

MAYFAIR  
**HIGH SCHOOL**



**CURRICULUM HANDBOOK**

2009-2010

# **CURRICULUM HANDBOOK 2009-2010**

*The mission of the Bellflower Unified School District is to open the doors for all students to acquire the knowledge and develop the skills and attitudes that will empower them to become lifelong, active learners; demonstrate respect for themselves and others in a dynamic, diverse, and global community; become informed, productive, independent, and contributing citizens; and perform successfully in their chosen field and in society.*

Adopted by the Board of Education, February 17, 1994

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## **BELFLOWER UNIFIED SCHOOL DISTRICT**

16703 South Clark Avenue

Bellflower, CA 90706

(562) 866-9011

## **MAYFAIR HIGH SCHOOL**

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### **Notice of Non-Discrimination:**

The Bellflower Unified School District does not discriminate on the basis of race, color, national origin, religion, sex, age, disability, language, ancestry, or marital status in their educational programs and activities or employment practices. Students/parents who have questions or concerns about the policy can contact the assistant superintendent of Instructional Personnel and Programs at 562-866-9011, extension 3278.

### **Notificación de Ausencia de Discriminación:**

El Distrito Escolar de Bellflower no discrimina a base de raza, color, origen nacional, religión, sexo, edad, incapacidad, idioma, linaje, o estado matrimonial en sus programas educacionales y actividades o prácticas de empleo. Los estudiantes/padres que tienen preguntas o preocupaciones pueden ponerse en contacto con el/la superintendente de Personal y Programas Instruccionales (562) 866-9011 ext. 3278.

Dear Mayfair Parents and Students,

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

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

As our students plan their high school courses of study, they need to explore all avenues: their interests, abilities, talents and desired career choices. The *Curriculum Handbook 2009-2010* is designed to help students and parents gather the necessary information for making critical selections to complete an individual educational plan. Careful study of this handbook will provide course descriptions of both required and elective classes, as well as requirements for high school graduation, college entrance requirements and career preparation.

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

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

Sincerely,

A handwritten signature in black ink, appearing to read 'Mary Lynn Bachmann', with a long horizontal flourish extending to the right.

Mary Lynn Bachmann  
Principal

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## SCHOOL WIDE VISION

Mayfair High/Middle School believes that excellence in student achievement is predicated upon a rigorous academic program. Mayfair promotes quality instruction within a well-defined, cohesive, standards-driven program built on a collaborative relationship between the school, family and community.

## MISSION STATEMENT

Mayfair High School believes that a quality education includes a strong, communicative relationship between family, school and community. Therefore, the Mayfair High School community will challenge all students to:

- become lifelong learners
- demonstrate respect and appreciation for individual and cultural diversity
- develop pride in their school and community by being active, responsible and productive participants
- reach their highest personal potential through risk-taking, challenging opportunities
- be active participants in maintaining a safe and clean learning environment
- attain high academic achievement
- develop healthy physical and emotional growth
- develop appropriate social interaction skills
- become critical thinkers and problem solvers in a global, technological society

## Expected Schoolwide Learning Results

1. Students will demonstrate the mastery of effective standards-aligned communication skills by:
  - reading and comprehending a variety of materials
  - writing in a logical, coherent, well-organized manner
  - listening to understand and responding appropriately
  - creating intellectual, artistic, and practical products presented in a professional manner
2. Students will demonstrate an understanding and application of higher-order thinking skills by:
  - using creative thinking and critical thinking skills across disciplines
  - applying problem solving and decision-making skills to classroom curriculum
3. Students will demonstrate an understanding of technology by:
  - accessing and processing information utilizing current technology
  - synthesizing the information, skills and concepts acquired through technology's variety of sources and learning experiences
4. Students will demonstrate an understanding and application of standards-aligned physical fitness, healthy living, and mental well being by:
  - self-discipline and social behavior appropriate to the situation
  - understanding key risk factors and decisions that affect health
  - understanding the importance of life-long fitness, appropriate hygiene and nutrition

# The “a – g” Subject Requirements UC/CSU COURSE REQUIREMENTS

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

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

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

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

## STUDENTS WILL ALSO NEED TO TAKE APPROPRIATE COLLEGE TESTS:

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

# Mayfair High School GRADUATION REQUIREMENTS

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

SUBJECT AREA		CREDIT
<b>HISTORY/SOCIAL SCIENCE</b> • Geography (1 semester) • Modern World History • U.S. History • Government • Economics (1 semester)	<b>4 YEARS</b>	<b>40</b>
<b>ENGLISH/LANGUAGE ARTS</b> • English 9, English 9 Honors or Academy English 9 • English 10, English 10 Honors or Academy English 10 • English 11 or AP English 11 • English 12, ERW English 12, or AP English 12	<b>4 YEARS</b>	<b>40</b>
<b>MATHEMATICS*</b> <i>*At least one mathematics course must meet or exceed the rigor of the content standards for Algebra I.</i> • Algebra Readiness • Business Math • Algebra 1 • Geometry • Algebra 2 • Honors Algebra 2 • Statistics • Math Analysis • Honors Math Analysis • AP Statistics • AP Calculus (AB) or (BC)	<b>2 YEARS</b>	<b>20</b>
<b>SCIENCE: BIOLOGICAL</b> • Survey of Biology • Biology (lab) or Honors Biology (lab)	<b>1 YEAR</b>	<b>10</b>
<b>SCIENCE: PHYSICAL</b> • Earth Science • Chemistry (lab)	<b>1 YEAR</b>	<b>10</b>
<b>ONE ADDITIONAL YEAR OF MATH OR SCIENCE</b> • Forensics • See Math Section Above • Environmental Science • Anatomy & Physiology (lab) • Physics (lab) • Chemistry (lab)/AP Chem. • Biology (lab)/AP Bio.		<b>10</b>
<b>FINE ARTS <u>OR</u> FOREIGN LANGUAGE</b>	<b>1 YEAR</b>	<b>10</b>
<b>PHYSICAL EDUCATION</b>	<b>2 YEARS</b>	<b>20</b>
<b>PRACTICAL ARTS**</b> • Business or Industrial Technology Courses • <i>**May be waived if the student passes an additional year of the same foreign language.</i>	<b>1 SEMESTER</b>	<b>5</b>
<b>HEALTH (STATE REQUIREMENT)</b>	<b>1 SEMESTER</b>	<b>5</b>
<b>ADDITIONAL ELECTIVE CREDITS</b>		<b>50</b>
<b>TOTAL CREDITS</b>		<b>220</b>

*Students must also pass the California High School Exit Exam (CAHSEE) in English-Language Arts and Mathematics to be eligible for the Mayfair High School diploma*

# ACADEMIC FOUNDATION

For prerequisites and specific course information, see course descriptions starting on page 15

<p><b><u>Required 9<sup>th</sup> Grade Courses</u></b>                  English 9 or English 9 Honors/Academy                  World Geog.(1 sem) or AP Human Geog. (1 year)                  Health (1 sem)                  Math                  Science                  Physical Education                  Elective                  * Students who are English learners will be placed in English Language Development (Beg/Int/Adv) as their elective.</p>	<p><b><u>Required 10<sup>th</sup> Grade Courses</u></b>                  English 10 or English 10 Honors/Academy                  World History or AP World History                  Health (1 sem)                  Math                  Science                  Physical Education                  Elective                  * Students who are English learners will be placed in English Language Development (Beg/Int/Adv) as their elective.</p>
<p><b><u>Required 11<sup>th</sup> Grade Courses</u></b>                  English 11 or AP English 11                  US History or AP US History                  Math                  Science                  2 Electives                  * Students who are English learners will be placed in English Language Development (Beg/Int/Adv) as their elective.                  * Students who have not passed the math or English portion of the CAHSEE will be placed in mandatory CAHSEE support classes as their elective.</p>	<p><b><u>Required 12<sup>th</sup> Grade Courses</u></b>                  English 12 or Expository Reading &amp; Writing or AP English 12                  Government or AP Government                  Economics (1 sem) or AP Economics (1 year)                  Math or Science                  Electives as needed                  * Students who are English learners will be placed in English Language Development (Beg/Int/Adv) as their elective.                  * Students who have not passed the math or English portion of the CAHSEE will be placed in mandatory CAHSEE support classes as their elective.</p>
<p>Seniors should enroll in six periods. If a student enrolls in ROP and has a job after school, his/her ROP class can substitute for one of the elective periods.</p>	<p>A free period is available if seniors have successfully earned at least 175 credits, and passed the CAHSEE. Seniors should plan on successfully completing at least five periods the first semester. If a student enrolls in ROP and has a job after school, his/her ROP class can substitute for one of the elective periods.</p>

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

## **Course Withdrawal Policy**

Once school begins, students have one week to request a change of elective course(s). Academic course changes and withdrawals must be requested before the end of the third week of school. After this time period, students must wait until the first semester is over.

## **Homework**

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

# FOUR-YEAR PLANNING SHEET

9 <sup>th</sup> Grade	1 <sup>st</sup> Semester Grade	2 <sup>nd</sup> Semester Grade	Summer Grade	Meets “a – g” Requirements
English 9				
Geography/Health				
PE				
Science				
Math				
Elective:				
10 <sup>th</sup> Grade	1 <sup>st</sup> Semester Grade	2 <sup>nd</sup> Semester Grade	Summer Grade	Meets “a – g” Requirements
English 10				
World History				
PE				
Science				
Math				
Elective:				
11 <sup>th</sup> Grade	1 <sup>st</sup> Semester Grade	2 <sup>nd</sup> Semester Grade	Summer Grade	Meets “a – g” Requirements
English 11				
US History				
Science				
Math				
Elective:				
Elective:				
12 <sup>th</sup> Grade	1 <sup>st</sup> Semester Grade	2 <sup>nd</sup> Semester Grade	Summer Grade	Meets “a – g” Requirements
English 12				
Government				
Economics				
Elective:				
Elective:				

## “a - g” COURSE CHECKLIST

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

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

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

# TESTING PROGRAMS

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

## **REQUIRED TESTING PROGRAMS**

### **California STAR Testing**

All students in grades seven through eleven are required to participate in the annual California STAR Testing program. This state-mandated standardized testing program is used to compare achievement levels of students and their schools throughout the state. It consists of tests of general achievement levels that measure mastery of state standards. Results from these tests are used to compare and evaluate schools and, because every student in the state takes them, to compare and evaluate individual student progress.

### **California High School Exit Exam (CAHSEE)**

Current state legislation requires that all students pass this examination in order to receive a diploma. The test measures reading/language arts and mathematics achievement based on state standards. All tenth grade students are required to take the examination. Students have opportunities each year to take the test. If students do not pass either the English or math portion of the test, they take only those parts of the examination they did not pass.

### **FITNESSGRAM®**

The California State Board of Education has designated FITNESSGRAM® as the Physical Fitness Test (PFT) for students in California public schools. The FITNESSGRAM® is a comprehensive, health-related fitness battery and its primary goal is to assist students in establishing lifetime habits of regular physical activity. The FITNESSGRAM® uses criterion-referenced standards to evaluate performance for each fitness area (e.g. body composition, abdominal strength, and endurance). All ninth grade students will be required to take the FITNESSGRAM®; students who do not pass the FITNESSGRAM® will be required to take P.E. for each consecutive year thereafter until successful completion of the test.

## **VOLUNTARY TESTING PROGRAMS**

### **Advanced Placement Exams (<http://www.collegeboard.com/student/testing/ap/about.html>)**

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

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

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

### **ACT ([www.actstudent.org](http://www.actstudent.org))**

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

### **SAT REASONING TEST ([www.collegeboard.com](http://www.collegeboard.com))**

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

### **SAT SUBJECT TESTS ([www.collegeboard.com](http://www.collegeboard.com))**

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

# MAYFAIR UC/CSU “a-g” APPROVED COURSE LIST

The following courses meet requirements for admission to the University of California. Underlined courses denote extra honors credit for UC/CSU: A=5, B=4, C=3. \* denotes courses that cannot be used to fulfill the “g” elective requirement.

## a - HISTORY

European History (AP)  
U.S. Government/Political Systems  
Government/Political Systems (AP)  
Human Geography (AP)  
Modern World History  
U.S. History  
U.S. History (AP)  
World Geography  
World History (AP)

## b - ENGLISH

English 9  
English 9 (H)Academy  
English 9 (H)  
English 10  
English 10 (H)  
Academy English 10 (H)  
English 11  
English 11 (AP)  
English 12  
ERW English 12  
English 12 (AP)

## c - MATHEMATICS

\*Algebra I  
\*Geometry  
\*Geometry (H)  
\*Algebra II  
\*Algebra II (H)  
Math Analysis  
Math Analysis (H)  
Statistics  
Statistics AP  
Calculus AB (AP)  
Calculus BC (AP)

## d - LABORATORY SCIENCE

Anatomy & Physiology  
Biology  
Biology (AP)  
Biology (H)  
Chemistry  
Chemistry (AP)  
Physics (H)

## e - FOREIGN LANGUAGE

\*French I  
French II  
French III  
French IV  
French IV (AP)  
French V  
French V (AP)  
\*Spanish for Spanish Speakers I  
Spanish for Spanish Speakers II

\*Spanish I  
Spanish II  
Spanish III  
Spanish IV  
Spanish IV (AP)  
Spanish V  
Spanish V (AP)

## f - VISUAL and PERFORMING ARTS

Academy Advanced Painting Techniques and Portfolio Presentation  
\*Academy Basic Drawing, Painting & Anatomy  
\*Academy Beginning Figure Drawing  
\*Academy Computer Graphics/Animation  
\*Academy Graphics for Illustration  
Advanced Graphic Art & Design  
Advanced Strings  
\*Art  
\*Beginning Band  
\*Beginning Strings  
\*Ceramics A  
Ceramics B  
Ceramics C  
\*Mixed Choir 9-12  
\*Concert Band  
\*Digital Video Production  
\*Drama  
\*Drama Workshop  
\*Drawing & Painting A  
Drawing & Painting B  
Drawing & Painting C  
Drawing & Painting D  
Advanced Guitar/Guitar 1  
Intermediate Band  
\*Jazz Band  
\*Marching Band  
Mariners  
\*Music Appreciation  
\*Photo I  
Photo II  
\*Photography Fundamentals  
Show Time  
Studio Art Portfolio (AP)  
\*Wind Ensemble

## g - ELECTIVES

Advanced ELD  
Earth Science  
Economics  
Economics (AP)  
Forensic Science  
Integrated Science  
Journalism  
Psychology

## UC ELIGIBILITY INDEX

To determine whether a student has met the scholarship requirement, calculate his or her test score total according to the instructions below, then find where the student's GPA falls in the ranges listed in the Eligibility Index. If the student's test score total meets or exceeds the minimum score shown for his or her GPA, the student is eligible for admission. Eligibility is considered preliminary until a student's test scores and course work are verified by the university. Note: The university no longer double-weights the SAT subject tests as it has in the past.

### Calculate the test score total as follows:

For students who took the SAT Reasoning Test, the university uses the highest combined scores in critical reading, math and writing from a single sitting and adds them to the two highest SAT subject test scores from two different subject areas. The total of all five exam components (critical reading + math + writing + subject test 1 + subject test 2) equals the test score total.

*Example:* Amelia's highest scores on the SAT Reasoning Test are 540 in critical reading, 500 in math and 590 in writing. Her highest scores on the SAT subject tests (in two different areas) are 510 in math (level 2) and 490 in chemistry. Her test score total is:

$$540 + 500 + 590 + 510 + 490 = 2630$$

Amelia's GPA is 2.90, which requires a minimum test score total of 2548. With a test score total of 2630, Amelia has met the scholarship requirement.

**For students who took the ACT plus its writing exam**, the university takes the highest math, reading, science and combined English/writing score from a single sitting and converts them to equivalent SAT scores (see translation table). To give the ACT writing component equal weight to the SAT writing exam, the university multiplies the sum of the converted math, reading and science scores by two-thirds, then adds the converted English/writing score. This subtotal is then added to the two highest SAT subject test scores from two different subject areas to reach the test score total ( $[\text{math} + \text{reading} + \text{science}] \times 0.667 + \text{English/writing} + \text{subject test 1} + \text{subject test 2}$ ).

*Example:* Alejandro's highest ACT scores are 21 in math, 21 in reading, 20 in science and 22 in English/writing. His translated scores are 500 (math), 500 (reading), 480 (science) and 520 (English/writing). In addition, he earned a 580 on the SAT subject test in math (level 2) and 490 on the SAT subject test in biology. His translated scores are:

$$(500 + 500 + 480) \times 0.667 + 520 + 580 + 490 = 2577.16$$

With his GPA of 2.95, Alejandro needs a minimum test score total of 2440. His test score total of 2577 meets the scholarship requirement.

An interactive eligibility calculator is available online at [www.universityofcalifornia.edu/admissions/scholarshipreq](http://www.universityofcalifornia.edu/admissions/scholarshipreq).

Are you  
eligible  
for UC?

**To be eligible to attend the University of California, you must:**

- Complete a specific set of 15 college prep courses (*known as the "a-g" courses*) with at least a 3.0 GPA
- Take either the new SAT Reasoning Test **OR** the ACT with its writing exam, AND 2 SAT subject tests in two different subject areas (*e.g., science and literature*)

ELIGIBILITY INDEX			
California Residents			
Minimum GPA = 3.0 "a-g"		Nonresidents	
Test Score	UC Score Total	Minimum "a-g" GPA	Test Score Total
< 3.00 - 3.04	233	3.40 - 3.44	147
3.05 - 3.09	210	3.45 & above	143
3.10 - 3.14	198		
3.15 - 3.19	187		
3.20 - 3.24	175		
3.25 - 3.29	165		
3.30 - 3.34	157		
3.35 - 3.39	152		
3.40 - 3.44	147		
3.45 & above	143		

## **GUIDANCE AND COUNSELING SERVICES**

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

### **MAYFAIR HIGH SCHOOL COUNSELORS**

<b>Jasmine Lane</b>	<b>A to Gie</b>
<b>Cora Kameoka</b>	<b>Gil to Olig</b>
<b>Marcia Burford</b>	<b>Oliv to Z</b>

#### **WHO IS YOUR COUNSELOR?**

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

#### **WHAT DOES YOUR COUNSELOR DO?**

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

#### **YOUR COUNSELOR COUNSELS STUDENTS ABOUT...**

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

#### **YOUR COUNSELOR ALSO ...**

- Listens to students, parents, teachers, administrators and community members
- Maintains student confidences
- Acts as a bridge between home, school, and the community
- Aids teachers and parents in helping young people obtain a sound education
- Promotes understanding through observation and participation in the classroom
- Coordinates educational programs and efforts with other school specialist and outside agencies
- Monitors student progress including attendance, grades and behavior

#### **HOW AND WHEN DOES A STUDENT SEE THE COUNSELOR?**

Individually and in groups - student request - counselor request - parent request - teacher, administrator, or a staff referral - referral by a friend - before, during and after school

#### **WHERE CAN THE STUDENTS SEE THE SCHOOL COUNSELOR?**

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

## **COUNSELING AND GUIDANCE SERVICES**

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

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

## **COMPREHENSIVE SERVICES**

The Bellflower Unified School District counselors are committed to providing comprehensive guidance services. Each student and parent can expect these services to be provided through classroom, group and one-on-one counseling. **THE MAJOR COUNSELING SERVICE AREAS ARE:**

- **GUIDANCE CURRICULUM** - Addressing academic, career and personal/social needs of students.
- **RESPONSIVE SERVICES** - Assistance and referral information for special needs.
- **GOAL DEVELOPMENT** - Individual and group goals for college, career, self actualization and decision-making skills. As a result of the grade level guidance services, the student will:

### **NINTH GRADE**

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

### **TENTH GRADE**

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

### **ELEVENTH GRADE**

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

### **TWELFTH GRADE**

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

## **STUDENTS AND PARENTS CAN ALSO EXPECT THE FOLLOWING SERVICES:**

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

## **STUDENTS WILL BE GIVEN:**

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

# COURSE DESCRIPTIONS

## ARTS: VISUAL and PERFORMING

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

### VISUAL ARTS

#### **ART**

**1010 Year**

This course introduces students to the basic elements of art, with particular emphasis on line, color, shape and form. This course is designed to teach the elements of art and the rules of perspective drawing. Students also develop hand-eye coordination. Students learn to mix values of one hue, use contour lines, draw the human proportions, observe texture and demonstrate the functions of art through their renderings of a variety of subjects. Students work with tempera and/or acrylic, watercolor, charcoal, and colored pencils.

**Shop fee:** \$20 per year

#### **DRAWING AND PAINTING A**

**1120 Year**

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

**Prerequisite:** None

**Shop fee:** \$25 per year

#### **DRAWING AND PAINTING B**

**1123 Year**

This intermediate course focuses on drawing principles emphasizing composition, innovation, and technical application of diverse drawing materials and techniques, that build off the basic ideology learned the previous year. Students will revisit media used before, such as charcoal, graphite, scratchboard, oil pastel, colored pencils, watercolor, and pen/ink. Additionally, they will be introduced to new media (i.e. acrylic painting on canvas, scholar prisma colored pencils, various grades of pencils, crowquill pens, etc.) Students will be encouraged to mix media and to show how various media compliment each other. Since student artwork becomes more creative and personal by the second year of art, students are responsible for all visual resources that will aid them on their projects. Subject matter will go from representational to abstract and techniques will move from polished and tight to minimal and loose. Students enrolling in this class must be self-disciplined and passionate about art. Students' grades are based on visual resources, concepts/projects, preliminary work, and critiques.

**Prerequisite:** A grade of B in Drawing and Painting A, or a grade of C or higher with teacher recommendation

**Shop fee:** \$40 per year

#### **DRAWING AND PAINTING C and D**

**C=1125; D=1127 Year**

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

**Prerequisite:** A grade of B or better in Drawing and Painting B, and C or teacher recommendation

**Shop fee:** \$40 per year

#### **CERAMICS A**

**1110 Year**

Students learn to apply design principles in clay production through a number of hand building and wheel projects. They develop skills in glaze application and surface treatment. In addition to a study of cultural and historic aspects of the medium, students learn to assess ceramic pieces through constructive criticism.

**Shop fee:** \$25 per semester

**CERAMICS B****1113 Year**

Students continue their study of clay production with more advanced skills and activities. Students will develop a series of products using combinations of hand-building methods and throwing.

**Prerequisite:** A grade of C or better in Ceramics A and teacher recommendation

**Shop fee:** \$25 per semester

**JEWELRY A****1300 Semester**

Students are introduced to jewelry fabrication and the lost wax method of casting. They learn to manipulate metals to form wearable art through a variety of techniques including forging, soldering, piercing, enameling and casting. Students work with semi-precious metals as well as silver.

**Recommended:** Previous art class is advised

**Shop fee:** \$40 per semester

**JEWELRY B****1303 Year**

Students continue the study of jewelry fabrication techniques with specialization in fabricating or lost wax casting. Students study current cultural trends in the art of jewelry through a series of assigned projects and student choices.

**Prerequisite:** Teacher approval required

**Shop fee:** \$40 per semester

**MODEL AVIATION****1350 Semester**

Students explore weather, thermal dynamics, aerodynamics, drafting, mathematics and electronics by building a model aircraft. The history of aviation is included in the course content. This course is a cross-disciplinary elective with the study of a variety of career paths.

**Shop fee:** \$40 per semester.

**PHOTO FUNDAMENTALS AND PHOTOGRAPHY I - III****See Industrial Technology****ACADEMY OF ANIMATION & DIGITAL ART (AADA)**

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

**Academy Fee: \$150 per year**

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

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

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

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

**SOPHOMORES****FIGURE DRAWING****1009 Year**

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

**JUNIORS****AP STUDIO ART: ADVANCED DRAWING AP****1153 Year**

This studio class for AADA juniors focuses on aiding students in increasing their originality, concentration, and breadth of artwork submitted for their AP Studio Art Portfolio and their AADA senior portfolio. It is necessary for students to take this

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

### **GRAPHICS FOR ILLUSTRATION**

**1124 Year**

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

### **SENIORS**

#### **IMAGE MANIPULATION & FUNDAMENTALS (ROP GRAPHICS)**

**1130 Year**

This course builds upon the introduction into digital art provided in Computer Graphics and Animation (1150). Students will be exposed to more in depth instruction and application of the following software programs: *Adobe Illustrator* and *Adobe Photoshop*. Professionalism and attention to detail is emphasized with connection to the real world demands of the digital artist. Due to the advanced nature of this course, it relies heavily upon the independent nature of the mature artist to help shape their individual course.

#### **STUDIO ART: PORTFOLIO PRESENTATION**

**1160 Year**

This is the summative class for the Academy of Animation and Digital Art. The emphasis of this year long course is the creation of a digital portfolio using *Adobe Photoshop*, *iMovie HD*, digital cameras, scanners, and various other software programs. Students will also continue to develop their portfolios throughout the year by working on independent projects for contests in a variety of media. The final product will be shown during the annual AADA Senior Banquet at the end of the year.

### **THEATER ARTS**

#### **DRAMA I**

**1940 Year**

**First semester:** This course is the beginning level for high school students with no previous theater experience. Students develop performance skills in speaking, oral interpretation, memorization, characterization, pantomime and audience awareness through individual and small group performance exercises. A brief unit in stage lighting operation is also included. **Second semester:** This course will examine the mechanics of a script, i.e. dialogue, plot, structure, character, comedy/tragedy, setting, and conflict. Students will write and perform original pieces demonstrating a comprehension of the dramatic elements of theater. Students will also analyze theater pieces for their dramatic elements. In addition, students will continue their development as theatrical performers through scene work and improvisation.

#### **DRAMA WORKSHOP**

**1950 Year**

Students develop, maintain and extend the skills, knowledge and appreciation developed in previous theater courses and/or experiences. Emphasis is placed on personal development in performing and in technical areas through actual productions. This class may involve working some nights, weekends and holidays. Participation at selected dramatic festivals is required. **Prerequisite:** Instructor approval.

### **INSTRUMENTAL**

#### **BEGINNING BAND**

**1505 Year**

A course in band instruments designed for the new music student who wishes to learn to play an instrument or to learn a second instrument. Students must be willing to rent instrument if school supply runs out.

#### **BEGINNING GUITAR**

**1516 Semester**

Beginning guitar is a class for all types of guitar players. It is designed to improve every student's musicianship through the use of the guitar. Fundamentals like chord playing, note reading, theory, improvisation, and performing are elements that are covered. Students must provide their own guitar to be enrolled in the course. Student participation in school performances is required.

**Prerequisite:** None

#### **INTERMEDIATE GUITAR**

**1506 Semester**

This course is designed for students who have completed Beginning Guitar and would like to continue to pursue playing the instrument. Each student's musicianship will improve through the use of the guitar. Fundamentals like chord playing, note reading, theory, music history, improvisation, and performing are all elements that are reviewed. Students must provide their own guitar to be enrolled in the course. Student participation in school performances is required.

**Prerequisite:** Beginning Guitar or Instructor approval.

**GUITAR 1/ADVANCED GUITAR****1520 Year**

Guitar 1 is a class for students interested in developing the ability to play and read music. Fundamentals like chord playing, note reading, theory, music history, scales, improvisation, recording, and performing are all elements that are covered in depth throughout the year. The class will complete a series of projects including recording, class performances and songwriting projects. Students must provide their own guitar to be enrolled in the course. The class will perform in at least two performances throughout the year. The student must attend all commitments as part of their grade.

**Prerequisite:** Intermediate Guitar or Instructor approval.

**MARCHING/ADVANCED BAND****1510 Year**

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

**Uniform fee:** \$65

**Prerequisite:** Teacher recommendation.

**WIND ENSEMBLE****1547 Semester**

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

**Prerequisite:** Successful audition.

**JAZZ BAND****1515 Year**

Advanced musicians study and perform a variety of jazz styles. In addition, students study music theory, jazz harmony and improvisation. Many public performances are required. Students are financially responsible for their performance outfits.

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

**BEGINNING STRINGS (ORCHESTRA)****1513 Year**

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

**ADVANCED STRINGS (ORCHESTRA)****1514 Year**

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

**Prerequisite:** Completion of Beginning Strings or successful audition.

**CHORAL****SHOWTIME or MARINERS****SHOWTIME =1543; MARINERS =1525 Year**

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

**Prerequisite:** Audition in May of the preceding year

**MIXED CHOIR 9/12****1540 Year**

This high school mixed choir class is for anyone who likes to sing and wants to learn basic vocal techniques. Students learn music reading, basic vocal techniques, music history and introduction to several musical styles and genres.

**MUSIC APPRECIATION****1546 Year**

This class covers basic note reading, musical instruments and a review of classical composers and music. It also touches on the American Musical Theater and the Animated Musical Theater.

## **COLOR GUARD & DRILL TEAM**

**1519 and 8256 Year**

Color Guard, which consists of Banner, Flag, and Drill Team, is a part of the Marching Band class. Students develop skills in song, flag, and precision drill. Students develop routines for games, rallies, assemblies, half-time shows and competitions. In order to meet state P.E. standards, students will be expected to move/march at various tempos and do choreography using the flag, rifle, and saber. Combining these skills will improve and maintain cardio-respiratory efficiency to maintain a healthy body. Students will participate in stretching and various dance movements to increase the functional capacity of muscles and joints. Students will participate in many public performances that develop commitment and teamwork. Students are required to participate in summer school and a three week band camp in August. This course may be repeated for credit. Ninth grade students enrolled in the course are expected to take and pass the California State Physical Fitness test in March. **Prerequisite:** Students must try out in the spring and have a physical exam on file. Students considering this course should be aware that enrollment requires an extensive time commitment, including mornings, evenings, and some weekends.

**Fee is required**

## **BUSINESS SYSTEMS TECHNOLOGY DEPARTMENT**

The Business Department offers courses designed to meet professional and personal goals including preparation for jobs, preparation for students who plan to major in business at the college level, for handling personal finances, and the operation of computers using a variety of software applications. Business education plays a key role in preparing all students for success in new and emerging occupations. Business classes are open to students from grades 9-12 to give them the opportunity to gain job-entry skills as well as personal skills in the areas of computer technology, information processing, and accounting/finance. Students who complete six semesters of business course work in grades 9-12 may be eligible for a career path medallion in business at graduation. A \$10 lab fee is collected at the beginning of each semester in all classes.

### **BUSINESS COMMUNICATIONS**

**2403 Semester**

Business Communications impacts all aspects of our lives. This course will teach students to communicate in a clear, courteous, concise, complete and correct manner on both personal and professional levels. Competency will be developed in oral, written, interpersonal, technological and employment communication. Emphasis will be placed on utilizing technology to compose memos, letters, and reports. Students will use a variety of presentation software to develop oral communication skills such as delivering oral presentations, giving instructions, interviewing for information, and presenting information/reports in an effective manner. Listening skills will be incorporated throughout the semester. The overriding goal is to provide students with a solid communication base so they are able to communicate effectively.

### **COMPUTER LITERACY/IC<sup>3</sup> CERTIFICATION\***

**2230Year**

This one-year course includes learning the computer keyboard utilizing the touch method and learning basic computing skills. These skills include computing fundamentals, key applications, and living online. Students will learn to manipulate computer hardware, software and operating systems, edit and format documents using *Microsoft Office*, and learn about networking, electronic mail, and smart Internet browsing. National certification testing is available for students seeking IC<sup>3</sup> recognition and proof of employable job skills. Students are responsible for the cost of IC<sup>3</sup> exams. This course is articulated with Rio Honda Community College

### **COMPUTER LITERACY**

**2019 Semester**

This one semester course, open to all students, is designed to provide students with the necessary skills to use the *Microsoft Office Suite 2003* more efficiently. Students will complete hands-on activities to gain familiarity with basic concepts and capabilities with each application in the *Microsoft Office Suite*. Applications include: Word, Excel, PowerPoint, and Access.

### **ACCOUNTING I\***

**2550 Year**

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

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

**ACCOUNTING II\*****2555 Year**

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

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

**AP COMPUTER SCIENCE A\*****2234 Year**

This year long course prepares students to take the AP computer science exam. The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development and is meant to be the equivalent of a first-semester college-level course in Computer Science. It also includes the formal study of data structures, design, and abstraction. This course is articulated with Rio Hondo Community College.

**Prerequisite:** Successful completion of Intro to JavaScript with a C or better, and successful completion of Geometry with a C or better.

UC/CSU Approved

**INTRODUCTION TO JAVASCRIPT****2233 Semester**

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

**Prerequisite:** Successful completion of Web Page Design--HTML with a C or better. Students should know how to type.

**MICROSOFT OFFICE SPECIALIST (MOS)\* Certification (ROP)****2750 Semester**

This course, which can be taken for four semesters, will prepare students to take the independent, online certification exam to show employment proficiency using Microsoft Office. Preparation for this exam includes Word, Excel, PowerPoint, and Access. This course is articulated with Cerritos College and Rio Honda Community College.

**Prerequisite:** This is a ROP course. Students enrolled in this course should know how to type and be at least 16 years old.

**Web Page Design 1 w/HTML\*****2232 Semester**

Web Design 1 is a one semester course that teaches the introductory concepts of (web page design) HTML. Students will develop skills needed to create effective and useful web pages using beginning HTML. Topics covered will include, but are not limited to, HTML page structure and formatting commands, tags, tables, forms, and multimedia elements. This course is articulated with Rio Hondo Community College.

**Prerequisite:** A grade of C or better in Computer Literacy or teacher recommendation. Students enrolled in this course should know how to type

**Web Page Design 2 w/ Dreamweaver & Flash****2231Semester**

Web Design 2 is a one semester course that teaches the advanced concepts of web page design. Students will develop skills needed to create effective, useful web pages using Dreamweaver. Topics covered will include, but are not limited to planning and creating a website, customizing the appearance of a website, creating and maintaining hyperlinks, working with pictures, creating tables, frames, forms, and publishing a website. Students will also develop skills needed to create effective, useful web pages using Flash. Students will gain experience developing web-based multimedia materials that contain sound, graphic, animation, and interactive web components. ROP certification in the Flash & Dreamweaver software will be available.

**Prerequisite:** Students enrolled in this course should know how to type and should have successfully completed Web Design 1 with a C or better.

**\*Note:** Courses are articulated with Cerritos College and/or Rio Hondo Community College. Successful completion of any of these courses with a B or better allows students to bypass the equivalent entry-level course. These courses are highly recommended for students planning to major in business at the college level.

## ENGLISH LANGUAGE DEVELOPMENT

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

9 <sup>th</sup> and 10 <sup>th</sup> Grade Students	11 <sup>th</sup> and 12 <sup>th</sup> Grade Students
1. An overall score of 4 or 5 on the CELDT (with no sub score below a 3)	1. An overall score of 4 or 5 on the CELDT (with no sub score below a 3)
2. A score of 350 or above on the CST for English	2. A passing score on the English <u>and</u> Math portion of the California High School Exit Exam (CAHSEE) – 350 or above
3. A grade of C or better in English	3. A score of 320 or above on the CST for English
	4. A grade of C or better in English

Until reclassified, students are placed in one of three levels of ELD based on CELDT scores and teacher recommendation.

### **BEGINNING ELD**

**3173 Year**

This course is for the beginning emergent English learner. Students focus on interpersonal skills and elementary forms of reading to build comprehension skills. Students will also learn basic listening and speaking skills as it applies to following directions and social conversations. This course will support the whole student including (but not limited to) other academic courses, fine arts, exploration of voice in all emotions, life skills, and character education via character counts.

### **INTERMEDIATE ELD**

**3178 Year**

This course is for the student who has mastered basic communication skills in speaking, reading, writing, and following directions. Students will focus on reading comprehension and writing as it applies to response to literature. Students will continue to improve interpersonal communication and reading to learn. This course will support the whole student including (but not limited to) other academic courses, fine arts, exploration of voice in all emotions, life skills, and character education via character counts.

**Prerequisite:** Beginning ELD, overall CELDT score of 3, or teacher recommendation

### **ADVANCED ELD**

**3179 Year**

This course is for the student who is advanced in bilingual interpersonal communication skills, has a working knowledge of cognitive academic language, and needs that extra support to solidify their learning to achieve a score of 350 or higher on CST/STAR exam. In addition to reading, listening and speaking, students will explore written communication by focusing on grammar, parts of speech, voice, and analyze a variety of writing styles. This course will support the whole student including (but not limited to) other academic courses, analysis of fine arts, exploration of voice in all emotions, life skills, and character education via character counts.

**Prerequisite:** Intermediate ELD, overall CELDT score of 4 or 5, or teacher recommendation

## ENGLISH

All classes provide experience and training in reading, writing, speaking, critical thinking, and listening skills. All students experience core literature at each grade level.

### **ENGLISH 9**

**3250 Year**

#### **ENGLISH 9 Honors & Academic Academy**

**3261-Honors or 3262-Academic Academy Year**

This course provides students with the opportunity to hone their descriptive, expository, and narrative writing skills using a variety of genres. Students explore a survey of world literature including one non-fiction book, two fiction novels, and a drama selection.

**Prerequisite for Academy:** Students must be a member of Mayfair Academic Program (MAP). For Honors classes there is a requirement of a grade A or B in eighth grade English, or teacher recommendation.

**Mandatory summer reading for Honors and Academy freshmen:** *Cyrano de Bergerac* by Edmond Rostand, *A Separate Peace* by John Knowles, and *The Outsiders* by S.E. Hinton. Students will be responsible for obtaining their own copy of each of the three novels. There is no written homework to be done over the summer, but students should take notes and be prepared for an exam covering the three books the first week of school.

## **ENGLISH 10**

**3420 Year**

### **ENGLISH 10 Honors & Academic Academy**

**3431-Honors & 3432-Academic Academy Year**

This course serves as a preparation for 11<sup>th</sup> grade English. Emphasis is placed on a reading list that includes both fiction and non-fiction selections written by foreign and American authors to focus on a more sophisticated level of reading literature. Students explore a survey of world literature including one non-fiction book, two fiction novels, and a drama selection.

**Mandatory summer reading for Academy sophomores:** *The Count of Monte Cristo* by Alexander Dumas, *Don't Eat This Book: Fast Food and the Supersizing of America*, by Morgan Spurlock, *The Book Thief*, by Markus Zusak, and *Bulfinch's Greek and Roman Mythology: The Age of Fable*, by Thomas Bulfinch. There will be a meeting in June of the freshman year to assign and discuss the summer reading.

**Mandatory summer reading for Honors sophomores:** There will be a meeting in June of the freshman year to assign and discuss the summer reading. There is no written homework to be done in conjunction with the books, but students will be given a test on both books in early September. Students failing to pass the test will be dropped from Honors English.

**Academy and Honors Prerequisite:** Teacher recommendation and completion of summer assignment.

## **ENGLISH 11**

**3510 Year**

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

### **AP ENGLISH 11 - Language and Composition**

**3530 Year**

The focus of this course is on nonfiction prose, rhetorical analysis, argumentation, and synthesis. Students read widely about a topic before crafting a position of their own. Arguments and language are deconstructed so that the elements of effective communication become transparent, accessible, and replicable. Students are expected to read independently, conduct research, and write both informal and formal responses to class readings and to current issues. Formal essays are both on demand timed quick writes and multi-draft essays ranging between 500 and 3500 words in length. In addition to the study of rhetoric, students read American literature, including *The Scarlet Letter*, *The Adventures of Huckleberry Finn*, *The Awakening*, *The Grapes of Wrath*, *Invisible Man*, *The Woman Warrior*, *The Way to Rainy Mountain*, and *Catcher in the Rye*, and consider the issues raised by these texts from an argumentative stance. Successful completion of class requirements will prepare students for the AP Language and Composition exam administered by the College Board in May. Because this course often serves as a substitute for the first year composition course in many college and universities, it models college work in both content and pacing.

**Mandatory summer reading:** Aldous Huxley's 1931 classic dystopian novel, *Brave New World*, paired with *Amusing Ourselves to Death* by Neil Postman. Students will pick up a homework packet in June prior to summer break.

**Prerequisite:** Completion of summer homework.

## **ENGLISH 12**

**3610 Year**

This course focuses on British literature studied through the theme of *The Individual and Society*. Major core works studied include one non-fiction book, two fiction novels, and a drama selection. Students study a variety of the extended works of British literature. This course focuses on close reading, careful analysis, and extensive writing

### **AP ENGLISH 12- Literature and Composition**

**3630 Year**

Students receive preparation for the AP exam by focusing on analysis of style and thematic connections in major novels and poetry through a variety of genres including drama, fiction, narratives, nonfiction and persuasive essays, epics, and sonnets. Students write using a variety of prompts to hone upper level writing skills including thesis statements, organization, pacing, and mechanics. This course may serve as a substitute for first year college literature in some universities; therefore, it models a college course in both content and pacing.

**Mandatory summer reading:** *Crime and Punishment* by Dostoevsky and *Antigone* by Sophocles. Students pick up a homework packet prior to summer break. The completed packet is due the first day of school in September. Students will be given thorough exams on both novels the first week of school.

**Prerequisite:** Proficient on the CST, A or B in previous year's English class, passing score on entrance writing exam, and completion of summer reading. Students must meet all three requirements. Students who do not meet the criteria may petition for entrance using a waiver. Waivers are reviewed on a case-by-case basis.

## **EXPOSITORY READING & WRITING**

**3616 Year**

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

## **JOURNALISM**

**3840 Year**

Students learn interviewing and reporting skills. They learn the ethics, etiquette and rules governing journalistic procedures. Students help in the writing and producing of Mayfair's student newspaper, *The Windjammer*.

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

## **CAHSEE ENGLISH ACADEMY**

**3271 Semester**

This course offers 11th and 12th grade students, who have not passed the English language arts portion of the California High School Exit Exam (CAHSEE), additional support in reading for comprehension and language arts skills. This class reviews the key concepts and standards covered on the test, and provides extensive practice on questions in the testing format to reinforce learning. In addition, students focus on test-taking tips and strategies. This class is listed with the English Department; however, it does not receive English credit. Students receive elective credit with successful completion of the course.

## **YEARBOOK/ANNUAL**

**3830 Year**

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

**Prerequisite:** C or better in English, interview with student panel, recommendation from 3 teachers (including English teacher), and Yearbook Advisor signature. This course is for students in grades 10 - 12. Only ninth graders who have completed one full year of middle school yearbook (with recommendation from MS Yearbook Advisor), and meet all other prerequisites, will be allowed to take the course.

# **FOREIGN LANGUAGES**

The Foreign Language program focuses on meaningful and useful communication in the language. Each language is taught within the contemporary cultural context of countries where the language is spoken. The cultures and customs are explored along with learning to speak the language.

## **FRENCH**

### **FRENCH I**

**9100 Year**

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

**Prerequisite:** A grade of C or better in English and teacher recommendation

### **FRENCH II**

**9110 Year**

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

**Prerequisite:** A grade of C or better in French I

### **FRENCH III**

**9120 Year**

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

**Prerequisite:** A grade of C or better in French II

**FRENCH IV****9125 Year**

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

**Prerequisite:** A grade of C or better in French III

**AP FRENCH Language****9130 Year**

French IV AP builds on themes, structures, vocabulary and skills learned in French I-III. The course focuses on moving the student to a more abstract level of communication and cultural awareness. It stresses the refinement of listening, speaking, reading and writing skills. Students are expected to take the AP examination. Emphasis is given to preparing students for the test.

**Recommended:** A grade of A or B in French III

**SPANISH****SPANISH FOR SPANISH SPEAKERS I****9045 Year**

This course is for students whose first language is Spanish or for those bilingual students whose dominant language is Spanish. This course is taught entirely in Spanish with its main focus on grammar, reading and writing. Students read works by Hispanic authors, analyze the readings using critical essays and write their own original analysis based upon their readings and discussions.

**SPANISH FOR SPANISH SPEAKERS II****9050 Year**

This course is a continuation of Spanish for Spanish Speakers I. Students analyze grammar, read short essays by Spanish authors, analyze the reading and write essays based on their readings and/or discussions.

**Prerequisite:** Spanish I or Spanish for Spanish Speakers I

**SPANISH I****9000 Year**

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

**Prerequisite:** A grade of C or better in English and teacher recommendation

**SPANISH II****9010 Year**

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

**Prerequisite:** A grade of C or better in Spanish I

**SPANISH III****9020 Year**

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

**Prerequisite:** A grade of C or better in Spanish II

**SPANISH IV****9029 Year**

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

**Prerequisite:** A grade of C or better in Spanish III

**AP SPANISH LANGUAGE****9030 Year**

The purpose of this course is to give students a continuing opportunity to refine their speaking, listening, reading and writing skills. Students use Spanish in real-life situations. Students participate in all activities using the Spanish language. Emphasis in the course is given to preparing students for the AP test.

**Prerequisite:** A grade of C or better in Spanish III

## AP SPANISH LITERATURE

9041 Year

This course is designed to improve students' oral, listening and writing skills through continued practice at an advanced level. Emphasis is placed on reading four authors, understanding their work and critically analyzing the readings. Cultural awareness is enhanced through exploration of topics of interest. Students improve reading comprehension through exposure to Spanish and Spanish-American literature. The reading includes prose, poetry and plays from the AP literature selection.

# INDUSTRIAL TECHNOLOGY

Industrial Technology classes are open to all students at survey, introductory and advanced levels. Students have the opportunity to learn about and receive skill training in a variety of areas. Each class provides general consumer information, safety information and related technical knowledge. Advanced courses offer training at the job entry level. Industrial Technology classes meet the Practical Arts graduation requirement.

## INDUSTRIAL TECHNOLOGY

5499 Semester

This course is designed to provide students with a broad knowledge of skills used in an industrial manufacturing environment. Students learn the process and procedures involved in a manufactured article. They learn the function, program and practical uses for robotic devices. The transportation unit includes flight, hover and magnetism. Students design and manufacture electronic circuit boards and learn basic digital communication.

Recommended for Juniors and Seniors

**Shop fee required**

## WOODWORKING FUNDAMENTALS

5755 Semester

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

**Shop fee required**

## ADVANCED WOODWORKING

5703 Year

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

**Recommended:** A grade of B or above in Woodworking Fundamentals or teacher approval

**Shop fee required**

## PHOTOGRAPHY FUNDAMENTALS

1420 Semester

This is a semester course offering students an overview of photography and photographic techniques. The students are introduced to 35mm photography from the use and manipulation of a completely manual 35 mm SLR camera, to the processing of 35mm black and white film into negatives and prints. The students and instructor evaluate their performance to discover their aptitude and interest before going to more advanced photography. This course may counted for practical arts graduation requirement.

**Lab fee required**

## PHOTOGRAPHY I

1421 Year

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

**Prerequisite:** Photography I, teacher recommendation.

**Lab fee required.**

## PHOTOGRAPHY II or III

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

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

**Prerequisite:** Photography I, teacher recommendation.

**Lab fee required.**

# MATHEMATICS

The Mathematics Department courses provide a sound analytical foundation for citizenship, college and the work place. The Math Department provides the skills and experiences necessary for students to be computationally competent and mathematically powerful. Honors courses in the math department are designed to provide more depth and breadth in the curriculum. Classes move at an accelerated pace.

## **ALGEBRA READINESS**

**7022 Year**

Students needing additional support in mathematics prior to taking Algebra 1 will be placed in this course.

**9<sup>th</sup> Grade Students Only**

## **ALGEBRA I**

**7460 Year**

Students will learn the algebraic concepts of mathematics including variables, rational and irrational numbers, equations and inequalities, polynomials, special products and factoring, fractions, variations, quadratic equations, and graphing. Some of the concepts of geometry and trigonometry are introduced.

**Prerequisite:** 9<sup>th</sup> Grade: C or better second semester of Algebra Readiness or Pre-Algebra

Minimum Course Requirement for 10<sup>th</sup> Grade Students

## **CAHSEE MATH ACADEMY**

**7606 Year**

This course is mandatory for 11<sup>th</sup> and 12<sup>th</sup> grade students who have not passed the math portion of the California High School Exit Exam (CAHSEE). This class reviews the key concepts and standards covered on the test and provides extensive practice on questions in the testing format to reinforce learning. In addition, students focus on test-taking tips and strategies. This class is listed with the Mathematics Department; however, it does not receive math credit. Students receive elective credit with successful completion of the course.

## **BUSINESS MATH**

**7997 Year**

This class covers personal finance and business math. In personal finance the following topics are covered: gross income, net income, checking and savings accounts, cash and credit accounts, loans, transportation costs, housing costs, insurance and investments. Business math covers the following topics: personnel, production, purchasing, sales, marketing, warehousing, and distributing, services, accounting, financial management and corporate planning.

**Prerequisite:** Students must have completed Algebra 1

## **GEOMETRY or GEOMETRY HONORS**

**Geometry = 7480; Geometry Honors = 7487 Year**

Students will apply algebra to the study of geometry. Emphasis is placed on inductive and deductive reasoning, angle relationships, parallelism, congruency, similarity, circles, arcs, loci, construction, triangles and transformations. The methods and proofs of coordinate geometry are covered as are the areas and volumes of geometric solids. There is an introduction to trigonometric ratios and application of trigonometric ratios.

**Geometry Prerequisite:** C or better second semester of Algebra

**Honors Geometry Prerequisite:** B or better second semester of Algebra and teacher recommendation

## **ALGEBRA II or ALGEBRA II HONORS\***

**Algebra II = 7465; Algebra II Honors = 7470 Year**

Students will acquire greater facility in mastering the concepts and techniques of algebra including polynomial functions, conics, matrices, logarithmic and exponential functions.

**Algebra II Prerequisite:** C or better second semester of Geometry

**Honors Algebra II Prerequisite:** B or better second semester of Geometry and teacher recommendation

## **STATISTICS**

**7477 Year**

This course provides an introduction to statistics. Topics included are mean, standard deviation, variance, probability, random variables, binomial probability distribution, normal probability distribution, central limit theorem, testing hypotheses, confidence intervals, linear regression and linear correlation.

**Prerequisite:** C or better second semester of Algebra II

## **MATH ANALYSIS**

**7495 Year**

Students will study circular and right triangle trigonometry, as well as be introduced to new concepts in number field, analytic geometry, functions, sequences, series, inverse relations and polar coordinates.

**Prerequisite:** C or better second semester of Geometry and Algebra II

**Graphing calculators are strongly recommended.**

## **MATH ANALYSIS HONORS**

**7496\* Year**

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

**Prerequisite:** B or better second semester of Algebra

**A TI-84 Graphing Calculator is required**

## **AP CALCULUS AB**

**7500 Year**

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

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

**Graphing calculator required.**

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

## **AP CALCULUS BC**

**7501 Year**

The class begins with the review of AP Calculus AB topics such as: limits, continuity, derivatives, and integrals. Areas of a region between two curves and volume by the disk and shell methods will be covered.

The main topics of Calculus BC are: slope, fields, Euler's method, differential equations, arc length and surface of revolution, intermediate forms and L'Hopital's rules, integration by parts, trigonometric integrals and substitution, partial fraction and improper integrals. The following will be covered in detail: infinite series, tests of convergence, Taylor polynomials and approximations, power series, Taylor and Mac Laurin Series. Plane Curves, parametric equations, areas and arc length in polar coordinates will complete the course.

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

## **AP STATISTICS**

**7481\* Year**

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

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

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

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

# **PHYSICAL EDUCATION**

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

## **PHYSICAL EDUCATION 9-12 (Fall & Spring)**

**8125/8130**

Physical Education offers a variety of fitness activities as well as sports and games. Emphasis is placed on advanced skills, competitive play, teamwork and social interaction within the co-educational framework. Students devote two days per week to conditioning, with the intent of increasing fitness. This includes lifelong learning and preparation for the FITNESSGRAM<sup>®</sup> testing in the spring.

**FITNESS AND CONDITIONING (Fall & Spring)****8201/8202**

This course, which meets P.E. graduation requirements, features a variety of activities designed to increase the fitness levels of all students. This course will teach students through classroom and physical activity the components of fitness and the impact of fitness for life-long health. The course features cardiovascular conditioning through power-walking, running, jumping rope, dance aerobics and various fitness activities designed to increase strength, flexibility, muscular endurance and overall health.

**WEIGHT TRAINING and CONDITIONING (Fall & Spring)****8535/8536**

This course meets P.E. graduation requirements and features circuit training, free lifting and cardiovascular conditioning.

**Prerequisite:** Grades 10-12

**ATHLETICS****8550**

The student with ability in a given sport will specialize in that sport in place of the general physical education program. Open for both men's and women's sports.

**Prerequisite:** Academic eligibility, Coach and Athletic Director approval

**SCIENCE**

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

**The following courses are considered lab sciences and meet US/CSU "a – g" requirements:**

**BIOLOGY/HONORS BIOLOGY****6200/6215 Year**

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

**Biology Prerequisite:** Grade 10 and teacher recommendation. Ninth grade students must earn a B or better in 8<sup>th</sup> grade and have teacher recommendation.

**Honors Biology Prerequisite:** This course is primarily intended for advanced 9<sup>th</sup> grade science students, with teacher recommendation. Grade 10 students may be permitted with the recommendation of previous science teacher.

**Summer Study Guide:** As part of the expanded curriculum of Honors Biology, summer study is required to prepare for the fall semester. Students must prepare an essay on biological issues for the first day of class. See instructor for further details.

**CHEMISTRY****6300 Year**

This course introduces the basic principles of chemistry: atomic structure, chemical nomenclature, the mole concept, chemical reactions, states of matter, the periodic table, chemical bonds, solution chemistry and reaction rates. Mathematical problem-solving and laboratory experimentation are emphasized. A strong background in algebra is important. This course counts toward physical science graduation requirements.

**Prerequisite:** Biology and Algebra I, each with a grade of C or better, and recommendation of Biology teacher. Concurrent enrollment in Geometry or a higher math class is recommended.

**PHYSICS HONORS****6355 Year**

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

**Prerequisite:** Concurrent enrollment in Algebra II or a higher math class, completion of Geometry with a grade C or better, and recommendation from previous science teacher.

**ANATOMY & PHYSIOLOGY****6170 Year**

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

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

**Summer Assignment:** Students will be required to complete reading and assignments on “Chapter 1” in *An Introduction to Anatomy and Physiology*. Students will be tested on this chapter during the first week of school. See instructor for details.

**AP CHEMISTRY (Will be offered in the 2009-2010 school year)**

**6330 Year**

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

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

**Summer Reading:** Chapters 1-4 of Zumdahl, *Chemistry* (7th edition, 2007). **Summer Assignment:** (See instructor) is due on the first day of school. Tests on Chapters 1-4 will be administered the first week of school.

**AP BIOLOGY (Will be offered in the 2010-2011 school year)**

**6210 Year**

This course prepares students for the AP exam. The topics studied are evolution, energy transformation, genetics, unity and diversity and ecological interactions. This class stresses the themes that unite these topics. Essay writing skills are critical. There are numerous laboratory activities that require extended commitments beyond the normal school day. Extensive study is required.

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

**Summer Reading:** Students will be tested on chapter readings on the first day of school. All assignments will also be due at that time. See instructor for details.

**The following courses are not considered to be lab sciences:**

**EARTH SCIENCE**

**6249 Year**

This course includes Earth's place in the universe, its dynamic processes, the role of energy in Earth's system, biochemical cycles, the structure and origin of the atmosphere and the connections to California's geology. The scientific method is used and science careers are discussed.

**Prerequisite:** Eighth grade Physical Science

**SURVEY OF BIOLOGY**

**6202 Year**

This course provides students with an overview of biology and covers topics such as cell biology, genetics, ecology, evolution, and physiology. This course does not satisfy college lab-science requirements.

**Prerequisite:** Grade 10

**ENVIRONMENTAL SCIENCE**

**6380 Year**

The course combines general life science and general physical science, with emphasis on the environment. This course does not satisfy college lab-science requirement, but meets graduation requirements as an additional year of science.

**Prerequisite:** Grade 11 or 12

**FORENSIC SCIENCE**

**6280 Year**

This course provides students with standards-based investigations that center on the concepts and skills emphasized when investigating crime scenes. Students develop the proper vocabulary and appropriate lab skills to successfully summarize their findings. The class will require students to act as investigators, engaging in many of the processes necessary for a Science-as-Inquiry approach. At various points, students must gather data, think critically and logically about relationships between evidence and explanations, construct and analyze alternative explanations, and communicate scientific arguments. This course does not satisfy college lab-science requirements but meets graduation requirements as an additional year of science or for elective credit.

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

## SOCIAL SCIENCE

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

### **WORLD GEOGRAPHY**

**4140 Semester**

This class is taken along with Health during the 9<sup>th</sup> grade year. World Geography is a semester class dedicated to the study of the five geographic themes of location, place, interaction, movement and regions. This course includes rigorous assignments and special projects.

### **AP HUMAN GEOGRAPHY**

**4144 Year**

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

**Recommended:** Students who pass the AP Human Geography exam may receive college credit. Therefore, the course models college level work in both content and pacing. It is recommended for students who are proficient on the CST in English Language Arts. Students must complete a summer assignment.

### **MODERN WORLD HISTORY**

**4200 Year**

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

### **AP WORLD HISTORY**

**4211 Year**

This college level course for students in grades 10 – 12 is designed to provide students with the analytical skills and factual knowledge to assess the problems and issues in world history, including the use of primary and secondary documents. The course will cover the history of mankind from the beginning of civilization to the present, encompassing all the continents and major human groups and events in history. This course guides students in preparation for the AP exam in World History.

**Recommended:** Students who pass the AP World History exam may receive college credit. Therefore, the course models college level work in both content and pacing. It is recommended for students who are proficient on the CST in English/Language Arts. Students must also complete a summer assignment.

### **UNITED STATES HISTORY**

**4300 Year**

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

### **AP UNITED STATES HISTORY**

**4360 Year**

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

**Recommended:** Students who pass the AP US History exam may receive college credit. Therefore, the course models college level work in both content and pacing. It is recommended for students who are proficient on the CST in English/Language Arts. Students must also complete a summer assignment.

### **U.S. GOVERNMENT/POLITICAL SYSTEMS**

**4415 Year**

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

**AP GOVERNMENT/POLITICAL SCIENCE****4430 Year**

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

**Recommended:** Students who pass the AP Government exam may receive college credit. Therefore, the course models college level work in both content and pacing. It is recommended for students who are proficient on the CST in English/Language Arts. Students must also complete a summer assignment.

**PRINCIPLES OF ECONOMICS****4500 Semester**

This is a 12<sup>th</sup> grade course. This course is designed to help students develop critical-thinking skills through the understanding, application and analysis of fundamental economic concepts. Students will apply quantitative and mathematical skills to economics. Also, students will be expected to apply economic logic to a wide variety of real-world and hypothetical situations.

**AP ECONOMICS****4499 Year**

This course is similar to the micro-economic and macro-economics principles courses offered at the college level. This course is designed to help students develop critical-thinking skills through the understanding, application and analysis of fundamental economic concepts. This course prepares students for the AP Economics exam.

**Recommended:** Students who pass the AP Micro/Macro Economics exams may receive college credit. Therefore, the course models college level work in both content and pacing. It is recommended for 12<sup>th</sup> grade students who are proficient on the CST in English/Language Arts, and have successfully completed Algebra II or higher. Students must also complete a summer assignment.

**AP EUROPEAN HISTORY****4361 Year**

This course is for students in grades 10 – 12. The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. This knowledge provides the context for understanding the development of contemporary institutions, and the role of continuity and change in present day society and politics. Art History offers an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students examine major forms of artistic expression from the past and the present from a variety of cultures.

**Recommended:** Students who pass the European History exam may receive college credit. Therefore, the course models college level work in both content and pacing. It is recommended for students who are proficient on the CST in English/Language Arts. Students must also complete a summer assignment.

**MOCK TRIAL****4617 Fall Semester**

This course provides students with a practical understanding of the legal mechanism through which our society chooses to resolve its disputes. It provides an active learning opportunity for students, requiring a high level of cooperation among participants. Students develop skills necessary to critically analyze given facts, problem-solve, develop a theory and strategy, and the art of asking probing questions. Students learn higher level critical thinking skills, presentation of extemporaneous argument in addition to the skills of careful listening, organization, and cooperation. Students participate in the L.A. Mock Trial Competition.

**INTRODUCTION TO LAW****4618 Spring Semester**

This course consists of one semester of introduction to basic law with an emphasis on research, writing and trial practice for the Mock Trial competition held in November. The course will provide students with a basic understanding of our judicial system and the administration of justice. The students will be introduced to the various areas of law in both criminal and civil jurisprudence. Students will then apply their knowledge of the law to mock trials within the classroom.

**PSYCHOLOGY****4600 Semester**

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

**Prerequisite:** Grades 11-12

## PREPAREDNESS EDUCATION

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

### **AIR FORCE JUNIOR ROTC I, II, III, & IV**

**I = 4815, II = 4816, III = 4817 & IV = 4821 Year**

Air Force Junior ROTC is a citizenship program for high school students in the 9<sup>th</sup> through 12<sup>th</sup> grades. AFJROTC encourages its students to get involved in their local communities to produce well informed and helpful citizens. Each year's Aerospace Science course work relates to a different theme, examples are: Frontiers in Aviation History (I), The Science of Flight (II), The Exploration of Space (III), and Management & Leadership of the Cadet Corps (IV). To enhance classroom learning, students participate in extracurricular and social activities such as field trips, drill teams, honor guards, model rocketry and dining out. Students are responsible for the cleaning of their uniforms. **Due to the new California State Standards in Physical Education JROTC no longer qualifies for Physical Education credit.**

### **ASB / LEADERSHIP**

**4825 Year**

This course is mandatory for all student body officers. This course introduces students to the elements of sound organizational and administrative skills and the preparation to implement them with integrity and forthrightness. It is open to a limited number of interested students.

### **PEP SQUAD**

**6811 Year**

Students will develop skills in yell leading, song, mascots, and precision drill team. They will develop routines for games, rallies, assemblies, half-time shows and competitions. **Due to the new California State Standards in Physical Education Pep Squad no longer qualifies for Physical Education credit.** The groups also develop routines for the next year's tryouts.

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

**Fee is required**

### **DRIVER EDUCATION (Fall OR Spring)**

**Fall = 6840; Spring = 6841 Semester**

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

### **HEALTH**

**6875 Semester**

This 9<sup>th</sup> grade required course is a contemporary survey of today's health issues. The issues covered in this semester course are proper nutrition, physical fitness, communicable and non-communicable diseases, abuse, human sexuality, personal safety, life-saving techniques, mental health concepts and some human anatomy.

### **TEACHER OR OFFICE AIDE**

**1805 OR 1809 Semester**

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

**Prerequisite:** Counselor and teacher approval, 11th and 12th grade students only



BELLFLOWER UNIFIED SCHOOL DISTRICT  
**REGIONAL OCCUPATIONAL PROGRAM**  
ROP COURSE DESCRIPTIONS



<b>ROP COMPUTER ANIMATION</b>	2738
Development of skills in basic art elements, traditional design and basic cartooning. Students become proficient in Macintosh use, and acquire fundamental skills in using industry standard graphics software. Instruction stresses specific marketable skills in the expanding field of computer graphics.	
<b>ROP AUTOMOTIVE</b>	2725
Designed to introduce the student or adult to the basics of automotive diagnostics and repair. Designed to prepare students for an entry-level position in the automotive field including: tire person, oil-lube person, brakes and alignment technician and tune-up technician. Students take field-trips to related companies, colleges and events. Classes include hands-on instruction, written assignments and projects.	
<b>ROP BANKING OCCUPATIONS (INTERNSHIP)</b>	2702
Learn excellent customer service skills that you can use anywhere. Students learn valuable hands-on training after classroom preparation (sales, customer service, loss prevention, hold-ups, teller routine, handling currency, etc.). Prerequisite: Must have transportation to intern site	
<b>ROP CHILD CARE</b>	2719
Students receive entry-level training in the field of child care and nursery school occupations (infant through elementary school). Must like working with young children. Positive attitude, attendance, patience and creativity a must. Internships and possible employment at infant centers, nursery schools and elementary schools. Training in CPR, safety and first aid is included in the core.	
<b>ROP CISCO</b>	2689
This is a four-course sequence that qualifies students to take the CISCO CCNA Certification Test. Covers fundamentals of computer Internet – networking, including safety terminology, protocols, network topology and standards, cabling, electrical considerations, the OSI models, IP addressing, bridges, switches, hubs and routers and <b>Prerequisite:</b> Student must complete A+ Certification Core Curriculum & Operating Systems class.	
<b>ROP COMMERCIAL ART AND ADVERTISING</b>	2763
This course is designed to introduce advertisement, brand, and product design. Students will use <i>Adobe Photoshop®</i> and <i>Illustrator®</i> for class projects. This class will cover storyboarding, illustration, photography, art history, and contemporary art. Students will be graded on their portfolio, improvement, and participation.	
<b>ROP COMPUTER APPLICATIONS</b>	2700
Keyboarding knowledge preferred of 25 words-per-minute or one year of typing with a grade of C or better, but not required. This course prepares students for entry-level jobs utilizing the PC. Students will increase their knowledge of computer concepts and receive hands-on training in word processing, data entry, spreadsheet, database management and integrated applications. <b>Earn College Credits at Cerritos College.</b>	
<b>ROP A+ CERTIFICATION OPERATING SYSTEMS HARDWARE</b>	2688
This course provides PC service Technicians with industry recognized certification as defined by CompTIA (the largest non-profit certification body). Students learn about the history of computer operating systems, pre-installing, installing, and configuring DOS, Windows, (95, 98, NT, 2K) BIOS configurations, boot order, file systems, upgrades, peer-to-peer networking, domain and models, dual boots, virtual memory, IRQ and DMA, labs, and much more. Both A+ Certification classes offer field trips and possible employment in related fields. <b>Earn College Credits at Cerritos College.</b>	

<b>ROP FIRE SERVICE OCCUPATIONS</b>	<b>2743</b>
<p>This course is designed as an introduction to fire fighting skills needed in today's fire service. Students learn techniques of fire prevention and mitigation skills, use and care of fighting tools, gear and equipment, fire science, first aid and CPR. Through classroom theory, labs and first-hand observation, students will see the fire fighter profession from the inside. This course also includes fire fighter health and fitness. There may be possible field trips to forest service fire station, industrial and city fire department and private fire academy.</p>	
<b>ROP LAW ENFORCEMENT OCCUPATIONS</b>	<b>2720</b>
<p>This course is designed to prepare students for entry-level jobs in the law enforcement field. It will enable students to examine a wide variety of career opportunities in public and private law enforcement. Students will receive an introduction to law enforcement, public safety dispatcher, records clerk, police cadet and security guard.</p>	
<b>ROP CRIMINAL JUSTICE</b>	<b>2766</b>
<p>Students will recognize the major sources of crime data, their uses, and limitations. Students will also learn about the historical development of the police, cultural diversity, courtroom testimony and demeanor, street gangs, ethics, and will also discuss urban terrorists. Guest speakers will also be brought in from the law enforcement community to speak about specific issues.</p>	
<b>ROP EMERGENCY MEDICAL RESPONDER</b>	<b>2717</b>
<p>This class prepares the student to provide efficient and immediate care to ill and/or injured patients and to assist other emergency medical services providers. The emergency response training includes classroom and laboratory instruction in first-aid, CPR, communication skills, legality, ethics, stress management, an overview of the history and the future of health care, pre-hospital care systems, anatomy and physiology, triage and post-emergency care duties.</p>	
<b>ROP PRINTING OCCUPATIONS</b>	<b>2696</b>
<p>Students receive an overview of current software used in graphic design for the printing industry using Adobe Photoshop, Illustrator, and Quark for image processing and art creations. This course prepares students for employment in the graphic and printing industry with special skills in layout, design, type and production techniques of artwork in a digital format for entry-level job skills and vocational training. Pre-press production and offset press is also covered.</p>	
<b>ROP GRAPHIC COMMUNICATIONS</b>	<b>2731</b>
<p>Thirty hours in a classroom setting enables students to build on their knowledge and review the skills they have learned from previous graphic design classes. Students are then placed in an unpaid internship for at least 40 hours from which they will gain valuable hands-on experience in a graphic design/graphic communications business. Internships may lead to paid employment.</p>	
<b>ROP PROFESSIONAL DANCE</b>	
<p>Professional Dance encompasses almost all forms of dance from traditional to modern as well as many ethnic and cultural varieties. Students are taught proper technique, balance, form, and choreographing skills culminating in a performance at the end of the semester.</p>	
<b>ROP GRAPHIC DESIGN-ANIMATION</b>	<b>2751</b>
<p>Students learn the basic tools and fundamentals of basic art elements in creating graphic design and basic cartooning. Students use standard industry software like Adobe: Photoshop, Illustrator. Students will begin in graphic design and basic process and time of each program to work toward animation. Students will work on individual portfolios to expand their knowledge of the field.</p>	
<b>ROP DIGITAL ART - GRAPHIC DESIGN</b>	<b>2690</b>
<p>Students will learn the basic tools and fundamentals of Adobe: Photoshop, and Illustrator while designing layouts and logos for individual portfolios. Projects will be designed to enhance an understanding of graphic design and illustration.</p>	
<b>ROP MICROSOFT OFFICE SPECIALIST (MOS) CERTIFICATION</b>	<b>2750</b>
<p>This class will prepare students to take the online exam given by MICROSOFT and be industry certified in a specific area such as Word, Excel and PowerPoint. This course is articulated with Rio Hondo College. Students who complete the course with a B or better can bypass the equivalent entry-level course.</p>	

<b>ROP OFFICE OCCUPATIONS CC/CVE – Includes Internship</b>	<b>2703 (2704)</b>
This course is designed to train for entry-level positions in the business/clerical area. Classroom instruction will include introduction to computers, word processing, keyboarding techniques, printing calculator, filing, telephone etiquette, penmanship, proofreading, listening and speaking skills, sexual harassment, and time management. Units on employment preparation and positive work habits and attitudes will also be covered. Keyboarding knowledge preferred, but not required.	
<b>Prerequisite:</b> Must have transportation to work site	
<b>ROP FOOD SERVICES OCCUPATIONS</b>	<b>2714</b>
Emphasis will be on food preparation, customer relations, food services technicians, operating principals and procedures, operations of cash registers, order-taking, inventory and supply, marketing and display. This course gives students the opportunity to earn a Serve Safe Certification upon completion.	
<b>ROP FOOD SERVICE OCCUPATIONS CC – Includes Internship</b>	<b>2710</b>
This course is designed to train and prepare students in the fast food and restaurant business.	
<b>Prerequisite:</b> Students must have transportation to work site	
<b>ROP RECREATION OCCUPATIONS – Includes Internship</b>	<b>2733</b>
This course trains students to lead organized recreational activities such as arts and crafts, games, dance, camping, and sports. Students will plan, organize, and direct these activities in playgrounds, recreation areas, parks, community centers, and theme parks. Students will learn how to schedule lessons, classes, and facilities in a recreation program, and will organize and direct program participants. They will be taught how to keep records of equipment and ensure that equipment is used properly.	
<b>ROP RETAIL SALES CC - RETAIL SALES CVE</b>	<b>2705 CC - 2706 CVE</b>
The class emphasizes sales techniques, marking stock, taking inventory, buying, advertising, cashiering, and business economics.	
<b>ROP ROBOTICS</b>	<b>2744</b>
This course is specifically designed to prepare students for entry-level jobs in various vocations such as Robotics Technician, Computer Programmer and Robot Machine Operator. Students will explore the studies used to assemble a working robot and distinguish the connections between physics and other branches of engineering. The course will analyze the particular uses of the robots in NASA, hazardous duties, combating fires, aid in surgical procedures and military based robots.	
<b>ROP SPORTS MARKETING</b>	<b>2759</b>
This class gives hands-on experience conducting research, developing marketing strategies, and promoting and advertising products and services related to the sports industry. Students will learn the fundamental concepts of marketing and business principles in the scope of amateur, college and professional sports.	
<b>ROP SPORTS THERAPY</b>	<b>2750</b>
This course trains students for jobs in sports therapy, physical therapy, rehabilitation, and the fitness industry. The course includes instruction in human anatomy, biological sciences, training in first aid and CPR, nutrition, exercise physiology, injury care, and management.	
<b>ROP EMERGENCY MEDICAL TECHNICIAN</b>	<b>2745</b>
Students will prepare for State Certification test, receive CPS Certification and participate in clinical rotations, ambulance ride-along and field trips.	
<b>ROP PHARMACY TECHNICIAN</b>	<b>2741</b>
The American Health Institute of Long Beach is offering this course through LACOROP at a private post-secondary site. This course offers hands-on training and internships. It is an 11-month course.	
<b>Prerequisite:</b> High school seniors interested in the field.	
<b>ROP OPTICIAN</b>	<b>2765</b>
Students will learn how to read and interpret prescriptions, make glasses from start to finish, learn frame repair, designs, and styles, learn eye anatomy, customer service skills, and get real work experience in an optical lab.	

**ROP UC DIGITAL PHOTOGRAPHY**

2756

**Year**

This course trains students for entry-level employment in the photography field. Students learn types and operations of cameras and accessories common to the photography industry. This course will include black and white film processing, proper printing techniques, studio lighting equipment, exposure meters, print finishing, and portfolio presentations. Students must complete the full year to receive credit for "a - g".

## LIBRARY MEDIA CENTER

**Library Hours: 7:00am—4:00pm (most days—unless the facility is being used)**

The library is the hub of curricular activity on campus. It is a welcoming environment where students, faculty and staff gather to promote learning. A wide range of appropriate print, non-print, electronic and human resources are available. The library media center facilitates resource-based learning where students access, evaluate and use resources to affect their own learning. Teachers and the library staff work together to provide research skills, information analysis, technology skills, reading motivation and cultural literacy to all students. Curriculum development, an ongoing evaluation of materials and equipment, and direct work with students are also integral functions of the library media center.

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

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

## COMPUTER RESOURCE CENTER AND MIDDLE SCHOOL COMPUTER LAB

Students receive training in computer applications, enabling them to utilize technology in their academic and personal lives. Students engage in creating documents, spreadsheets and databases, Internet-based projects, and develop multi-page documents and multimedia presentations. They have the ability to utilize word processing programs, electronic publishing software, spreadsheet programs, courseware and related software, Internet searches and retrieval programs.

### Library and Computer Lab Prices

- Replacement ID Card: \$5.00
- Printing: 10¢ - Black and White  
25¢ - Color
- CD: \$1.00



## **SPECIAL SERVICES**

### **ACADEMY OF ANIMATION AND DIGITAL ART (AADA)**

The AADA is a four year art program that gives talented art students college level exposure to a variety of art media. Students in this program have been selected by the faculty through the application process for demonstrating enthusiasm, high grades, and drawing ability. They take two art classes per year for all four years. The academy has an average of 80 students in it each year, and accepts a new freshman class of 25 students per year. Students deal with a variety of art media and techniques, such as life drawing, graphic illustration, graphic design, beginning animation, digital imagery, and advanced drawing and painting. The AADA originated 10 years ago and has been going strong ever since. Students participate in numerous competitions throughout the year in order to win cash prizes, scholarship money, and to have their work viewed by a variety of audiences. After their four years in the program, students present a well-rounded, professional portfolio that shows their breadth, concentration, and quality of work to the community, administration, the superintendent, and our Board of Education. By their senior year, our students' artwork proves to be competitive with university student work.

### **SPECIAL EDUCATION**

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

### **GIFTED AND TALENTED EDUCATION (GATE)**

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

### **MAYFAIR ACADEMIC PROGRAM (MAP)**

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

### **ADMISSION TO MAP**

Admission to MAP is based upon the following:

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

### **ADVANCED PLACEMENT PROGRAM (AP)**

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

**Recommendations for enrollment:** Because AP courses model college level work in both content and pacing, they are recommended for highly motivated students who score Proficient or Advanced on all California Standards Tests and have at least a 3.5 GPA.

### **CAREER CENTER**

The Career Center provides students with a bridge between school, college, and the world of work by using up to date career resources to research colleges and universities, as well as to discuss career and interest opportunities. Each year, under the supervision of the Career Center technician and high school counselors, the Career Center processes over 2,000 students, guiding them through resume writing and in depth career planning. In addition, each student receives a career planning packet containing a LACOE career handbook.

### **CONCURRENT ENROLLMENT**

Bellflower Unified School District students may enrich their programs or make up failed courses through concurrent enrollment in the Bellflower Adult School or Cerritos College. With approval from their high school counselor, students may apply these courses toward high school graduation. Permission forms are available in the counseling center.

### **2+2+2 (START) PROGRAM/CERRITOS & RIO HONDO COLLEGE**

The development of the 2+2+2 START Program is the product of a cooperative effort between the Bellflower Unified School District, Cerritos College, Rio Hondo College, and the California State Universities. The 2+2+2 START Program includes 2 years of high school, (junior/senior years), plus 2 years community college, plus 2 years at a California State University and offers an opportunity for high school students to prepare for college work or a job and make themselves eligible for course credit at Cerritos College. Credit is based upon course work and an examination by college faculty. The START Program is for high school students taking approved BUSD courses in the areas of automotive technology, business education, drafting, electronics, math and science. Courses under the 2+2+2 START Program are designated in the high school course catalog with a letter. Students may use high school classes and Cerritos College education towards obtaining a Bachelor's degree at California State Universities, Los Angeles and Long Beach.

### **ENGLISH LANGUAGE DEVELOPMENT**

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

### **CALIFORNIA SCHOLARSHIP FEDERATION (CSF)**

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

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

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

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

## CO-CURRICULAR PROGRAMS

Students are encouraged to round out their Mayfair experience by participating in extra-curricular activities. See the Club Advisor or Coach for more information. Some clubs including athletics have academic standards for participation.

FALL SPORTS	COACH	WINTER SPORTS	COACH	SPRING SPORTS	COACH
Football	Fitch	Boy's Basketball	Davis	Boys' Baseball	McCurdy
Cross Country	Boppell	Girl's Basketball	Kodesh	Softball	Caskey
Girl's Golf	Fletcher	Boy's Soccer	Headley	Boy's Golf	Fletcher
Girl's Tennis	Tran	Girl's Soccer	Marroquin	Boy's Tennis	Tran
Girl's Volleyball	Bos	Wrestling	Pendleton	Boy's Volleyball	Chan
				Swimming	McAndrew
				Track and Field	Boppell/Yates

\*\*Athletic Director: Zac Chan

CLUBS	ADVISOR(S)	DESCRIPTION	MEMBERSHIP CRITERIA
Anime Club	E. Phinizy	For students who share an interest in anime	All are welcome
The Blue Crew	A. McAndrew	Students promote school spirit by attending a variety of school events	All are welcome
California Scholarship Federation (CSF)	Amy Bellomo	A statewide honor society and recognition for high achieving academic students. The organization fosters a high standard of scholarship, service, and citizenship.	Acceptance is based on a point system. See advisor for details.
Drama Company/Thespians	T. Atkinson	Produces main stage plays throughout the year.	Open to everyone
Eastern Horizons	M. El-Ayoubi/ K. Schneider	Helps students gain a greater understanding for colleges/universities. Activities include college tours and social events.	Open to everyone
Environmental Science	T.McCabe & J.Falk	Volunteer oriented group dedicated to the cleansing of many environmental venues (beaches, mountains, and school campus.)	Open to everyone
The Friends of Rachel	D. VanderBaan	Designed to promote the five challenges presented in "Rachel's Challenge"	All are welcome
History Club	A. Grant	Students interested in the social sciences provide after school peer tutoring for history classes.	Open to everyone
Humanitarian Club	E. Swieck	Students fill cultural, humanitarian, and volunteer needs in our community and around the world	Open to everyone
Key Club	H. Bahnsen	Sponsored by Kiwanis, students who are willing to participate in various service activities in school and the community.	25 hours of community service and attendance at weekly meetings is required.
Learning Acceptance Through Friendship and Fun - L.A.F.F. Club	L. Brown & A. Sharpe	An opportunity to promote inclusion between special education and general education students.	All are welcome
Latino Club	T. Berryman & C. Talavera	Offers opportunities for students to attend motivational and leadership events. Promotes a better understanding of their Latino heritage. Peer tutoring offered.	All are welcome. \$5 membership dues
Le Club Francais	S.Howard	Acquaints students with the various francophone cultures and encourages the learning of the French language	All are welcome. \$1 dues. Officers are in or have taken a French class.
Leo Club	J. Edmonds	A service club affiliated with Lions International focusing on the prevention of blindness and other benefits to the community.	All are welcome. \$3 dues and completion of service hours.
Monsoon Muskateers	G. Boppell	Promotes kindness on campus by recognizing those who do acts of service for others and themselves	Students must maintain a 2.7 GPA, be observant in recognizing good in everyone and be willing to perform kind acts.
Pacific Islanders	C. Gomez	Promotes the heritage and cultures of the Pacific Islands	All are welcome
Parent Teacher Student Association (PTA)	M. Bachmann	Supports the education and welfare of children and youth. Partnership of parents, educators, and students working together.	\$5 membership dues. Seniors must be a PTSA member to be eligible for a PTSA scholarship.
The R.O.C.K Club	R. Sandquist	Provides common ground for Christian students	All are welcome
World Awareness Club	D. VanderBaan	Promotes awareness and relief for world issues. Members fundraise to help special causes	All are welcome. Must attend meetings
Young Black Scholars (YBS)	M. Burford	Assists in preparing students for admission to a four-year college/university. Activities include college tours, community service and guest speakers.	Members are encouraged to maintain a 3.0 GPA.