

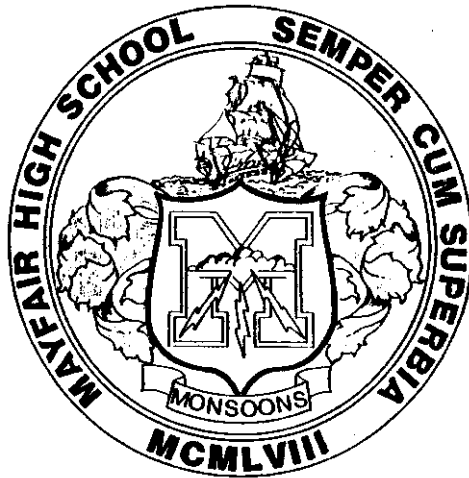
# **MAYFAIR HIGH SCHOOL**



## **CURRICULUM HANDBOOK 2012-2013**

# **CURRICULUM HANDBOOK**

**2012-2013**



## **BOARD OF EDUCATION**

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## **BELLFLOWER UNIFIED SCHOOL DISTRICT**

16703 South Clark Avenue  
Bellflower, CA 90706  
(562) 866-9011

## **MAYFAIR HIGH SCHOOL**

6000 North Woodruff Avenue  
Lakewood, California 90713  
(562) 925-9981

### **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 2012-2013* 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 that reads "Colleen McKinley". The signature is written in a cursive, flowing style.

Colleen McKinley  
Principal

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## **OUR MISSION**

The mission of the Bellflower Unified School District is to provide the pathway for all students to attain the expertise and develop skills of academic excellence that will empower them to:

- Become lifelong active learners
- Demonstrate respect for themselves and others in a dynamic, diverse and global society
- Become responsible, informed, productive, independent and contributing citizens
- Perform successfully in their chosen field and in society

## **WE BELIEVE THAT**

- Every student deserves to learn every day
- Positive relationships and a strong sense of community connect students to learning
- Teachers who challenge and care for students make a significant impact on students' lives
- Standard of Excellence, Nothing Less will be achieved from every individual in our learning community

## **WE COMMIT TO**

- Providing each student with an appropriate and challenging educational experience
- Maintaining a respectful environment that fosters learning through positive relationships among students, adults and our diverse community
- Hiring and retaining only the best educators and paraprofessionals while investing in their success
- Providing quality education based on high standards, effective practices, continuous improvement, and innovation

# 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> <i>4 YEARS RECOMMENDED</i></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> <i>3 YEARS RECOMMENDED</i></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> <i>3 YEARS RECOMMENDED</i></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> <ul style="list-style-type: none"> <li>Geography (1 semester)</li> <li>Modern World History</li> <li>U.S. History</li> <li>Government • Economics (1 semester)</li> </ul>	<b>4 YEARS</b>	<b>40</b>
<b>ENGLISH/LANGUAGE ARTS</b> <ul style="list-style-type: none"> <li>English 9, English 9 Honors or Academy English 9</li> <li>English 10, English 10 Honors or Academy English 10</li> <li>English 11 or AP English 11</li> <li>English 12, ERW English 12, or AP English 12</li> </ul>	<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> <ul style="list-style-type: none"> <li>Algebra Readiness • Business Math</li> <li>Algebra 1 • Geometry</li> <li>Algebra 2 • Honors Algebra 2 • Statistics</li> <li>Math Analysis • Honors Math Analysis</li> <li>AP Statistics • AP Calculus (AB) or (BC)</li> </ul>	<b>2 YEARS</b>	<b>20</b>
<b>SCIENCE: BIOLOGICAL</b> <ul style="list-style-type: none"> <li>Survey of Biology</li> <li>Biology (lab) or Honors Biology (lab)</li> </ul>	<b>1 YEAR</b>	<b>10</b>
<b>SCIENCE: PHYSICAL</b> <ul style="list-style-type: none"> <li>Earth Science</li> <li>Chemistry (lab)</li> </ul>	<b>1 YEAR</b>	<b>10</b>
<b>ADDITIONAL YEAR OF MATH OR SCIENCE</b> <ul style="list-style-type: none"> <li>Forensics • See Math Section Above</li> <li>Environmental Science</li> <li>Anatomy &amp; Physiology (lab)</li> <li>Physics (lab) /AP Physics</li> <li>Chemistry (lab)/AP Chem. • Biology (lab)/AP Bio.</li> </ul>		<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> <ul style="list-style-type: none"> <li>Business or Industrial Technology Courses</li> <li>**May be waived if the student passes an additional year of the same foreign language.</li> </ul>	<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          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>Juniors 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 per semester. .</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. Once a student commits to a one year course he cannot exit the course at the end of the 1<sup>st</sup> semester.

**Grade 12 Minimum Class Load Policy**

Seniors must have a minimum of 5 classes on their schedule.

**Homework**

Homework is considered an extension of the classroom learning process. Homework is a valuable component of the educational process, providing constructive exercises to reinforce 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 (1 sem)				
Math or Science:				
Elective:				

## “a - g” COURSE CHECKLIST

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

<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. *see UC “a-g” course list				
<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.

\*Mayfair High School’s approved “a-g” course lists can be viewed at <https://doorways.ucop.edu/list> .

# 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)  
Physics (AP)

## e - FOREIGN LANGUAGE

\*French I  
French II  
French III  
French IV  
French IV (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  
\*Art History (AP)  
\*Beginning Band  
\*Beginning Strings  
\*Ceramics A  
Ceramics B  
Ceramics C  
\*Mixed Choir 9-12  
\*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  
Show Time  
Studio Art Portfolio (AP)  
\*Wind Ensemble  
3D Design

## g - ELECTIVES

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

# 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))**

We encourage you to submit SAT subject test scores if you want to:

- demonstrate your mastery of a particular subject
- apply for a competitive major and your preferred campus recommends certain [subject tests](#)
- use subject tests to satisfy the "a-g" requirements listed above “

# UNIVERSITY OF CALIFORNIA (UC) ELIGIBILITY INDEX

You must rank in the top 9 percent of California students to be admitted into a UC campus. The UC eligibility index converts your ACT or SAT scores to a UC score, which we match to your GPA. If your UC score is equal to or greater than the score required for your GPA, then you're in the top 9 percent of California high school graduates.

**If you take the ACT With Writing exam:**

Use your highest ACT composite and combined English with writing scores from a single sitting. (That means if you take the test more than once, you can't use the composite score from one exam and the English with writing score from another.) Find your composite score on the conversion table below and note the corresponding UC Score. Find your English with writing score on the table and note the corresponding UC Score. Your UC Score from the ACT composite may meet the minimum, but you also need to take the English with writing test. Add the two UC Scores together to get your UC Score total.

**ACT test score translation**

Composite	UC Score	Composite	UC Score	English with writing	UC Score	English with writing	UC Score
36	200	20	135	36	100	20	67
35	196	19	131	35	100	19	65
34	191	18	127	34	97	18	63
33	186	17	123	33	94	17	62
32	182	16	119	32	92	16	60
31	178	15	114	31	89	15	58
30	174	14	109	30	87	14	56
29	170	13	104	29	85	13	54
28	166	12	99	28	83	12	53
27	162	11	93	27	81	11	51
26	159	10	89	26	79	10	49
25	155	09	86	25	77	09	47
24	151	08	84	24	75	08	45
23	147	07	82	23	73	07	43
22	143	1-6	80	22	71	1-6	40
21	139			21	69		

**Example:** If you have an ACT composite of 30 and English with writing score of 30, your UC score would be  $174 + 87 = 261$ . If this score is the same or higher than your required UC GPA score, you will be guaranteed admission to a UC campus.

**If you take the SAT Reasoning Test:**

Use your best scores from a single sitting. (For instance, you can't use critical reading and math scores from one test and a writing score from another.) Add together your critical reading and math scores. Find the sum on the conversion chart below and note the corresponding UC Score. Find your writing score on the conversion chart and note the corresponding UC Score. (Although your reading and math score alone may meet the minimum UC Score, your score on writing must be at least 200.) Add your two UC Scores together to produce your UC Score total.

CR+ math	UC score	CR + math	UC score	CR + math	UC score	writing	UC score	writing	UC score
1600	200	1300	170	1000	140	800	100	500	70
1590	199	1290	169	990	139	790	99	490	69
1580	198	1280	168	980	138	780	98	480	68
1570	197	1270	167	970	137	770	97	470	67
1560	196	1260	166	960	136	760	96	460	66
1550	195	1250	165	950	135	750	95	450	65
1540	194	1240	164	940	134	740	94	440	64
1530	193	1230	163	930	133	730	93	430	63
1520	192	1220	162	920	132	720	92	420	62
1510	191	1210	161	910	131	710	91	410	61
1500	190	1200	160	900	130	700	90	400	60
1490	189	1190	159	890	129	690	89	390	59
1480	188	1180	158	880	128	680	88	380	58
1470	187	1170	157	870	127	670	87	370	57
1460	186	1160	156	860	126	660	86	360	56
1450	185	1150	155	850	125	650	85	350	55
1440	184	1140	154	840	124	640	84	340	54
1430	183	1130	153	830	123	630	83	330	53
1420	182	1120	152	820	122	620	82	320	52
1410	181	1110	151	810	121	610	81	310	51
1400	180	1100	150	800	120	600	80	300	50
1390	179	1090	149	790	119	590	79	290	49
1380	178	1080	148	780	118	580	78	280	48
1370	177	1070	147	770	117	570	77	270	47
1360	176	1060	146	760	116	560	76	260	46
1350	175	1050	145	750	115	550	75	250	45
1340	174	1040	144	740	114	540	74	240	44
1330	173	1030	143	730	113	530	73	230	43
1320	172	1020	142	720	112	520	72	220	42
1310	171	1010	141	710	111	510	71	210	41

**Example:** If you have an SAT Critical Reading + Math score of 1130 and a Writing score of 660, your UC score would be  $153 + 86 = 239$ . If this score is the same or higher than your required UC GPA score, you will be guaranteed admission to a UC campus.

**Find your GPA in the index below:**

If your UC Score total meets or exceeds the minimum score shown for your GPA range, you will be guaranteed admission to a UC campus.

GPA	UC score	GPA	UC score	GPA	UC score
3.00 - 3.04	263	3.45-3.49	234	3.90 - 3.94	210
3.05 - 3.14	261	3.50-3.54	231	3.95 - 3.99	206
3.10 - 3.14	259	3.55 - 3.59	228	4.00 - 4.04	202
3.15 - 3.19	256	3.60 - 3.64	225	4.05 - 4.09	198
3.20 - 3.24	254	3.65 - 3.69	221	4.10 - 4.14	193
3.25 - 3.29	252	3.70 - 3.74	217	4.15 - 4.19	189
3.30 - 3.34	249	3.75 - 3.79	214	4.20 - 4.24	184
3.35 - 3.39	246	3.80 - 3.84	210	4.25 - 4.29	180
3.40 - 3.44	244	3.85 - 3.89	206	4.30 - 4.34	175

## **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**

**Jasmine Lane**

**Cora Ozier**

**Kelly Young**

**A to Gie**

**Gil to Olig**

**Oliv to Z**

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

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

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

- Recognizes and makes the best use of student potential
- Recognizes, understands and works through students' personal and educational problems
- Skilled in understanding student interests, values and aptitudes in planning for life goals and careers
- Develops student life skills and their understanding of the decision-making process
- Builds self-confidence and self-esteem
- Creates respect for cultural diversity
- Enables students to accept 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 SERVICES ARE:**

- **GUIDANCE COUNSELING**-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:** \$25 fee for projects taken home.

#### **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 fee for projects taken home.

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

**1123 Year**

This intermediate course focuses on drawing principles emphasizing composition, innovation, and technical application of diverse drawing materials and techniques, that build off the basic ideology learned the previous year. Students will revisit media used before such as charcoal, graphite, scratchboard, oil pastel, colored pencils, watercolor, and pen/ink. Additionally, they will be introduced to new media such as acrylic painting, neutral prisma colored pencil, various grades of pencils, crowquill pens, spray paint, and numerous other mixed medial techniques, that will show students how these various media can 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, in-class drawings, and critiques.

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

Students receiving a grade of A in general art or Drawing and Painting A should be encouraged to take Drawing and Painting B

**Shop fee:** \$40 fee for projects taken home.

#### **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. Students are required to complete 2 projects that relate to their concentration.

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

**Shop fee:** \$40 fee for projects taken home.

## **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:** \$45 fee for projects taken home.

## **CERAMICS B**

**1113 Year**

Ceramics B is the level at which students interested in continuing Ceramics begin to specialize. After a basic technical review, they select areas they wish to explore. Students write project proposals and experiment with new materials. The focus in Ceramics B is the development of new glazes and surface decoration from raw materials and applying them to a series of projects. Ceramics B students take the same tests and classwork as Ceramics A without additional instruction; working from their notes.

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

**Shop fee:** \$45 fee for projects taken home.

## **3D DESIGN**

**1031 Year**

Three-dimensional design is a year-long course, where you explore the basic three dimensional art elements and principles of design such as, line, shape, form, color, space, and texture. The goals of the program are to strengthen the students development of critical thinking skills as they apply them to three dimensional art forms and to help gain an appreciation and understanding of the visual world along with works that demonstrate technical proficiency of materials used.

**Shop fee:** \$25 fee for projects taken home.

## **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. Students and instructor evaluate students' performance to discover their aptitude and interest before going to more advanced photography. This course is counted towards the practical arts graduation requirement.

**Lab fee:** \$40 fee for projects taken home.

## **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 is counted towards the practical arts graduation requirement.

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

**Lab fee:** \$40 fee for projects taken home.

## **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 is counted towards the practical arts graduation requirement.

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

**Lab fee:** \$40 fee for projects taken home.

## **AP ART HISTORY**

**TBA Year**

This course offers the serious student the opportunity to explore, in depth, the history of art from ancient times to the present. Through reading, research, slides, pictures, videos, and museum visits, students will view significant artworks from around the world. Students must keep a notebook to record class discussions on specific historical events, art periods/styles, specific artworks, and issues/themes that connect these artworks.

## **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 fee for projects taken home.

## 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**

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

### **DRAMA WORKSHOP**

**1950 Year**

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

**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.

### **GUITAR 1**

**1520 Year**

This year-long course is designed to provide students with beginning through intermediate guitar instruction while completing their a-g requirement in fine arts. Throughout the semester students will learn musicianship, music reading skills, and guitar technique as well as performance practices. The class will perform throughout the year on and off campus. Students will feel confident playing guitar for their family and friends after this yearlong course. Throughout the semester students will also learn world music drumming. Students that have already taken Guitar 1 should not enroll in this class.

### **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**

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

**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**

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

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

**CHORAL****SHOWTIME or MARINERS****SHOWTIME =1542; MARINERS =1527 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. This class will also focus on the solo singing of a varied repertoire of music. Throughout the semester students will increase their musicianship through music reading, vocal technique, improvisational singing and performance. Students will also complete a brief lesson on singing in foreign languages. Throughout the semester students will also learn world music drumming. This class is open to anybody who wants to learn to sing or become a better singer.

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

This is a class for the student that wants to learn more about different genres or types of music. Music Appreciation will cover the following areas of study: instruments, basic music notation and terminology, the voice careers in music, Pop, Jazz, Ethnic Rock, Film, Classical, Traditional, Gospel, Hip-Hop, Dance, Opera and Musical Theatre. Students will listen to some type of music almost every day through a variety of media and live performances. This class meets the a-g requirements for college admission.

**COLOR GUARD & DRILL TEAM****1524 and 8257 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 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.

## CAREER TECHNICAL EDUCATION DEPARTMENT

The Career Technical Education Department offers courses designed to meet professional and personal goals including preparation for jobs, preparation for students who plan to major in business, computer programming, or engineering at the college level, for handling personal finances, and the operation of computers using a variety of software applications. Career Technical Education plays a key role in preparing all students for success in new and emerging occupations. Career Technical 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, industrial technology and accounting/finance. Students who successfully complete six semesters of Career Technical Education course work in grades 9-12 will be eligible for a career path medallion at graduation. A \$10 material fee for projects taken home is collected from certain CTE courses at the beginning of each semester. The courses listed below are organized by grade level; however, students in any grade level may register for any of the courses listed below provided they meet the prerequisite requirements for certain classes and there is sufficient room in the desired class. Students with questions or concerns should see or email Mr. Drown at [ndrown@busd.k12.ca.us](mailto:ndrown@busd.k12.ca.us), see Mrs. Redmond or see Mr. Peterson.

### Information Technology Pathway

#### **Keyboarding I**

**2300 Semester**

Keyboarding I is a semester, entry-level course. In this course students will learn how to touch type using both the alphabetic and numerical keypads. Students will learn how to key personal letters and business letters in correct format, unbound and left bound reports, memorandums, and tables using Microsoft Word. Students will learn basic word processing commands and some shortcuts. Review of basic grammar rules and proofreading symbols used in document writing will take place.

**Material Fee:** \$10

#### **Keyboarding II**

**2310 Semester**

Keyboarding II is a semester course. In this course the student will improve their touch typing technique while learning how to format reports with footnotes and references, complex tables, two page letters, MLA style reports, and reviewing memorandum formatting. A review of basic grammar rules used in the workplace will take place. The students will learn word processing commands in Microsoft Word and perform basic problem solving techniques. This course is recommended for any student who plans to attend college/university and/or wants to acquire entry level job skills. This course satisfies the computer literacy requirement for graduation.

Prerequisite: "C" or better in Keyboarding I

**Material Fee:** \$10

#### **MICROSOFT OFFICE ESSENTIALS**

**2019 Semester**

This one semester course is designed to provide an overview of essential computer concepts coupled with basic skills necessary to use the Microsoft Office Suite more efficiently. Students will complete hands-on activities to gain familiarity with basic concepts and capabilities with each application in the Microsoft Office Suite. The Microsoft Office Suite includes: Microsoft Word, Excel, PowerPoint, & Access.

Prerequisite: "C" or better in Keyboarding I

**Material Fee:** \$10

#### **MICROSOFT OFFICE SPECIALIST (MOS)\* Certification (ROP)**

**2750 Semester**

This course, that 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 Hondo Community College.

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

### Accounting/Finance Pathway

#### **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 Hondo 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.

**Material Fee:** \$10

## **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 Hondo 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.

**Material Fee:** \$10

## **Media Support and Services Pathway**

### **WEB PAGE DESIGN W/HTML\***

**2232 Semester**

This course 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, style sheets, tables, frames, and multimedia elements. This course is articulated with Rio Hondo Community College.

**Prerequisite:** None

**Material Fee:** None

### **MULTIMEDIA ANIMATION**

**2435 Semester**

This course is a one semester course that presents the concepts of interactive design. Students will develop skills needed to create effective, useful multimedia elements using Adobe Flash CS3. Students will gain experience developing web-based multimedia materials that contain sound, graphic, animation, and interactive web components. Adobe certification in the Flash software is available.

**Prerequisite:** None

**Material Fee:** None

### **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. **This course meets a – g requirements.** This course is also articulated with Rio Hondo Community College.

**Prerequisite:** Successful completion of Web Page Design w/HTML with a C or better, or teacher approval.

**Material Fee:** None

### **AP COMPUTER SCIENCE A**

**2234 Year**

AP Computer Science A is both a college prep course for potential computer science majors and a foundation course for students planning to study in other technical fields such as: engineering, physics, chemistry and geology. The course emphasizes programming methodology, procedural abstraction, algorithms, data structures, and data abstractions, as well as a detailed examination of a large case study program. Instruction includes preparation for the AP Computer Science A exam. **This course meets a – g requirements.** This course is also articulated with Rio Hondo Community College.

**Prerequisite:** Successful completion of Introduction to JavaScript with a B or better or successful completion of math analysis or higher with a B or better.

**Material Fee:** None

### Engineering Design Pathway

#### **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. This course is designed to instruct students in basic workshop safety, the manufacturing industry, robotics, automation, electronics, 3D modeling, power, transportation, prototype methods, and clean energy.

Recommended for Juniors and Seniors

**Material Fee:** \$15

### Cabinetmaking and Wood Products Pathway

#### **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.**

**Material Fee:** \$20

#### **ADVANCED WOODWORKING**

**5703 Semester**

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

**Material Fee:** \$20

## 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 or CMA 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 or CMA 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. This class lasts for two periods and includes ELD instruction with core English instruction. 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. Teacher can be contacted at [tberryman@busd.k12.ca.us](mailto:tberryman@busd.k12.ca.us).

### **INTERMEDIATE ELD**

**3178 Year**

This course is for the student who has mastered basic communication skills in speaking, reading, writing, and following directions. This class lasts for two periods and includes ELD instruction with core English instruction. 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. Teacher can be contacted at [kmcdaniel@busd.k12.ca.us](mailto:kmcdaniel@busd.k12.ca.us).

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

### **ADVANCED ELD**

**3179 Year**

This course lasts for 1 period and 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/CMA 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. Teacher can be contacted at [bsaunders@busd.k12.ca.us](mailto:bsaunders@busd.k12.ca.us) or look up “Monsoon Saunders” on facebook.

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

# ENGLISH

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

## ENGLISH 9

3250 Year

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

### ENGLISH 9 Honors & Academic Academy

3261-Honors or 3262-Academic Academy Year

This course provides students with the opportunity to sharpen their academic and narrative writing skills. Students explore a survey of world literature including non-fiction texts, novels, short stories, poetry, and a dramatic selection.

**Prerequisite for Academy English:** Student must be a member in good standing of Mayfair Academic Program (MAP).

**Mandatory Summer Reading for Honors and Academy incoming freshmen:** ALL HONORS COURSES REQUIRE SUMMER HOMEWORK. THERE ARE NO EXCEPTIONS. Meetings and/or prepared handouts that outline summer reading assignments are made available in the spring preceding the class, are available during summer through our front office, and are posted online by the last day of school before summer at <http://mhsummerhomework.blogspot.com>. No written homework is required over the summer, but students should take notes and be prepared for an exam covering the reading the first week of school. Students who do not pass the summer reading test are transferred into English 9.

## ENGLISH 10

3420 Year

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

### ENGLISH 10 Honors & Academic Academy

3431-Honors & 3432-Academic Academy Year

This course provides students with the opportunity to continue to work on their academic writing skills, with attention given to the narrative and reflective forms as well. Students explore a survey of world and American literature including non-fiction texts, novels, short stories, poetry, and a dramatic selection.

**Prerequisite for Academy English:** Student must be a member in good standing of Mayfair Academic Program (MAP).

**Mandatory Summer Reading for Honors and Academy incoming sophomores:** ALL HONORS COURSES REQUIRE SUMMER HOMEWORK. THERE ARE NO EXCEPTIONS. Meetings and/or prepared handouts that outline summer reading assignments are made available in the spring preceding the class, are available during summer through our front office, and are posted online by the last day of school before summer at <http://mhsummerhomework.blogspot.com>. No written homework is required over the summer, but students should take notes and be prepared for an exam covering the reading the first week of school. Students who do not pass the summer reading test are transferred into English 10.

## 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. Students study literary texts, both fiction and nonfiction, focusing on the theme of *The American Dream*. They evaluate how authors express their ideas and work to emulate these models as they engage in the writing process. They are encouraged to integrate the contextual considerations of History 11, a parallel course. Core works include non-fiction texts, novels, poetry, short stories and a dramatic 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. Writing assignments range from on demand timed quick writes of approximately 500 words, to formal multi-draft essays of up to 2500 words. In addition to the study of rhetoric, students read core American literature and consider the issues raised by these texts from an argumentative stance. Successful completion of class

requirements will prepare students for the AP Language and Composition exam administered in May by the College Board. 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 homework:** ALL HONORS AND AP COURSES REQUIRE SUMMER HOMEWORK. THERE ARE NO EXCEPTIONS.

Meetings and/or prepared handouts that outline summer homework assignments are made available in the spring preceding the class, are available during summer through our front office, and are posted online by the last day of school before summer at <http://mhsummerhomework.blogspot.com>. AP ENGLISH LANGUAGE AND COMPOSITION REQUIRES EXTENSIVE READING AND WRITING OVER SUMMER. Students who do not successfully complete summer homework are transferred into English 11.

## **ENGLISH 12**

**3610 Year**

This course focuses on British literature studied through the theme of *The Individual and Society*. Major core works studied include non-fiction texts, novels, short stories, poetry, and a dramatic 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 prepare for the AP exams by focusing on analysis of style and cross-thematic connections in significant prose and poetry using a variety of genres, including drama, fiction, narratives, nonfiction and persuasive essays, epics, and sonnets. Students write to a variety of prompts to hone upper-level writing skills including creating concise thesis statements, producing highly-organized, pacing, and displaying a mastery of mechanics. This course may qualify as a substitute for first-year college literature in some universities; therefore, it models college norms in both content and pacing.

**Mandatory summer homework:** ALL HONORS AND AP COURSES REQUIRE SUMMER HOMEWORK. THERE ARE NO EXCEPTIONS.

Meetings and/or prepared handouts that outline summer homework assignments are made available in the spring preceding the class, are available during summer through our front office, and are posted online by the last day of school before summer at <http://mhsummerhomework.blogspot.com>. AP ENGLISH LITERATURE AND COMPOSITION REQUIRES EXTENSIVE READING AND WRITING OVER SUMMER. Students who do not successfully complete summer homework are transferred into English 12.

## **EXPOSITORY READING & WRITING English 12**

**3616 Year**

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

## **JOURNALISM**

**3840 Year**

Students learn interviewing and reporting skills, in addition to the ethics, etiquette and rules governing journalistic procedures. Students write, edit, manage and produce 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.

## **YEARBOOK**

**3830 Year**

Students selected for this class are involved in the design, layout, and production of Mayfair's High School's yearbook, *Tradewinds*. This includes writing of stories and captions, photography of candid and group events, design and layout of pages, the production of a yearbook DVD, and the overall editorial theme of each year's book. Students should have their own 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 and staff panel, recommendation from 3 teachers (including English teacher), and Yearbook Advisor signature. This course is for students in grades 10 – 12, but freshmen who have completed one full year of middle school yearbook (with recommendation from MS Yearbook Advisor), and meet all other prerequisites, will be permitted to enroll.

## **CAHSEE ENGLISH ACADEMY**

**3271 Semester**

This course offers students who have not passed the California High School Exit Examination (CAHSEE) additional support in reading for comprehension and language arts skills. This class reviews the key concepts and skills 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. Course may be repeated for credit with permission.

## 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. The summer assignment for this and teacher contact for this class can be found at <http://mhsummerhomework.blogspot.com/>.

**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.

**Prerequisite:** A grade of B or better in AP Spanish Language

# 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.

## **ALGEBRA READINESS**

**7022 Year**

This course falls between Pre-algebra and Algebra I in the sequence of math classes. It's focus is to help prepare students who need extra support and review before entering Algebra I. The course includes number sense, fractions, decimals, and other basic math skills and facts necessary to be successful in Algebra I.

**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. The Algebra I curriculum is aligned to the 8<sup>th</sup> grade California content standard.

**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 provide 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 I

## **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**

This discipline complements and expands the mathematical content and concepts of Algebra I and Geometry.

Students who master Algebra II will gain experience with algebraic solutions of problems in various content areas including the solution of systems, quadratic equations, the binomial theorem, the complex number system, 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

**A calculator with two-variable statistics is required. A graphing calculator is strongly recommended**

## **MATH ANALYSIS**

**7495 Year**

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

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

**Graphing calculators are strongly recommended.**

**MATH ANALYSIS HONORS****7496\* Year**

This course will take the Math Analysis curriculum and explore it at a much greater breadth and depth, moving at a much faster pace. In addition to the regular Math Analysis curriculum, students will learn some Calculus topics including finding limits graphically and numerically, continuity, one sided limits, infinite limits, derivatives, tangent line problems, differential rules, and the chain rule.

**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**

Students will study important concepts in Calculus, including differentiation, integration, exponential and logarithmic functions, applications, differential equations, functions of several variables, circular functions, infinite series, and parametric, vector, and polar functions. Successful completion of this course prepares students to take the AP Calculus BC exam.

**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 (Fall & Spring)**

**8110/8115**

Physical Education for grade nine will teach students health-related benefits of regular physical activity and the skills to adopt a physically active, healthful lifestyle. Students will be asked to demonstrate their knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. Students will be asked to achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. All ninth grade students will be required to take the FITNESSGRAM, a state mandated physical fitness test.

### **PHYSICAL EDUCATION 10-12 (Fall & Spring)**

**8140/8145**

Physical Education for grade ten will allow students to become confident, independent, self-controlled, and resilient. Students will develop positive social skills, set and strive for personal, achievable goals. Students will also learn to assume leadership, cooperate with others, accept responsibility for their own behavior, and ultimately, improve their academic performance. Students will add to the standards learned and achieved in grade nine and will be asked to demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

### **FITNESS AND CONDITIONING (Fall & Spring)**

**8200/8201**

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.

**Course Prerequisite:** Student must be in grades 11 or 12.

### **WEIGHT TRAINING (Fall & Spring)**

**8535/8536**

This course is offered to provide students with the opportunity to explore weight training as an intensive experience in an activity that they wish to participate in for years to come. Students will be asked to explain the principles of biomechanics of first-, second-, and third-class levers and apply those principles to a variety of lifting techniques. Demonstrate proper spotting techniques for all lifts and exercises that require spotting. Identify and apply the principles of biomechanics necessary for the safe and successful performance of weight training. Establish a set of personal physical fitness goals, using the principles of training, and create a strength-training and conditioning program.

**Course Prerequisite:** Student must be in grades 11 or 12.

### **AEROBICS**

**8202 Semester**

This course is offered to provide students with the opportunity to explore aerobics as an activity they wish to participate in for years to come. In this course, students will learn to demonstrate a physically active lifestyle that provides enjoyment and challenge through aerobic activity. Students will also be able to identify the qualities of aerobic activity that enhance personal enjoyment, evaluate changes in self-responsibility as skills in aerobic activities improve, set personal goals for improved performance and enjoyment of aerobic activities. Students will also be able to perform and evaluate planned and spontaneous leadership assignments and roles in high-level aerobic activities.

**Course Prerequisite:** Student must be in grades 11 or 12.

### **ATHLETICS /TEAM SPORTS**

**8550 Semester**

The goal of the athletic program is to provide training in sports as an integral part of the educational offerings for secondary students. Each area of athletics is organized to provide students with experiences which fulfill physical and mental training, provide for leadership opportunities, develop cooperation, sportsmanship and fair play, and teach the skills related to each sport.

**Course Prerequisite:** Academic eligibility, coach approval, and Athletic Director approval.

# SCIENCE

The Science Department'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 UC/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 pre-requisites: must pass Algebra I with a grade of C or better or be concurrently enrolled in Algebra I having passed the previous course with a B or better and have passed earth science with a B or better. Have a 9<sup>th</sup> grade science teacher recommendation. Grade 9 pre-requisites: must be concurrently enrolled in Algebra I or high mathematics, must earn a B or better in 8<sup>th</sup> grade science and have an 8<sup>th</sup> grade science teacher recommendation.

**Honors Biology Prerequisite:** This course is primarily intended for advanced 9th grade science students, with teacher recommendation and has passed Algebra 1 with a C or better. Grade 10 students may be permitted if room is available and with the recommendation of previous science teacher and the student has a C or better in Algebra 1 or higher math course.

**Summer Study Guide:** As part of the expanded curriculum of Honors Biology, summer study is required to prepare for the fall semester. See instructor for further details. Summer assignment can be found at <http://mhsummerhomework.blogspot.com>

## **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. Approved safety goggles are required.

**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. Concurrent enrollment in Physics is permitted if pre-requisites are met.

## **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 B or better, and recommendation from previous science teacher. Access to a computer is required.

**Summer Assignment:** Students will be required to sign-in and complete an on-line assignment due before the first day of school. Failure to complete the on-line assignment will lead to a schedule change to another science class. Link for instructions are available at: <http://sites.google.com/site/jeffducar/> See instructor for clarification.

## **HONORS 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. Dissection specimens are used to model anatomical structures.

**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. Failure to pass the test will lead to a schedule change to another science class. Summer assignment can be found at <http://mhsummerhomework.blogspot.com>

**AP CHEMISTRY (Will be offered in the 2013-2014 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 with a B or better (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. Failure to pass the test on chapters 1-4 will lead to a schedule change to another science class. Summer assignment can be found at <http://mhssummerhomework.blogspot.com>

**AP BIOLOGY (Will be offered in the 2012-2013 school year)****6210 Year**

This course is a college level biology course that prepares students for the Advanced Placement Exam. The topics studied are evolution, energy transformation, genetics, unity and diversity and ecological interactions. This class stresses the themes that unite these topics. Essay writing skills are critical and extensive study is necessary. There are numerous laboratory activities that require extended commitments beyond the normal school day.

**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. Failure to pass the test will lead to a schedule change to another science class. All assignments will also be due at that time. See instructor for details. Summer assignment can be found at <http://mhssummerhomework.blogspot.com>

**AP PHYSICS B (Will be offered in the 2012-2013 school year)****6360 Year**

AP Physics B is a college level laboratory science course that uses algebra and trigonometry as the primary tools for problem solving. AP Physics B covers topics in Newtonian Mechanics, Fluid Mechanics and Thermal Physics, Electricity and Magnetism, Waves and Optics, and Atomic and Nuclear Physics. The goals of this course, as described by the College Board AP Physics Course Description, are to read, understand, and interpret physical information, use the scientific method to analyze a particular physical phenomenon or problem, use basic mathematical reasoning in a physical situation or problem and perform experiments and interpret the results of observations.

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

**Summer Assignment:** Students will be required to sign-in and complete an on-line assignment due before the first day of school. Failure to complete the on-line assignment will lead to a schedule change to another science class. Link for instructions are available at: <http://sites.google.com/site/jeffducar/> See instructor for clarification.

**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. This course does not satisfy the UC/CSU "d" lab-science course requirement, but fulfills the UC/CSU "g" elective course requirement.

**SURVEY OF BIOLOGY****6202 Year**

This course is designed to prepare students for Biology. The areas of study include cells, biochemistry, genetics, microbiology, evolution, comparative anatomy and physiology of the systems, and ecology. Students will utilize basic tools of biology and will learn to apply the scientific method to their studies.

**Prerequisite:** Grade 10

**ENVIRONMENTAL SCIENCE****6381 Year**

The course combines general life science and general physical science, with emphasis on the environment. Students will observe nature in an attempt to better understand the relationships and interactions between organisms and the environment. Emphasis will be placed on current topics pertaining to the environment such as energy use, pollution, and human impact. Environmental science provides useful information which will allow students to make educated decisions for our community, country, and the planet.

**Prerequisite:** Grade 11 or 12

**FORENSIC SCIENCE****6280 Year**

This course is designed to follow the history of forensic science from the simplest crime solving techniques to today's DNA technology. The class will require students to act as investigators, engaging in many of the processes necessary for a Science-as-Inquiry approach. At various points, students must gather data, think critically and logically about relationships between evidence and explanations, construct and analyze alternative explanations, and communicate scientific arguments. This course does not satisfy the UC/CSU "d" lab-science course requirement, but fulfills the UC/CSU "g" elective course requirement.

**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**

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**

The purpose of the AP World History course is to develop a greater understanding of the evolution of global processes and contacts, in interaction with different types of societies. The course highlights the nature of changes in international structures and their causes and consequences, as well as comparisons among major societies. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to this Course.

**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.

**ECONOMICS****4500 Semester**

This is a 12<sup>th</sup> grade course. This course will provide students with an overview of the general principles of micro-economic and macro-economic concepts and theories. Emphasis will be placed on the United States economy and its interaction with the global community. This course is designed to help students develop critical-thinking skills through the understanding, application and analysis of fundamental economic concepts. Students will apply quantitative and mathematical skills to economics. Also, students will be expected to apply economic logic to a wide variety of real-world and hypothetical situations.

**AP MACRO/MICRO ECONOMICS****4498/4497 Semester**

This college level course will prepare students for both the Advanced Placement Examination in Macro economics and Microeconomics. This course has been designed to help students develop critical-thinking skills through the understanding, application, and analysis of fundamental economic concepts. Students must enroll in both semesters when taking this AP course.

**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.

**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

**AP PSYCHOLOGY****TBA Year**

AP Psychology is a college level course designed to introduce students to the scientific study of the behavioral and mental processes of human beings and other animals. Students will be exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. Students will also learn about the methods and ethics of psychologists in science and practice. Students are expected to take the AP exam given by the College Board in May.

**Prerequisite:** Students should have a 3.5 minimum GPA and above average reading skills

**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.

## 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.

### **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. 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.

### **LINK CREW**

**6801 Year**

Link Crew Leadership strives to increase in students a sense of community, academic commitment and positive social school climate. Link Crew helps 9<sup>th</sup> graders successfully transition into high school. The Link Crew Leadership class provides time to design and implement connections for current freshmen through both academic and social follow ups and to learn valuable leadership skills through a variety of classroom activities. Students learn skills including written, interpersonal and intrapersonal communication, team building, agenda setting, presentation/facilitation, time management, health and balance, and the closure method. Through the curriculum, students are trained to act as team leaders, motivators, role models, and peer facilitators who provide support to their freshmen "crew" throughout the year.

### **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

# Los Angeles County Regional Occupational Program Bellflower Unified School District



Updated 2/7/12

Free Career Training for High School Students!!!  
(Students must be in the 10<sup>th</sup> grade or above to enroll in ROP classes and you must be 16 yrs. old to enroll in ROP internship classes).

FOR REGISTRATION AND MORE INFORMATION: [www.lacorop.org](http://www.lacorop.org)  
**Bellflower High School:** (562) 920-1801, Ext. 3328 or (562) 925-4220  
**Mayfair High School:** (562) 925-9981, Ext. 3502/3503

ROP Counselor: Adrienne Madrid  
 ROP Technician: Fashion Delgadillo  
 ROP Technician: Kathleen McLaughlin

++- UC/CSU approved for "F" Requirement  
**CC-** Community Classroom (Internship Class-On the Job Training) **CVE-** Cooperative Vocational Education (students must be employed in a related occupation)  
**Requirements-** Must have transportation to internship site. **TBA-** "To Be Announced"

## BELLFLOWER HIGH SCHOOL

ROP Class	Teacher	Room	Days	Hours	Period	Start/End	Credits
++ Animation UC	Ahumada	720	MTuWThF	7:30AM-8:28AM	1	9/02/11-06/20/12	5
++ Graphic Design UC	Ahumada	720	MTuWThF	9:52AM-10:50AM	3	9/02/11-06/20/12	5
Auto Specialization	Miranda	741	MTuWThF	10:56AM-11:54AM	4	9/02/11-06/20/12	5
Microsoft Office Skills	Macias	406	MTuWThF	10:56AM-11:54AM	4	9/02/11-06/20/12	5
Computer Creative Design	Macias	406	MTuWThF	12:00PM-12:58PM	5	9/02/11-06/20/12	5
Auto Specialization	Miranda	741	MTuWThF	12:00PM-12:58PM	5	9/02/11-06/20/12	5
Film Video UC ( <b>BUC TV</b> )	Tydor	604	MTuWThF	12:00PM-12:58PM	5	9/02/11-06/20/12	5
++ Digital Photography UC	Gamboa	608	MTuWThF	1:35PM-2:33PM	6	9/02/11-06/20/12	5
Engineering Design Technology	Guzman	731	MTuWThF	1:35PM-2:33PM	6	9/02/11-06/20/12	5
Film Video UC ( <b>BUC TV</b> )	Tydor	604	MTuWThF	1:35PM-2:33PM	6	2/06/12-06/20/12	5
Construction Technology	Ahumada	721	MTuWThF	1:35PM-2:33PM	6	9/02/11-06/20/12	5
Recreation Occupations - CC/CVE	Delgadillo	603	Mon & Wed	3:00PM-5:30PM	7	2/15/12-06/13/12	5/10
Digital Art/Graphic Design	Ahumada	720	Mon & Wed	3:00PM-5:30PM	7	2/15/12-06/13/12	5
Graphic Arts/ Silk-Screening & Printing	Becerra	745	Mon & Wed	3:00PM-5:30PM	7	2/15/12-06/13/12	5
CISCO 1- <b>New Class</b>	Guzman	731	Mon & Wed	3:00PM-5:30PM	7	2/15/12-06/13/12	5
Building & Maintenance	Matuska	721	Tue & Thur	2:45PM-5:15PM	7	2/14/12-06/14/12	5
Robotics	Guzman	731	Tue & Thur	3:00PM-5:30PM	7	2/14/12-06/14/12	5
Graphic Communications	Ahumada	721	Tue & Thur	3:00PM-5:30PM	7	2/14/12-06/14/12	5
Graphic Arts, Silk-Screening & Printing	Becerra	745	Tue & Thur	3:00PM-5:30PM	7	2/14/12-06/14/12	5
Fire Behavior & Combustion <b>B- New Class</b>	San Martin	603	<b>SATURDAY</b>	9:00AM-2:00PM	8	2/18/12-06/16/12	5
Business Occupations - CC/CVE	Phillips	406	<b>SATURDAY</b>	9:00AM-2:00PM	8	2/18/12-06/16/12	5/10
A+ Certification Core Sys.- Software	Guzman	731	<b>SATURDAY</b>	8:30AM-1:30PM	8	2/18/12-06/16/12	5
Retail Marketing - CC/CVE	Williams	401	<b>SATURDAY</b>	9:00AM-2:00PM	8	2/18/12-06/16/12	5/10
Auto Specialization	Miranda	741	<b>SATURDAY</b>	8:00AM-1:00PM	8	2/18/12-06/16/12	5

## MAYFAIR HIGH SCHOOL

ROP Class	Teacher	Room	Days	Hours	Period	Start/End	Credits
Digital Art/Graphic Design	Tablason	703	MTuWThF	8:34AM-9:37AM	2	2/06/12-06/20/12	5
Microsoft Office Specialist Certification	Redmond	706	MTuWThF	9:52AM-10:50AM	3	2/06/12-06/20/12	5
Sports Marketing	Magno	501	MTuWThF	10:56AM-11:54AM	4	2/06/12-06/20/12	5
Sports Marketing	Magno	501	MTuWThF	12:00PM-12:58PM	5	2/06/12-06/20/12	5
Careers with Children - CC	Skipper	330	MTuWTh	1:35PM-4:05PM	6	2/06/12-06/20/12	5/10
Law Enforcement Occupations	Carcano	322	Mon & Wed	1:35PM-4:05PM	6	2/06/12-06/20/12	5
Criminal Justice	Carcano	322	Tue & Thur	1:35PM-4:05PM	6	2/06/12-06/20/12	5
Health Occupations	TBA	504	MTuWTh	3:00PM-5:30PM	7	2/06/12-06/20/12	10
Recreation Occupations -CC/CVE	Delgadillo	501	Tue & Thur	2:40-PM-5:10PM	7	2/14/12-06/14/12	5/10
Retail Marketing - CC/CVE	Williams	501	Mon & Wed	2:40PM-5:10PM	7	2/15/12-06/13/12	5/10

## SOMERSET HIGH SCHOOL (SHS offers open enrollment)

ROP Class	Teacher	Room	Days	Hours	Period	Start/End	Credits
Microsoft Office Skills	Allen	10	MTuWThF	11:05AM-1:15PM	4	7/20/11-6/20/12	10
Office Occupations	Allen	10	MTuWTh	3:15PM-5:45PM	7	7/20/11-6/20/12	10

NOTICE: Classes may be cancelled due to low enrollment. If cancelled, students may choose to transfer into another class or receive a full refund.

## ROP CLASS DESCRIPTIONS-2012 (1-23-12)

**A+ CERTIFICATION CORE SYSTEMS S/W:** (Previously Computer Repair): This course provides PC service Technicians with industry recognized certification as defined by CompTIA (the largest non-profit certification body). Students will 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.

**AUTO SPECIALIZATION:** Students will be introduced to the basics of Automotive Diagnostics & Repair. The class is designed to prepare students for an entry-level position in the automotive field, such as: Tire person, Oil-Lube person, Brakes & Alignment Technician, and Tune-Up Technician. Field trips are taken to the Pomona Race Track and Petersen's Automobile Museum. Class includes hands-on instruction, written assignments, and projects.

**BUILDING & MAINTENANCE:** Students will learn entry level job skills for apartment, residential and public building maintenance. Students will be introduced to construction principles and procedures, use of common hand and power tools, and machine maintenance and safety. Basics of carpentry, electrical, plumbing, drywall and painting will be taught.

**BUSINESS OCCUPATIONS- CC/CVE:** This program trains students for entry-level positions in office work. The course is focused on business-related skill development including business communications, employability skills, information technology, leadership development, and administrative functions.

**CAREERS WITH CHILDREN- CC:** Students will receive entry-level training in the field of childcare and pre-school occupations. Students must like working with young children. Positive attitude, attendance, patience and creativity are a MUST! Students will complete internships at pre-school or elementary schools. Training in CPR/First Aid is included.

**CISCO NETWORKING:** Upon completion of these courses, students may apply for Certification at their own expense. This is a 4 course sequence that qualifies students to take the CISCO-CCNA Certification Test and covers fundamentals of computer internet- networking, including safety terminology, protocols, network topology and standards, cabling, electrical considerations, and OSI models, IP addressing, Bridges, Switches, hubs and routers, and basic networking design.

**COMPUTER APPLICATIONS:** Keyboarding knowledge at 25 WPM preferred but not required. Course prepares students for entry-level jobs using a PC. Students will increase their knowledge of computer concepts and receive hands-on training in word processing, data entry, spreadsheet, database management & integrated applications.

**COMPUTER CREATIVE DESIGN (DESKTOP PUBLISHING):** In this two-semester course, students will design publications using desktop publishing software. Projects include: flyers, newsletters, brochures, business cards, and calendars. Software includes: Photoshop, Image Ready, Webpage/HTML and Digital Portfolio.

**CONSTRUCTION TECHNOLOGY:** This course will prepare students for entry-level work in the field of construction. Students will get hands on experience with carpentry.

**CRIMINAL JUSTICE:** Students will recognize the major sources of crime data, their uses and limitations. Students will learn about cultural diversity, street gangs, ethics, urban terrorists, courtroom testimony and demeanor. Guest speakers from the law enforcement industry and will speak on specific issues.

**DIGITAL ART/GRAPHIC DESIGN:** 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 understanding of graphic design and illustration.

**++DIGITAL PHOTOGRAPHY:** Students will learn the types and operations of cameras and accessories common to the photography industry. This course includes digital photography, black and white film processing, proper printing techniques, studio lighting, lighting equipment, film scanning print finishing, and portfolio presentations. Students will also learn about the history of photography including how photography has evolved over time.

**ENGINEERING DESIGN TECHNOLOGY (COMPUTER AIDED DRAFTING):** Students will learn to create architectural and automotive design on the computer. Field trips to events and colleges may be offered.

**FIRE BEHAVIOR & COMBUSTION:** This 180 hour course explores the theories and fundamentals of how and why fires start, spread, and how they are controlled. An in-depth study of fire chemistry, fire characteristics of materials, extinguishing agents and fire control techniques will be explored. This course is a core class required for the California Fire Technology Certificate and Degree program. Training in CPR/First Aid is included.

**GRAPHIC ARTS/ SILK-SCREENING & PRINTING T SHIRTS:** This class is designed to provide students with a solid foundation in graphic design fundamentals using Adobe, Photoshop, Illustrator and In Design. The class will emphasize developing entry-level job skills, the principles and elements of art, layout and color theory. Projects will include advertising, business cards, CD/DVD cover art and Photoshop color correction. Student will explore both traditional and digital art preparation and printing T-shirts. This graphic arts class may be repeated for advanced proficiency.

**GRAPHIC COMMUNICATIONS:** Students will learn the basic concepts of graphic design, production, standard printing conventions, and how to apply these concepts to produce products consistent with industry standards. Students will also learn artistic and technical aspects of business-commercial communication, creative processes, electronic imaging, printing, finishing, and distribution.

**++GRAPHIC DESIGN:** This course will explore the ever changing trends in the global field of design. Students will learn about the impact of the arts and design throughout history and in various cultures, theory such as elements and principles of design to enhance their artistic vision and style.

**HEALTH OCCUPATIONS:** This course trains students for employment in entry-level positions in hospital and health-related occupations. The student acquires occupationally specific skills in one or more entry-level job titles in the areas of therapeutic, diagnostic, clerical, and supportive services in the healthcare facility. The goal of the course is to expose the students to the diverse career opportunities available in the health care field. Training in CPR/First Aid is included

**LAW ENFORCEMENT OCCUPATIONS:** This course is designed to prepare students for entry-level jobs in the law enforcement field. Students will 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.

**MICROSOFT OFFICE SKILLS (COMPUTER APPLICATIONS):** This two-semester course is designed to prepare students for entry-level jobs utilizing the PC. Students will increase their knowledge of computer applications and receive training on workplace-oriented projects. Applications include: MS Word, MS Excel, MS PowerPoint, MS Access, MS Publisher, Webpage/HTML and Photoshop.

**MICROSOFT OFFICE SPECIALIST (MOS) CERTIFICATION:** This class will prepare students for an online exam so they can be certified in a specific area of Microsoft Office such as Word, Excel, or PowerPoint.

**OFFICE OCCUPATIONS:** Classroom instruction will include introduction to computers, word processing, keyboarding techniques, printing, telephone etiquette, proofreading, listening and speaking skills, and how to prioritize work load. Skills on employment preparation, positive work habits and attitudes will also be covered. Keyboarding knowledge is preferred but not required.

**RECREATION OCCUPATIONS-CC/CVE:** This course trains students to lead organized recreational activities such as arts and crafts, games, dance, and sports. Students will plan, organize, and direct these activities in playgrounds, recreation areas, parks, and community centers. Students will learn how to schedule classes and facilities rentals in a recreational program. Students will be taught how to keep records of equipment and ensure that equipment is used properly.

**RETAIL MARKETING-CC:** This class provides students with the opportunities to prepare for and achieve careers in the retail/marketing industry. Learning experience includes: advertising, fashion trends, communications, business plans and basic sales techniques. Positive and mature attitudes, good attendance, trustworthiness, honesty and dependability will be of focus.

**ROBOTICS:** Students will use basic electronic skills to design and program a robot. Students will construct a working robot, write computer programs and work with advanced electronic circuits. This course trains students for post-secondary education and/or entry-level positions in a variety of related occupations, such as robotics technician, computer programmer, and robot machine operator.

**SPORTS MARKETING:** This class includes research and developing marketing strategies, promoting and advertising products and services related to the sports industry. Students will learn the basics of marketing and business principles in the scope of amateur, college and professional sports.

## 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

- |                         |                                      |
|-------------------------|--------------------------------------|
| 1. Replacement ID Card: | \$5.00                               |
| 2. Printing:            | 10¢ - Black and White<br>25¢ - Color |
| 3. 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:

1. Passing a writing assessment in the spring before admittance into the program
2. A score of Advanced on the English/Language Arts portions of the California Standards Test
3. 3.60 cumulative GPA
4. 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:

1. Life Membership designation on his/her diploma and school transcripts
2. The right to apply for scholarships reserved for Life Members (over 50 colleges and universities offer such scholarships)
3. 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. Kristy Brown.

## 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.*

<b>FALL SPORTS</b>	<b>COACH</b>	<b>WINTER SPORTS</b>	<b>COACH</b>	<b>SPRING SPORTS</b>	<b>COACH</b>
Football	Fitch	Boy's Basketball	Davis	Boys' Baseball	Magno
Cross Country	Boppell	Girl's Basketball	Kodesh	Softball	Caskey
Girl's Golf	Fong	Boy's Soccer	Headley	Boy's Golf	Fong
Girl's Tennis	Tran	Girl's Soccer	Marroquin	Boy's Tennis	Tran
Girl's Volleyball	Hasenjager	Wrestling	Pendleton	Boy's Volleyball	Wilson
				Swimming	McAndrew
				Track and Field	Turner

\*\*Athletic Director: Ian Mackenzie

CLUBS	ADVISOR(S)	DESCRIPTION	MEMBERSHIP CRITERIA
Asian Entertainment Club	E. Phinizy	For students who share an interest in anime	All are welcome
The Blue Crew	D. Turner	Students promote school spirit by attending a variety of school events	All are welcome
California Scholarship Federation (CSF)	Kristy Brown	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. McDaniel	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	J. Garvin	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	R. Lake	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
Leo Club	C. Tran	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)	C. McKinley	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)	K. Young	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.