo Student Handbook for a summary of CIF Eligibility Rules. Questions should be referred to the Athletic Director.

- Provides specialized training in the appropriate sport for selected varsity athletes
- Students must have 2.0 GPA to participate
- Grading periods for eligibility; Trimester 1, Trimester 2, Semester I, Trimester 4, Trimester 5, and Semester II
- Summer school grades may be included in the Semester II calculations

FITNESS EXPLORATION
Duration: Year, 5 credits per Semester Grades: 10-12
Prerequisites: Completion of Physical Education 9 with a “C” or better, or teacher’s recommendation

This class focuses on components of advance physical fitness, kinesiology, exercise physiology, and anatomy. Students will be able to design long term and short term goals associated with their personal fitness. The class will also help students develop personal workout plans to reach personal goals.

SCIENCE

Note: Courses marked “P” meet UC and CSU entrance requirements. Students have the right to refuse to participate in activities involving dissections of frogs or other animals or animal parts, by notifying their science teacher of their moral objection to dissecting animals and by completing a comparable alternative project agreed to by the teacher.

All students must complete three years of science (30 credits), one of which must be physical science and one of life science.

EARTH SCIENCE - P
Duration: Year, 5 credits/semester Grade: 9
Prerequisites: None

This is the first of a three year required science sequence. The emphasis in this Earth Science class includes topics in:
- Geology
- Meteorology
- Astronomy

This course is consistent with state standards in Earth Science

SUCCESSFUL COMPLETION OF THIS COURSE WILL FULFILL ONE YEAR OF THE LUSD GRADUATION REQUIREMENT FOR FRESHMEN. PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (g)
BIOLOGY - P  
Duration: Year, 5 credits/semester  
Prerequisites: Passing grade in Earth Science  
Grade: 10

This is the second of three years of required laboratory/activity science sequence. The emphasis in this Life Science includes topics in:

- Biochemistry
- Cellular Biology
- Heredity
- Evolution

This course is consistent with state standards in Life Science. A grade of C or higher in Biology 10th grade, is mandatory to progress to any upper division science course.

THIS COURSE MEETS THE GRADUATION REQUIREMENT FOR A LIFE SCIENCE, PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (d)

BIOLOGY 9 HONORS - P  
Duration: Year, 5 credits/semester  
Prerequisite: Enrollment in Geometry recommended with teacher and/or counselor recommendation  
Grade: 9

This course introduces the student to the main concepts and principles of modern biology including:

- Biochemistry
- Cellular biology
- Diversity of life
- Heredity
- Ecology

Emphasis is also placed on laboratory approach to learning, elevating note taking and study skills and preparing for college level learning. Ninth grade students approved for this course will typically complete 4 years of Science, including AP Chemistry or AP Biology

PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (g)

CHEMISTRY-P  
Duration: Year, 5 credits/semester  
Prerequisites: “C” in H Biology and Geometry or “B” in Biology plus “C” in Geometry. Student must maintain a “C” grade during 1st semester in order to continue to 2nd semester.  
Grade: 10-12

- This course in general chemistry is intended for students planning to attend college.  
- The curriculum follows the recommendations of the state college board for entering freshman and is of special value to students planning careers in science or any applied field such as engineering or medicine.  
- The goal of this course is to provide the student with a good knowledge of the basic principles and theories of chemistry and the laboratory experience.  
- This course requires a minimum of a half an hour of homework every night.

MEETS THE GRADUATION REQUIREMENT FOR A PHYSICAL SCIENCE  
PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (d)

AP CHEMISTRY - P  
Duration: Year, 5 credits/semester  
Prerequisites: “A” in Chemistry (or “B” plus teacher recommendation), and concurrent enrollment in an advanced math course  
Grade: 11-12

- Course sequence may be either: AP Chemistry (11)/AP Physics, or AP Physics (11)/AP Chemistry (12)  
- This course is designed to be the equivalent of the general chemistry course taken during the first year of college.  
- AP Chemistry differs, both quantitatively and qualitatively in the topics it covers.  
- Emphasis is placed on chemical calculations and the mathematical formulation of principles.  
- This course prepares students for the Advanced Placement Exam in order to qualify for college credit in Chemistry.

MEETS THE GRADUATION REQUIREMENT FOR A PHYSICAL SCIENCE.PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (d)
ADVANCED INTEGRATED SCIENCE - P
Duration: Year, 5 credits/semester
Prerequisites: Passing grade in Biology

- This course utilizes the theme “From the Depths of the Sea to Outer Space” to help students learn physical science concepts and apply them to real-life applications.
- Students will explore physics concepts through the hands-on building of Remotely Operated Vehicles (ROVs).
- Basic chemistry and modern space exploration will also be investigated.
- Students are expected to do simple algebraic problems, keep a scientific notebook, and participate in an ROV competition with their completed project.

MEETS THE GRADUATION REQUIREMENT FOR A PHYSICAL SCIENCE
PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (d)

AP BIOLOGY-P
Duration: Year, 5 credits/semester
Prerequisites: “B” in Chemistry and Biology

Course sequence may be either: Biology H (9)/Chemistry (10), or Biology 10th grade / Chemistry (11), Physics or AP Chemistry may be taken concurrently.

This course follows the suggested outline for a general biology course taken during the first year of college. Concepts in Biology include:
- Molecules and Cells
- Heredity and Evolution
- Organisms and Populations

Emphasis is placed on preparing for both multiple choice and essay parts of the AP Exam and Quantitative laboratory design and analysis. Students must be prepared to do extensive amounts of reading and 7 hours of homework a week.

MEETS THE GRADUATION REQUIREMENT FOR A LIFE SCIENCE
PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (d)

MARINE SCIENCE-P
Duration: Year, 5 credits/semester
Prerequisites: “C” or better in Chemistry, Advanced Integrated Science, or Anatomy

This course is composed of four units of study which includes:
- Physical Oceanography
- Marine Ecology
- Invertebrate Zoology
- Marine Vertebrate Zoology

Students are expected to read from a college textbook 2-3 nights per week in addition to other homework

MEETS THE GRADUATION REQUIREMENT FOR A SEMESTER OF PHYSICAL SCIENCE AND A SEMESTER OF BIOLOGICAL SCIENCE - PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (d)

AP PHYSICS - P
Duration: Year, 5 credits/semester
Prerequisites: “C” or better in Pre-Calculus (may be taken concurrently)

This course is designed to be equivalent to the general Physics with an emphasis in trigonometry. This course prepares students for the AP Exam in Physics in order to qualify for college credit in Physics. Topics include kinematics, dynamics, mechanics and introduction to electromagnetism, and light.

MEETS THE GRADUATION REQUIREMENT FOR A PHYSICAL SCIENCE
PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (d)
SCIENCE QUEST - P
Duration: Semester, Year, 5 credits/semester
Prerequisites: Instructor recommendation and approval

This course allows students to study independently a science subject that is of special interest to them. The outcome may be the completion of a project, a written report or passing scores on tests of new knowledge. In order to enroll, each student must find an instructor who is willing to guide the student’s study program and evaluate the outcome. The student should come into this program with a strong background in the subject to be studied.

PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (g)

ANATOMY - P
Duration: 1 year, 5 credits/semester
Prerequisite: “C” or better in Biology, or Instructor’s approval

This course is for those students who have an interest in the anatomy of the human body and the medical field. The general content of this course will include the following systems: Nervous system, Integumentary, cardio respiratory, musculoskeletal and the digestive system.

This course will include an opportunity to hear about different medical related career fields. This course is designed to apply terminology and concepts to health, wellness and clinical situations.

PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (d)

HONORS ANATOMY – P
Duration: 1 year, 5 credits/semester
Prerequisite: “B” or better in Biology, or Instructors approval

Honors Anatomy is a rigorous second year life science course for students who have an interest in the anatomy of the human body and the medical field and related professions. It is intended to prepare students for the rigor of an AP class and for advanced training in the community college or university setting. This course is also intended to strengthen understanding of some AP Biology topics.

The general content of this course will include the following systems: Nervous system, integumentary, cardio respiratory, musculoskeletal and the digestive system. This course is designed to apply terminology and concepts to health, wellness and clinical situations. It will include an overview of the medical field, job opportunities and career preparation.

This course is a lab science which includes various activities in anatomy and physiology. The course will culminate with a cat dissection. Course credits require completion of cat dissection and 16 community clinical hours in the medical field. A college level textbook is used so the students must have good study and reading skills.

MEETS UC SUBJECT ENTRANCE REQUIREMENT (d)

SOCIAL SCIENCE

WORLD HISTORY/CULTURE/GEOGRAPHY - P
Duration: Year, 5 credits/semester
Prerequisites: None

- A chronological survey of the world’s history with emphasis on the Enlightenment to the present day.
- The process of humans focusing on the political, social & economical impact on nation-states throughout the world.
- Mankind’s relationship with the world which is examined through geography

PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (a)
UNITED STATES HISTORY/GEOGRAPHY - P
Duration: Year, 5 credits/semester
Prerequisites: None
Grade: 11 (Required)

- Understand how past events shape the present
- Comprehend the U.S. growth role in the global community
- Appreciate our diverse culture

MEETS UC SUBJECT ENTRANCE REQUIREMENT (a)

AP U.S. HISTORY - P
Duration: Year, 5 credits/semester
Prerequisites: An “A” in World History and English Honors 1st semester. Additional writing sample may be required in the Spring.

- A college level course approved by the College Board with an elevated and accelerated curriculum
- An emphasis on the analytical skills and the understanding necessary to deal critically with the problems and materials in U.S. history
- Evaluate primary sources and interpretations presented in historical scholarship
- Social, political, religious, intellectual, technological, and economic history from discovery to the modern era
- Exploration of American diversity and identity, culture, demographic changes, economic transformation, the environment, globalization, politics, citizenship, reform, religion, slavery and its legacy, war, and diplomacy.
- Prepares students for the AP Exam in U.S. History that may earn college credit

MEETS THE GRADUATION REQUIREMENT FOR U.S. HISTORY
MEETS UC SUBJECT ENTRANCE REQUIREMENT (a)

AMERICAN GOVERNMENT / CIVICS - P
Duration: Semester, 5 credits
Prerequisites: None
Grade: 12 (Required)

- Development of principles of American democracy
- Understanding of local, state governments in comparison and contrast to executive, legislature, and judicial branches
- Political process of voters’ ideas, beliefs, and responsibility to take part in their civil duties in the political area.

PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (a)

AMERICAN GOVERNMENT HONORS / CIVICS-P
Duration: Semester, 5 credits
Prerequisites: U.S. History and either teacher, Dept. Chair or counselor approval.
Access to computer after school is mandatory.
Homework: 2-4 hours reading per week.
Grade: 12 (Required)

American Government/Civics Honors is designed to serve college bound students who have excelled in college preparatory work. This course will provide an in-depth study of:
- Development of principles of American democracy, historically, traditionally & theoretically.
- Understanding the act of federalism in relationship to local, state & regional governments
- Civil liberties & civil rights originating from the Constitution & Judicial Review
- A comprehensive analysis of legislative, executive, and judicial branches.
- Political process of voters’ ideas, beliefs, and responsibility to take part in their civil duties in the political arena.
- First hand observation & participation of government in action in regards to the judicial & legislative system.
ECONOMICS - P
Duration: Semester, 5 credits
Prerequisites: None

- Economics addresses basic economic issues of both microeconomics and macroeconomics.
- Emphasis will be placed on the understanding of basic economic concepts and the interdependence of the US and the world community.

The class will also highlight the role of individual participation in economic institutions.

PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (g)

PSYCHOLOGY 1 - P
Duration: Semester, 5 credits (1st semester only)
Prerequisites: None

Survey course that covers:
- Scientific basis for psychology
- Learning theories and applications
- Students expected to master Key Terms and concepts

PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (g)

PSYCHOLOGY 2 - P
Duration: Semester, 5 credits (2nd semester only)
Prerequisites: Psychology 1 and 2 may not be taken concurrently

- Examine social problems in our society
- Issues covered: mental illnesses and treatment, mental health, marriage family, delinquency and crime

PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (g)

SOCIOLOGY 1 - P
Duration: Semester, 5 credits (1st semester only)
Prerequisites: None

Survey course that covers:
- Examination of social values, norms, cultures, roles, family, and social structures
- Demonstrate knowledge of key terms and concepts

PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (g)

SOCIOLOGY 2 - P
Duration: Semester, 5 credits (2nd semester only)
Prerequisites: Completion of Sociology 1.
Sociology 1 and 2 may not be taken concurrently

- Evaluate and discuss social institutions
- Investigate social problems and possible solutions
- Demonstrate knowledge through research projects

PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (g)
SPECIAL EDUCATION CLASSES:
Length: As assigned
Grades: 9-12 severely handicapped-non-graded
Prerequisites: Individualized Educational Program

Students with an IEP receive special education services in these classes. Referral forms and information regarding referral procedures may be obtained from the counselor or the Special Education office.

RESOURCE SPECIALIST PROGRAM (RSP)
Resource Specialist: Students are in general education classes over 50% of the day. Students may participate in the resource program up to 3 periods daily.

LEARNING HANDICAPPED PROGRAM (LH)
Learning Handicapped students are scheduled in the LH classroom for 50% or more of the school day with the remainder of the day spent in mainstream classes. Students receive instruction in basic academic skills (reading, math, language, science, and social science) by means of modification to the core curriculum.

SEVERELY HANDICAPPED PROGRAM (SH)
Severely Handicapped students are placed in the SH program the entire day. Students receive instruction in functional academic skills, vocational education, community based instruction, and family life and health.

DESIGNATED INSTRUCTIONAL SERVICES (DIS)
Designated Instructional Services: DIS services may include adaptive PE, vision services, speech therapy, and school psychologist services. Other DIS services may be specified by the IEP team.

ADAPTIVE PHYSICAL EDUCATION
Length: Year, 10 Credits, may be repeated for credit on physician’s recommendation
Grades: 9-12

Adaptive PE is a course for students with physical disabilities of a chronic rather than a temporary nature. Units are offered that are modified to meet the specific needs of each student. These lessons include: skill building for various sports/games, cardiovascular conditioning, stretching of muscles for increased flexibility, or activities that work on general gross motor skill building. PE uniforms are required at CHS.

BASIC COURSES
Length: As assigned
Prerequisites: IEP Team placement
Grades: 9-12

Students will receive instruction and be drilled in elementary facts, basic skills, beginning concepts and applications related to the subject areas. They may receive further tutorial help in some subjects, learning to compensate for various disabilities through remediation IEP and coaching. An IEP will be prepared for each student. Striving for mastery, basic courses may be repeated for credit.

FUNDAMENTAL COURSES
Length: As assigned
Prerequisites: IEP Team placement
Grades: 9-12

Students will receive instruction in subjects taught in English, mathematics, and directed studies. Support is also given for general education classes.

COMMUNITY BASED EDUCATION
Special Education students are assigned two periods per day for a minimum of one semester. They receive small group instruction and practical experience in various vocational areas in the community.
# VISUAL AND PERFORMING ARTS

## VISUAL ARTS COURSE SEQUENCE

Suggested sequence for students interested in a Visual Art track for college major or minor.

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<thead>
<tr>
<th>Semester 1</th>
<th>9TH GRADE</th>
<th>Semester 2</th>
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</thead>
<tbody>
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<td>Art Discovery</td>
<td>9TH GRADE</td>
<td>Drawing I</td>
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<tr>
<td>2D Design</td>
<td>10TH GRADE</td>
<td>Adv. Drawing/Painting</td>
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<td>3D Design</td>
<td>11TH GRADE</td>
<td>Sculpture</td>
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<tr>
<td>Art Quest</td>
<td>12TH GRADE (Portfolio)</td>
<td>Art Quest</td>
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**Note:** All art courses meet the Lompoc Unified School District’s visual and performing arts or Language Other Than English requirement. All except Graphic Design meet the CSU visual and performing arts requirement. Courses marked “P” partially meet the UC entrance requirements for college prep electives.

### ART DISCOVERY/DRAWING 1 - P

**Duration:** Year, 5 credits/semester  
**Prerequisites:** None  
**Grade:** 9-12

- This is a foundation level studio visual art class using the Elements and Principals of Art as a framework for instruction.
- First semester is an introduction to drawing and a survey of 3D/sculpture materials including: calligraphy, stenciling, papier mâché, origami, weaving and macramé.
- Second semester the class focuses on building drawing and painting skills using: pencil, charcoal, pastels, shading, perspective, color theory, water color and tempera paint. Students will also learn about Art History. An Art History Research project is required.

**MEETS UC SUBJECT ENTRANCE REQUIREMENT (f)**

### DRAWING II - P

**Duration:** Semester, 5 credits (1st semester only)  
**Prerequisites:** Passing Art Discovery/Drawing 1, a high school foundations level art course, one year of high school level studio art or equivalent and instructor approval  
**Grade:** 10-12

- Students advance their illustration skills using a variety of media and techniques including: manual graphic design, pencil, colored pencil, charcoal, pastel, marker, pen, shading, perspective, figure drawing, collage, silk screen printing, book binding and printmaking.
- Students study historically significant artists, art movements and artworks.
- This course is for independently motivated students who wish to build their personal portfolio integrating the elements and principals of design.
- Develops skills in presentation and critique.
- Career and college preparation.

**PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (f)**
COLOR & DESIGN – P
Duration: Semester, 5 credits (2nd semester only) Grade: 10-12
Prerequisites: Passing Art Discovery/Drawing 1, a high school foundations level art course, one year of high school level studio art or equivalent and instructor approval

- The focus in this course includes painting and mixed media involving water color, tempera and with real world client artist relationships.
- Students study historically significant artists, art movements and artworks.
- This course is for independently motivated students who wish to build their personal portfolio integrating the elements and principals of design.
- Develops skills in presentation and critique
- Career and college preparation

PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (f)

3D DESIGN/SCULPTURE - P
Duration: Year, 5 credits/semester Grade: 10-12
Prerequisites: Passing Art Discovery/Drawing 1, a high school foundations level art course, one year of high school level studio art or equivalent and instructor approval

- Students study historically significant artists, art movements and artworks.
- This course is for independently motivated students who wish to build their personal portfolio integrating the elements and principals of design.
- Develops skills in presentation and critique
- Career and college preparation

PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (f)

AP STUDIO ART: 2D DESIGN/ADVANCED DRAWING AND PAINTING - P
Duration: Year, 5 credits/ semester Grade: 10-12
(For AP credit, must be taken for 1 year with 2nd semester Color & Design)
Prerequisites: Passing Art Discovery/Drawing 1, a high school foundations level art course, one year of high school level studio art or equivalent and instructor approval

- This is a yearlong course that builds skills sequentially but is broken into two semesters.
- First semester students advance their 2D skills using a variety of media and techniques including: illustration, pencil, colored pencil, charcoal, pastel, shading, perspective, figure drawing, manual graphic design, collage, silk screen printing, paper making, book binding and printmaking.
- Second semester the focus is on color and design including painting and mixed media involving water color, tempera and acrylic paints, fixatives, masking techniques, large and small scale projects and becoming familiar with real world client artist relationships.
- Students study historically significant artists, art movements and artworks.
- This course is for independently motivated students who wish to build their personal portfolio integrating the elements and principals of design.
- Career and college preparation
- For AP credit, a portfolio must be submitted to the College Board

MEETS UC SUBJECT ENTRANCE REQUIREMENT (f)
AP STUDIO ART: 3D DESIGN/SCULPTURE-P
Duration: Year, 5 credits/semester  Grade: 10-12
Prerequisites: Passing Art Discovery/Drawing 1, a high school foundations level art course, one year of high school level studio art or equivalent and instructor approval

- This is a yearlong course that builds skills sequentially but is broken into two semesters.
- Advanced sculpture techniques and materials are used including: wood, plaster, papier mâché, clay, metal, fiber, casting, forging, and involving additive and subtractive methods.
- Students study historically significant artists, art movements, and artworks.
- This course is for independently motivated students who wish to build their personal portfolio integrating the elements and principals of design.
- Develops skills in presentation and critique.
- Career and college preparation
- For AP credit, a portfolio must be submitted to the College Board

MEETS UC SUBJECT ENTRANCE REQUIREMENT (f)

ART QUEST-P
Duration: Semester, 5 credits, (Repeatable for credit; 20 credit max.)  Grade: 11-12
Prerequisites: Two years of sequenced high school level art including a beginning level and advanced level course or equivalent and instructor approval

- Portfolio building for self-motivated and self-directed artists
- Student is responsible for the purchase of required supplies.

MEETS UC SUBJECT ENTRANCE REQUIREMENT (f), (MAX 10 CR.)

GRAPHIC DESIGN
Duration: Year, 5 credits/semester  Grade: 9-12
Prerequisites: None

This course introduces students to many areas of visual and graphic communications. Through lecture, hands-on artwork activities, and laboratory experiences students will learn the fundamental theories of color, design, structure, perception, typography, and creativity. During the first quarter, students will use these theories to develop a wide variety of hand-drawn projects, including logo designs that will be recreated in final form on the computer. Students will learn professional level computer software including Adobe Illustrator and Photoshop. This course provides an excellent introduction to color and design theory that will be of value to any student regardless of their chosen profession.

MEETS THE DISTRICTS VISUAL AND PERFORMING ARTS GRADUATION REQUIREMENTS

GRAPHIC DESIGN QUEST
Duration: Year; 5 credits/semester; (Repeatable for credit).  Grade: 10-12
Prerequisites: Instructor approval and completion of Graphic Design

Design Quest is an intermediate level course designed for sophomores who have completed Graphic Design and plan to enroll in ROP/AP Graphic Communications in their junior year or junior / seniors currently enrolled in ROP/AP Graphic Communications. Students will be expected to work independently, set learning goals and to coach their peers in the Graphic Communications course. Students will operate the printing press to print a variety of projects, learn new software in preparation for ROP/AP graphic Communications and to work on a portfolio of personal design projects for admittance into a college design program.
PHOTOGRAPHY 1 - P
Duration: Year, 5 credits/semester
Prerequisites: None
Grade: 10-12

- Historical and cultural significance
- Picture taking and composition
- Light sensitive materials
- The nature of the photographic process
- Exposure and development
- Enlarging and printmaking
- Cameras and camera handling

PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (f)

MEETS THE DISTRICT’S VISUAL AND PERFORMING ARTS GRADUATION REQUIREMENT AND THE CSU VISUAL AND PERFORMING ARTS REQUIREMENT

AP ADVANCED PHOTOGRAPHY – P
Duration: Year, 5 credits /semester; (Repeatable for credit; 20 credits max.)
Prerequisites: B or better in Photography 1 or instructor approval.
Grade: 11-12

- An intensive course in black and white photography requiring much thought, preplanning and creativity from students.
- Emphasis on development of skills, refinement of techniques and ability to evaluate critically their own results.
- Students will prepare a portfolio of work necessary for employment or entering a photography school.

STUDENTS MAY RECEIVE ALLAN HANCOCK COLLEGE CREDIT FOR THIS CLASS. SEE THE INSTRUCTOR FOR DETAILS.
MEETS CAPSTONE REQUIREMENTS

YEARBOOK PRODUCTION
Duration: Year, 5 credits/semester (Repeatable for credit; 30 credits max.)
Prerequisite: Visual Communications strongly recommended, application and advisor approval required. Applications are available mid-February.
Grade: 10-12

This class designs and assembles the school yearbook, Tierra Royal, using state of the art desktop publishing software, computers, and experience gained in beginning Graphic Arts. Activities may also include preparation of a yearbook computer disc, and creation and maintenance of a yearbook web site. Additionally responsibilities include, but are not limited to, advertising sales and other fundraising activities, and distribution.

YEARBOOK PHOTOGRAPHY
Duration: Year, 5 credits/semester (Repeatable for credit; 30 credits max.)
Prerequisite: Photography 1, application and advisor approval required. Applications are available mid-February
Grade: 11-12

Students take and prepare pictures for the school yearbook, Terra Royal using skills learned in beginning photography. Additional responsibilities: digital image capture and manipulation, cataloging, sales: advertising and yearbook, fundraising activities and distribution. Dependability, self-motivation and high standards are necessary characteristics for students applying to take this class.

All music courses, except the Marching Conquistadors and the auxiliary unit, meet the LUSD graduation requirements for visual and performing arts and the CSU entrance requirements for visual and performing arts.
FLORICULTURE/FLORAL DESIGN – P  
Duration: Year, 5 credits/semester  
Grades: 9-12  
Prerequisites: None  
Lab Fee: $35.00/semester

Students will learn and understand the theory, techniques and skills currently practiced in the floral design industry. Student will also learn and develop skills needed for the construction of basic floral projects. Other aspects of the floricultural industry discussed in this class will include cut flower processing, industry sales practices, career opportunities and preparation, merchandising and packaging of floral projects.

MEETS UC ENTRANCE REQUIREMENT (f)

BAND TECHNIQUES - P  
Duration: Fall semester* (Repeatable for credit; 20 credits max.)  
Grades: 9-12

Band Techniques is designed as a beginning level course in playing a wind or percussion instrument in a concert band. It is primarily intended for students whose eventual goal is membership in the Cabrillo High School Band. In addition to class time, this course uses SmartMusic software for online assessment and teaching.

This course also serves as a band for students who qualify for but cannot take the 0 and/or 1st period band classes. Students in this situation may perform with the pep band at football games if they learn the music, but may not perform in the competitive field show.

Each student will need his or her own copy of “Tradition of Excellence, book 1” (approximately $10). Financial assistance and fund raising opportunities are available.

Each student must acquire an instrument to perform with. The school owns a limited number of instruments for student use, but availability varies and choice of instrument may be limited. It is highly recommended that students provide their own instrument. Contact band director with questions via website.

PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (f)

CONCERT BAND - P  
Duration: Spring Semester (Repeatable for credit; 20 credits max.)  
Grade: 9-12  
Prerequisites: Instructor approval

Concert Band is both a performing ensemble and a training ensemble for the more advanced Symphonic Wind Ensemble. This class also serves as the continuation of the fall semester Band Techniques class, so mastery of the skills taught in the first semester is essential for success in the second.

Performances will be held several times during the school year and will take place in the evening. The band will also perform at the commencement ceremony. All performances are required and are a major portion of the grade.

Each student must acquire an instrument to perform with. The school owns a limited number of instruments for student use, but availability varies and choice of instrument may be limited. It is highly recommended that students provide their own instrument. Contact band director with questions via website.

PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (f)
MARCHING BAND
Duration: Fall Semester* 5 credits (Repeatable for credit; 20 credits max.) Grade: 9 -12
Prerequisites: 2.0 GPA, satisfactory audition displaying requisite musical skills, instructor approval
This is the Fall Semester companion course to Symphonic Wind Ensemble. Students must enroll for both courses.

Marching band is a rehearsal period for the Cabrillo High School Marching Band. It meets 0 period at 7:00 am Monday through Friday. In addition to the regular class time, two after school rehearsals per week are required. Attendance at all rehearsals is mandatory.

Participation in the marching band is much like participation in a sport. The hours are long and demanding and the band travels to up to five competitions per season. The band also participates in all home football games. All performances are required and students are expected to plan other events around their marching band schedule.

While the primary focus of this ensemble is success in field show competition, students who cannot participate in the competitive show are still welcome to enroll in the class and play in the pep band at home football games, provided they meet the minimum ability level in audition.

Finally, students choosing to become a part of the competitive show must commit to all rehearsals and performances and must not schedule anything on performance days. Joining this ensemble is a commitment to make this group your first priority.

Prerequisites:
A two week Band Camp held at the end of summer is required for participation in the field show. An audition is required prior to participation to measure the student’s current ability level. Contact band director with questions via website.

*In order to fund the production of our competitive field show and cover costs of traveling to competitions student fundraising is required with a minimum goal for each student. Donations are accepted in lieu of fundraising. Contact the Band Director for more information and fundraising goals.

SYMPHONIC WIND ENSEMBLE-P
Duration: Year, 10 credits (Repeatable for credit; 20 credits max.) Grade: 9 -12
Prerequisites: Satisfactory audition displaying requisite musical skills, Instructor approval

Symphonic Wind Ensemble is the elite band at Cabrillo. This band is primarily a performing ensemble which expects a requisite set of musical skills prior to enrollment, evaluated by live audition. The performance focus of the band is different during each semester, as described below. See the band director for audition requirements. All performances are mandatory and students are expected to plan other events around performances.

Fall Semester focus: Marching Band performances and competitions
- All Home Football Games
- At least 5 competitions
- Other performances as scheduled by the director
- Must also enroll in Marching Band, 0 Period plus commit to two after school rehearsals per week.

Spring Semester: Wind Ensemble performances and festivals
(Participation in marching band does not guarantee participation in Wind Ensemble.)
- At least one concert
- At least one festival
- Other performances and outreach performances as scheduled by the band director.

PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (f) (MAX. 10 CREDITS)
MARCHING CONQUISTADORS AUXILIARY  
Duration: Fall Semester 5 credits (Repeatable for credit; 20 credits max.) Grade: 9-12  
Prerequisites: Instructor approval, 2.0 GPA  

- Audition Based (held during spring of previous year)  
- Individual pays for camp, uniforms & tours  
- First semester practices held before school & during 1st period with marching band  
- Second semester practices held after school  
- Performs for home football games, pep assemblies, parades, field & indoor competitions, spring dance show, tours, etc...  
- Students learn various dance styles, choreographing, proper stretching techniques, improved coordination, teamwork, and self-esteem. They will master skills in dance expression & performance skills.  

DURING THE SPRING SEMESTER, PRACTICES WILL BE HELD OUTSIDE OF REGULAR CLASS HOURS IN ORDER TO PREPARE FOR EVENTS AND COMPETITIONS.

MUSIC QUEST-P  
Duration: Semester or Year, 5 credits/sem. (Repeatable for credit; 30 cr. max.) Grade: 10-12  
Prerequisites: Instructor approval; acceptance of a "proposal for study plan" by Department Chairperson.  

- For serious, advanced music students  
- Studies in:  
  Composition  Theory  
  History  Advanced technique work  
  Music librarianship  Student directing  

PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (f) (MAX. 10 CREDITS)

CHOIR - P  
Duration: Semester or Year, 5 credits/sem. Grade: 9-12  
Prerequisites: 2.0 GPA  

- Choral training and opportunities for performance  
- Emphasis on vocal production, music reading, and ear training  
- Students participate in day/evening performances, competitions and fund-raisers  
- Students will strictly adhere to the Vocal Music Contract, signed by each student and parent  

PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (f)

CONCERT CHOIR-P  
Duration: Semester or Year, 5 credits/semester (Repeatable for credit; 30 credits max.) Grade: 10-12  
Prerequisites: Choir; 2.0 GPA  

- Singing of varied choral literature  
- Opportunities to perform in groups and solos  
- Study of language through music  
- Special attention given to voice production, phrasing, interpretation, breath support  
- Further studying of music reading and ear training  
- Students participate in day/evening performances, competitions/trips, and fund-raisers  
- Students will strictly adhere to the Vocal Music Contract, signed by each student and parent  

PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (f) (MAX. 10 CREDITS)
MADRIGAL SINGERS-P
Duration: Year, 5 credits/semester (Repeatable for credit; 30 credits max.)  Grade: 10-12
Prerequisites: Instructor approval, 3.0 GPA, acceptance through audition only; concurrent enrollment in Concert Choir or Adv. Musical Theater is highly desired

- Designed to provide progress in vocal skills
- Special emphasis given to solo voice production, rehearsals, interpretation, development of music reading skills, and ear training
- A class for the serious vocal student
- Students participate in day/evening performances, Madrigal Performance Tours (such as New York City, Hawaii, Italy, etc.), and fund-raisers
- Students will strictly adhere to the Vocal Music contract, signed by each student and parent

PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (f) (MAX. 10 CREDITS)

DRAMA/MUSICAL THEATER - P
Duration: Year, 5 credits /semester (10 credits max)  Grade: 9-12

- Introduction to drama and theater
- Students will learn the language of the theater and its history by participating in acting, interpretation, improvisation, play writing, directing, lighting, make-up, props, sound, costuming, promotional skills, managerial skills, and scenery construction/decoration
- Students will be expected to memorize scripts and perform in front of their classmates

PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (f)

ADVANCED DRAMA / MUSICAL THEATER - P
Duration: Year, 5 credits/semester (Repeatable for credit; 30 credits max.)  Grade: 10-12
Prerequisites: Drama/Musical Theater and instructor approval

- Includes projects in acting, stage management, make-up, directing, lighting, scenery design, costume and sound.
- Preparation for professional theater, performances, and further education in the theater
- Students will prepare larger works to perform for the elementary schools, middle schools, and CHS community
- Students are also coached 2x per week in dance/stage movement.
- Students will perform at Fall Arts Open House, Winter Concert & Spring Variety Show.

PARTIALLY MEETS UC SUBJECT ENTRANCE REQUIREMENT (f) (MAX 10 CR.)
The Regional Occupational Program (ROP) provides high quality career technical education to actively help students gain the skills, technical knowledge, real world experience and the rigorous academic foundation they will need for college or careers. Students who successfully complete and an ROP/CTE course receive a Certificate of Skills listing all of the skills they have mastered during their course of study. Most ROP/CTE classes count for Allan Hancock College credit and many ROP/CTE classes count for UC entrance credit.

ROP/CTE classes are open for enrollment to persons 16 years of age without regard to gender, sexual orientation, race, color, national origin, ancestry, religion, physical or mental disability, age or medical condition.

Students must provide their own transportation to ROP/CTE classes that are conducted at off campus locations.

All ROP/CTE Classes fulfill the LUSD Vocational Capstone Requirement.

Note: Courses marked “P” meet or partially meet UC and CSU entrance requirements.

ROP ADVANCED AUTOMOTIVE – DP
Duration: Year, double period, 10 credits/semester (20 credits max.)
Prerequisites: Automotive Introduction or instructor approval
Location: Cabrillo High School

Students who enroll in this class will prepare for careers in the automotive repair industry. Students will be trained for mechanic positions in tune-up, front end, brakes, transmissions and wheel alignment.

MEETS VOCATIONAL CAPSTONE REQUIREMENT
ARTICULATES WITH ALLAN HANCOCK COLLEGE

ROP AUTO TUNE UP AND EMISSIONS-DP
Duration: Year, double period, 10 credits/semester (10 credits max.)
Prerequisites: ROP Advanced Automotive or Instructor Approval
Location: Cabrillo High School

Students will be trained for entry level employment as a tune-up mechanic’s helper, automotive exhaust emissions technician’s helper, vehicle fuel systems mechanic’s helper, and general mechanic’s helper.

MEETS VOCATIONAL CAPSTONE REQUIREMENT

ROP AUTO BRAKES / FRONT- END-DP
Duration: Year, double period, 10 credits/semester (10 credits max.)
Prerequisites: ROP Advanced Automotive or Instructor Approval
Location: Cabrillo High School

Students will be trained for entry level employment as a brake mechanic’s helper, front-end alignment mechanic’s helper, and general mechanic’s helper.

MEETS VOCATIONAL CAPSTONE REQUIREMENT
ROP ECONOMICS AND FINANCE - P
Duration: Year, single period, 5 credits/semester (10 credits max.)  
Prerequisites: Basic math ability and working knowledge of computers

- Economic development and analysis
- Economic concepts
- Financial statements
- Investment portfolio

MEETS UC SUBJECT ENTRANCE REQUIREMENT (g)
MEETS LUSD GRADUATION REQUIREMENT IN ECONOMICS
MEETS VOCATIONAL CAPSTONE REQUIREMENT
ARTICULATES WITH ALLAN HANCOCK COLLEGE

ROP ACCOUNTING & FINANCE I
Duration: Year, single period, 5 credits/semester (10 credits max.)  
Prerequisites: Basic math ability and working knowledge of computers, Algebra 1

Students will apply technology to common business tasks in accounting, finance and personal investments. Students will analyze, record, and interpret business transactions in the accounting cycle for proprietorships and partnerships using traditional ledger and computer software.

RECEIVES MATH CREDIT
MEETS VOCATIONAL CAPSTONE REQUIREMENT
ARTICULATES WITH ALLAN HANCOCK COLLEGE

ROP COMMUNICATION TECHNOLOGY
Duration: Year, single period, 5 credits/semester (10 credits max.)  
Prerequisites: Type 25 WPM or instructor approval

This course builds upon the student’s basic word processing skills and teaches advanced features including mail merge, styles, tables and graphics. Desktop and web page design are also covered in this course. In addition, students will design and produce documents such as brochures, flyers and newsletters.

- Microsoft Office 2007 Suite

MEETS VOCATIONAL CAPSTONE REQUIREMENT
ARTICULATES WITH ALLAN HANCOCK COLLEGE

ROP CRIMINAL JUSTICE OCCUPATIONS-DP
Duration: Year, double period, 10 credits/semester (20 credits max.)  
Prerequisites: English composition and communication skills
Location: Lompoc High School (Students must provide their own transportation to off campus locations.)

Students will train in a variety of occupations that are in the law enforcement / criminal justice career field. Classroom instruction will be coupled with on-the-job training in local criminal justice agencies including the Lompoc Police Department, District Attorney’s Office, Probation Department and Court System.

MEETS VOCATIONAL CAPSTONE REQUIREMENT
ARTICULATES WITH ALLAN HANCOCK COLLEGE
ROP/AP GRAPHIC COMMUNICATIONS I – P, DP
Duration: Year, double period, 10 credits/semester (20 credits max.)  Grade: 11-12
Prerequisites: Visual Communications or instructor approval
Location: Cabrillo High School

Students will learn graphic design, electronic pre-press and offset printing. Instruction will cover units on careers, portfolio construction, computer basics, image editing, scanning, bindery, maintenance and safety.

MEETS VOCATIONAL CAPSTONE REQUIREMENT
ARTICULATES WITH ALLAN HANCOCK COLLEGE
MEETS UC SUBJECT ENTRANCE REQUIREMENTS (f)

ROP/AP GRAPHIC COMMUNICATIONS II-DP
Duration: Year, double period, 10 credits/semester (20 credits max.)  Grade: 11-12
Prerequisites: ROP/AP Graphic Communications I or Instructor Approval
Location: Cabrillo High School

Student will learn advanced offset printing techniques, advanced computer pre-press skills and graphic design. Students will prepare for employment in the graphics industry and for advanced occupational training.

MEETS VOCATIONAL CAPSTONE REQUIREMENT

ROP GRAPHIC COMMUNICATIONS III-DP
(pending Board approval)
Duration: Year, double period, 10 credits/semester (20 credits max.)  Grade: 12
Prerequisites: Successful completion of ROP/AP Graphic Communications II
Location: Cabrillo High School

This advanced graphic design course will further add to the student’s experience and skills. Emphasis will be placed on graphic design, motion graphics, film making, future design trends, sustainable design practices, material sciences, exhibition design, product design, and portfolio development. Students will work independently in class to enhance their skills and make themselves stronger candidates for job positions and college entrance. Successful completion of this course will prepare students for entry level employment in a broad range of graphics industry occupations and for advanced occupational training.

MEETS VOCATIONAL CAPSTONE REQUIREMENT

ROP OFFICE TECHNOLOGY
Duration: Year, single period, 5 credits/semester (10 credits max.)  Grade: 11-12
Prerequisites: Type 25 WPM
Location: Lompoc High School (Students must provide their own transportation to off campus locations.)

Students will learn word processing, spreadsheets, databases and presentation software. The students will learn to create newsletters with columns and clip art, create personal budgets and make PowerPoint presentations.

MEETS VOCATIONAL CAPSTONE REQUIREMENT
ARTICULATES WITH ALLAN HANCOCK COLLEGE
ROP ORNAMENTAL HORTICULTURE – P, SP, DP
Duration: Semester, double period, 10 credits /semester (10 cr. max)  
Year, single period, 5 credits/semester (10 credits max.)  
Grade: 11-12
Prerequisites: None
Location: Cabrillo High School

Students will learn skills in ornamental and production plant growing and tending. Instruction includes plant propagation, soil mixtures and sterilization, irrigation, potting and canning, fertilizers, floral design, pesticides, greenhouse operations, plant identification, tools and materials, basic landscaping and business management.

MEETS VOCATIONAL CAPSTONE REQUIREMENT
MEETS UC SUBJECT ENTRANCE REQUIREMENTS (g)

ROP ADVANCED ORNAMENTAL HORTICULTURE - SP, DP
Duration: Semester, double period, 10 credits /semester (10 cr. max)  
Year, single period, 5 credits/semester (10 credits max.)  
Prerequisites: Ornamental Horticulture or Instructor approval
Location: Cabrillo High School

In this class special emphasis will be placed on development of advanced Ornamental Horticulture skills, computer applications and business management.

MEETS VOCATIONAL CAPSTONE REQUIREMENT

ROP VITICULTURE OPERATIONS I – P, SP, DP
Duration: Semester, double period, 10 credits /semester (10 cr. max)  
Year, single period, 5 credits/semester (10 credits max.)  
Prerequisites: None
Location: Cabrillo High School

Students will learn the skills needed to maintain cultivated wine grapes in a vineyard at Cabrillo. Operations will follow the seasons of the year from harvest in November to cordon pruning in March, and shoot training and leaf removal through June. Vineyard management techniques such as irrigation, fruit removal, bird netting, and preventative spraying will be practiced. Students who excel in the program are recommended for scholarships and internships at local vineyards.

MEETS VOCATIONAL CAPSTONE REQUIREMENT
MEETS UC SUBJECT ENTRANCE REQUIREMENTS (g)

ROP VITICULTURE OPERATIONS II – P, SP, DP
Duration: Semester, double period, 10 credits /semester (10 cr. max)  
Year, single period, 5 credits/semester (10 credits max.)  
Prerequisites: None
Location: Cabrillo High School

This class is designed to continue skill development in viticulture and vineyard management. Some of the topics covered in this course are grapevine physiology and structure, establishing the vineyard, fertilizing vines, irrigation and vineyard equipment. The course curriculum promotes extensive student interaction and hands-on training with a particular emphasis on career awareness.

MEETS VOCATIONAL CAPSTONE REQUIREMENT
MEETS UC SUBJECT ENTRANCE REQUIREMENTS (g)
ROP SPORTS MEDICINE
Duration: Year, double period, 10 cr./sem. (20 cr. max.)
Grade: 11-12
Prerequisites: Minimum “C” overall GPA and good attendance, successful completion of two years of science (biology recommended) with a minimum “C” grade or Instructor approval.

Must have own transportation to training site.

This course is designed for students interested in sports medicine and related careers. Students will receive core classroom instruction in anatomy, physiology, healing processes, CPR/First Aid/AED training, injury evaluation, athletic training, and basic knowledge of sports medicine, personal training, physical therapy, chiropractic, physical education teacher, fitness instructor. In addition, students will take part in community training experiences in the form of hands-on training in various sports and/or health related fields.

RECEIVES SCIENCE CREDIT • MEETS VOCATIONAL CAPSTONE REQUIREMENT • ARTICULATES WITH ALLAN HANCOCK COLLEGE

ROP BAKING AND PASTRY - DP
Duration: Year, double period, 10 credits/semester (20 credits required for Capstone) Grade: 11-12
Prerequisites: Basic math ability and communication skills. Foods and Nutrition recommended.

Homework: Varies
Location: Lompoc High School (Students must provide their own transportation to off campus locations.)

This course will prepare students for careers or post secondary programs related to the baking and pastry culinary arts. The student will apply the knowledge and skills of how ingredients function, baking/pastry vocabulary, and techniques to produce baking/pastry products. Students will develop skills in bread and pastry techniques to produce breads, muffins, biscuits, pies, cakes, pastries, and specialized desserts. In addition, cake decorating and piping skills will be introduces. The attention to detail, ability to follow directions and create a safe and sanitary work environment, and artistic flair are key skills that begin to develop during this class. This course fulfills the LUSD capstone requirement for graduation.

ROP HEALTH CAREERS / MEDICAL SCIENCE - P
Duration: Year, double period, 10 credits/semester (20 credits required for Capstone) Grade: 11-12
Homework: Varies
Location: Lompoc High School (Students must provide their own transportation to off campus locations.)

This course is designed as a starting point for students interested in a career in the health care field. The first semester of this course is devoted to core instruction on the following units: Medical Terminology, Universal Precautions, First Aid / CPR, Basic Health Care Skills, Anatomy and Physiology, Understanding the Patient, Health Care Organizations, and Health Care Professions. During the second semester of the course, students are placed in job shadowing experiences that span all aspects of the local health care industry. Enrollees will compile a portfolio of their work as they progress through this course. Program graduates will be prepared to pursue education in a variety of careers in the health care industry. This program is closely aligned with Allan Hancock College’s health career programs. This course fulfills the LUSD capstone requirement for graduation.

ROP CRIMINAL JUSTICE OCCUPATIONS
Duration: Year, double period, 10 credits/semester (20 credits max.) Grade: 11-12
Prerequisites: English composition and communication skills
Location: Lompoc High School (Students must provide their own transportation to off campus locations.)

Students will train in a variety of occupations that are in the law enforcement / criminal justice career field. Classroom instruction will be coupled with on-the-job training in local criminal justice agencies including the Lompoc Police Department, District Attorney’s Office, Probation Department and Court System.

MEETS VOCATIONAL CAPSTONE REQUIREMENT • ARTICULATES WITH ALLAN HANCOCK COLLEGE
ROP WEB DESIGN AND APPLICATIONS DEVELOPMENT
Duration: Year
Grade: 11-12
Location: Lompoc High School (Students must provide their own transportation to off campus locations.)

ROP Web Design and Applications Development include the following fundamental skills for designing websites: HTML coding; navigation strategies; manipulation of graphics; search engine optimization; web hosting services; web publishing. In addition, content includes developing industry standard web and mobile applications for current devices. Design and development processes will include website and application marketing, advertising, and financing.