COLLEGE PARK HIGH SCHOOL

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ADMINISTRATION

Paul Gengler  Principal
Aline Lee  Vice Principal
Patrina Redd  Vice Principal
Michael Burstein  Vice Principal
Gary Jensen  Vice Principal
Deborah Frank  Student Services Coordinator
Kelsey Barker  School Counselor
Heather Vietor  School Counselor

STAFF

Cheri Cheng  Office Manager
Maggie Bowker  Administrative Secretary (Student Activities)
Julie Carpenter  Administrative Secretary (Athletics)
Stacy Boschetti  Attendance Secretary
Ana Aguilar  Registrar
Pam Malin  Treasurer
Nathalie Keating  Student Resource Technician
Sheila Welsh  College & Career Advisor
Janet Fitzpatrick  Instructional Media Assistant
Debbie Lindstrom  Psychologist
Judy Flores  Speech & Language Pathologist
Madeira Fountaine  School Nurse
Denise Grady  Cafeteria Manager

DEPARTMENT CHAIRS

Lance Hurtado  Athletic Director & Work Experience Education
Anne Winterich  English & ELD
Chris Gray/Angel Niedzielski  Mathematics
Scott Wood  Physical Education
Peter Bodrog  Science
Laima Haider/Valerie Kriger  Social Science
Katherine Vose  Special Education
Jorge Jimenez  Visual & Performing Arts
John Altschull/Myriam Beltran  World Languages
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COLLEGE PARK HIGH SCHOOL VISION:

The vision of CPHS is the belief that all students can learn. All students will realize academic success, think creatively, make responsible choices, resolve differences peacefully, and be reflective and involved members of our global community.

COLLEGE PARK HIGH SCHOOL MISSION STATEMENT:

Our mission at CPHS is to prepare our students for their futures. Student-centered learning is fostered in an environment which encourages personal achievement, self-reliance, independent thinking, and good decision making. We expect appropriate behavior and the acceptance of individual and cultural differences.

EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLRs)

Our expected school-wide learning results support our vision and mission statements. Our students will be:

- Successful Communicators
- Open-minded innovators
- Academically motivated and life-long learners
- Responsible contributing members of society

Like our mascot, the Falcon, our students will learn to SOAR.

PLEASE NOTE: ESLRs will be revised during the 2017-2018 schoolyear when the new WASC Plan is created to include Schoolwide Learning Outcomes (SLOs)
INTRODUCTION

This course catalog was designed by the College Park High School staff to help students and parents to better understand the educational programs offered so that you may make intelligent and informed choices for your educational growth and personal development. The course curricula follow the California State Standards. Please carefully consider the course descriptions and related information found in this catalog.

A STUDENT’S GUIDE FOR SUCCESSFUL EDUCATIONAL PLANNING

1. This booklet was designed for you to use as a workbook.

2. Read the information yourself and pursue more information when you need it. Involve your parents. Talk to teachers and administrators who you trust and who know your capabilities and aspirations. Please note that students must complete Geometry and Algebra II to be eligible for a four-year college or university. Please note that the choices which are appropriate for your friends may not be the right ones for you.

3. Consider college entrance requirements when making your choices. Even if you are undecided about college now, the more challenging your educational experience in high school, the more options await you after graduation. When in doubt, always choose the more rigorous course or sequence of courses. A recent College Board study disclosed that the more high school academic work students complete, the greater their standardized test performance such as on the SAT or ACT.

4. In any given subject area, take classes in sequence. Check the prerequisites of each course to see if you qualify to take the course. It is better to complete subject area sequences, i.e. Art Design I, Art Design II, and Advanced Art Design.

5. Refer to the graduation requirements page which will guide you in fulfilling the subject and credit requirements. Use this sheet as your checklist. Include the need to repeat classes if you have received a “D” or failed a class. “D’s” must be made up for four-year college or university entrance requirements unless applying for community college. “F’s” must be made up for high school graduation. Remember, classes repeated to raise a “D” grade DO NOT earn additional credits. The four-year educational plan that you choose must include all of the high school graduation requirements.

6. The businesses have advised that the best way to train students for careers is to teach them to read, write, compute, be on-time, and get along with others. Students will need transferable skills in order to be competitive in the 21st century. Making thoughtful choices now will better prepare you for future careers.
1. Parents must approve and sign all student course request cards. College Park High School’s graduation requirements are very rigorous. PLEASE PLAN CAREFULLY WITH YOUR STUDENT.
   a. Students are expected to complete BOTH semesters of a yearlong class.
   b. Freshmen, sophomores, and juniors are required to enroll in a minimum of six (6) courses. Seniors who have **180** credits at the beginning of their senior year may petition to enroll in five (5) courses. Open periods only available for seniors during 1st or 6th periods.

2. Students may receive a maximum of twenty (20) elective credits (4 semesters) of teacher aide or office assistance services towards graduation.

3. Courses failed in all required areas (Math, English, Social Studies, Science, Fine Arts, Career Technical Education (CTE) and PE) must be repeated.
   a. The UC and CSU systems will NOT accept “D” grades to satisfy course entrance requirements except in accordance with their validation policy. Classes may be repeated to raise a “D” grade. However, such repeated classes DO NOT earn additional credits toward graduation from College Park High School.

4. Homework is required by MDUSD Board policy and should be monitored by parents. Parents are partners with the College Park High School staff. We encourage you to maintain ongoing contact with teachers. We are anxious to work together with you in planning your student’s four-year program. You may contact the teachers through voicemail phone numbers and/or email addresses. This information is available online at: [www.mdusd.org/collegepark](http://www.mdusd.org/collegepark) or via Homelink at: [https://abi2.mdusd.org/abi/loginhome.asp](https://abi2.mdusd.org/abi/loginhome.asp).
COURSE CHANGES

It is crucial that serious consideration be given to each of the courses a student selects as student-requested course changes will not be considered in the fall. Students and parents should consider the expectations of each class requested, especially Honors and Advanced Placement (AP) courses, in terms of level of interest, student time and other commitments such as athletics, work, or other out of school activities. The completion of the COURSE REQUEST CARD, when signed by student and parent or guardian, constitutes a contract between student, parent or guardian, and College Park High School. The master schedule of all classes and teacher assignments, which may include the hiring of teachers to teach those classes, is based on the courses students select in the spring.

Course changes will be corrected for academic level misplacement or computer errors ONLY!

POLICY FOR DROPPING A CLASS

The Mt. Diablo Unified School District expects all students to enroll in six classes each semester. Students wishing to DROP a class must do so during the first three weeks of the school in the fall semester with parental and administrative approval. Courses are year-long classes. A student/parent/teacher/administrator conference may be required prior to allowing a student to drop a class. Students dropping a class while maintaining a passing grade or earning an “F” will receive a “Withdrawal F” on their permanent records/transcripts. A “Withdrawal F (WF)” is the equivalent to an “F.” This change will only be permitted if the student schedule and master schedule contractual limits permit. Teachers may recommend a “No Credit” or “Withdrawal” for students in special cases.

Schedule changes create significant problems for students. The master schedule of classes and the assignment of teachers to teach those classes are based on courses students chose. In the spring; therefore, CHANGES ARE MADE FOR ACADEMIC MISPLACEMENT OR COMPUTER ERROR ONLY.

Classes are not changed due to teacher preferences. Only when a parent, student, teacher, and administrator are in agreement that a change is in the best interest of a student, will a change be made. In those special cases, the following process will be:

First Parent/Teacher Conference
Second Vice Principal/Department Chair/Teacher/Parent/Student Conference
Vice Principal/Department Chair advises Principal of recommendation to change or not to change.
Vice Principal informs teacher/parent regarding decision
Third Parent can appeal decision to Principal

Students enrolled in Advanced Placement courses are enrolled in the classes for the entire year.

Students who DROP a class after the third week of school will receive a grade of “WF.” The last date to drop a class without it appearing on a student transcript is THREE WEEKS from the first day of
SPECIAL EDUCATION

The California State Board of Education adopted the Master Plan for Special Education in 1974, and enacted Assembly Bill 1250 in 1977 which provides for statewide implementation of the Master Plan in California public schools. A major concept in the Master Plan for Special Education is that public education must offer special assistance to exceptional individuals in a setting, which promotes maximum interaction with the general school population, generally referred to as the “least restrictive environment.” There is a formal referral process. However, by high school, most students have already been identified. The goal at College Park High School is to make every effort to comply with the American with Disabilities Act of 2004.

DESIGNATED INSTRUCTION AND SERVICES - DIS

These services are provided by specialists and include specific services not normally given in a regular classroom and are supportive of the student’s total educational program. They include, but are not limited to, Designated Instruction and Services, student services in speech and language, and Adaptive Physical Education.

FULL TIME/PART TIME SPECIALIZED INSTRUCTION SERVICES

The program provides, directly or indirectly, instructional and other services for students whose needs have been identified by the Individualized Education Plan (IEP) team as being exceptional. Students are assigned to regular classroom teachers for the majority of the school day, services are determined by students’ IEP. Please refer to your case manager for course selection.

SPECIAL DAY CLASSES – SDC

These classes provide services to a student who has more intensive needs than can be met by regular school programs and the Resource Specialist Programs. Students are enrolled for a majority of the school day and grouped according to similar instructional needs. These classes include mild to moderate handicapped and severely handicapped students.

Available to Special Education students are regular academic and elective classes and programs provided by Adult Education and the Regional Occupational Program (ROP). Please refer to your case manager for course selection.
# GRADUATION REQUIREMENTS
from College Park High School

**Credits and Passage of Algebra I**

**TOTAL CREDITS:** REQUIRED SUBJECTS + ELECTIVES = 220 CREDITS

Classes completed with a passing grade are worth 5 credits each semester, or 10 credits a year. Peer Tutoring Leadership units may be earned each semester for 2.5 credits.

**SUBJECT REQUIREMENTS:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>40 CREDITS (4 YEARS)</td>
<td>English I, English II, English II Pre-honors, World Perspectives, English III, English III/American Threads, English III Honors, AP English Language &amp; Composition, English IV, English IV ERWC, AP English Literature &amp; Composition</td>
</tr>
<tr>
<td>LIFE SCIENCES</td>
<td>10 CREDITS (1 YEAR)</td>
<td>Biology I, Biology AP, Biotechnology, Environmental Science AP, Human Body Systems, Medical Interventions, Physiology, Principles of Biomedical Science, Zoology</td>
</tr>
<tr>
<td>PHYSICAL SCIENCES</td>
<td>10 CREDITS (1 YEAR)</td>
<td>Earth Science II, Environmental Science, Chemistry, Chemistry Honors, Physics, Physics H</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>20 CREDITS (2 YEARS)</td>
<td>PE 9, Team Sports, Aerobics, Advanced Basketball, Weight Training LI &amp; LII, Dance I (PE)</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>60 CREDITS</td>
<td>All classes in the above categories which exceed the minimum requirement for that category count toward elective credits. (Examples: AVID, Advanced Sports Medicine (ROP), Computer Science &amp; Software Engineering, Environmental Science, Geography, Human Rights Education, Intro to Film Studies, Medical Interventions, Psychology, Sociology, Sports Medicine (ROP), Video Production I, Video Production II.) Maximum allowances for PE: 40 credits; Teacher Assistance (TA): 20 credits; Work Experience Education (WEE): 40 credits.</td>
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</table>
# HIGH SCHOOL GRADUATION PLANNING GUIDE

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>UNITS</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
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<tr>
<td>English</td>
<td>40</td>
<td>English I</td>
<td>English II</td>
<td>English III</td>
<td>English IV</td>
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<td>Mathematics*</td>
<td>30</td>
<td>Math</td>
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<tr>
<td>Social Studies</td>
<td>30</td>
<td>World History</td>
<td>US History</td>
<td>US History</td>
<td>US Government Economics</td>
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<td>World History</td>
<td>10</td>
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<td></td>
<td></td>
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<td>US History</td>
<td>10</td>
<td></td>
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<tr>
<td>US Gov’t/ Econ</td>
<td>10</td>
<td></td>
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<tr>
<td>Science:</td>
<td>20</td>
<td>Environmental Science or Biology</td>
<td>Biology, Chemistry, Physics, or Earth Science II</td>
<td>Chemistry, Physics, or Earth Science II</td>
<td></td>
</tr>
<tr>
<td>Life Science</td>
<td>10</td>
<td></td>
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<td></td>
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<tr>
<td>Physical Science</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual &amp; Performing Arts (VAPA) or World Languages Or Career Technical Education (CTE)**</td>
<td>20 (2 out of 3 areas)</td>
<td>VAPA or World Language or CTE</td>
<td>VAPA or World Language or CTE</td>
<td></td>
<td></td>
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<tr>
<td>Physical Education***</td>
<td>20</td>
<td>PE 9</td>
<td>PE</td>
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<tr>
<td>Electives</td>
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<td>Elective</td>
<td>Two Electives</td>
<td>Two Electives</td>
<td>Three Electives</td>
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**Total Credits:** 220

* Students must pass Algebra I either in middle school or high school in order to graduate. Students who have passed all four quarters of Algebra I in middle school with a “C” or better still must pass at least 30 units of additional mathematics courses during high school in order to meet the graduation requirement.

** Students need to take 20 credits in 2 out of 3 categories (VAPA, World Languages, or CTE—10 credits in each of the categories of choice).

*** Physical Education units may not exceed 40 total units.
Career Technical Education (CTE)

AB 1330 Furutani. Graduation requirements: career technical education.

Existing law prohibits a pupil from receiving a diploma of graduation from high school unless he or she completes specified requirements, including, but not limited to, completing one course in visual or performing arts or foreign language.

This bill, commencing with the 2012-13 school year, authorizes a pupil to complete one course in career technical education (CTE) in lieu of completing one course in visual performing arts (VPA or foreign language in order to receive a high school diploma.


Career Technical Education Courses Offered at College Park High School:

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<th>Drama II (HS)</th>
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<td>Drama III (HS)</td>
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<td>Work Experience Education Semester I</td>
<td>Introduction to Film Study</td>
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<tr>
<td>Work Experience Education Semester II</td>
<td>Advanced Film Study</td>
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<tr>
<td>Introduction To Film Studies</td>
<td>Video Production I</td>
</tr>
<tr>
<td>Concert Band-Instrumental Music II</td>
<td>Video Production II</td>
</tr>
<tr>
<td>Orchestra-Instrumental Music II</td>
<td>Video Production III</td>
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<tr>
<td>Advanced Orchestra</td>
<td>Advance Film Study</td>
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<tr>
<td>Symphonic Band-Instrumental Music III</td>
<td>Introduction to Film Study</td>
</tr>
<tr>
<td>Bass Clef Choir-Vocal Music II</td>
<td>German I</td>
</tr>
<tr>
<td>Concert Choir-Vocal Music III</td>
<td>German II</td>
</tr>
<tr>
<td>Mixed Choir-Vocal Music I</td>
<td>German Honors</td>
</tr>
<tr>
<td>Treble Choir-Vocal Music I</td>
<td>German III</td>
</tr>
<tr>
<td>Treble Choir-Vocal Music II</td>
<td>French I</td>
</tr>
<tr>
<td>Beginning Piano</td>
<td>French II</td>
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<td>Piano II</td>
<td>French Honors</td>
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<td>Guitar-Advanced</td>
<td>French III</td>
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<td>Guitar-Beginning</td>
<td>Spanish I</td>
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<td>Wind Ensemble Instrumental Music III</td>
<td>Spanish II</td>
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<td>Dance I-Arts (HS)</td>
<td>Spanish Honors</td>
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<td>Dance II-Arts (HS)</td>
<td>Spanish III</td>
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<tr>
<td>Dance III-Arts (HS)</td>
<td>Spanish Language Literacy</td>
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<tr>
<td>Jazz Band-Instrumental Music III</td>
<td>AP French Language</td>
</tr>
<tr>
<td>Ceramics Advanced</td>
<td>AP German Language</td>
</tr>
<tr>
<td>Ceramics I</td>
<td>AP Spanish Language</td>
</tr>
<tr>
<td>Ceramics II</td>
<td>ROP Photography Advanced</td>
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<td>Art II Graphic Design</td>
<td>ROP Advanced Media Communications</td>
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<tr>
<td>Art II Drawing/Painting</td>
<td>ROP Art of Video Production</td>
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<tr>
<td>Art Advanced</td>
<td>ROP Video Production</td>
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<td>Art I</td>
<td>ROP Multimedia</td>
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<td>Art II</td>
<td>ROP Robotics Engineering</td>
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<tr>
<td>AP Art History</td>
<td>ROP Computer Application</td>
</tr>
<tr>
<td>Advance Film Study</td>
<td>ROP Bio-Technology</td>
</tr>
<tr>
<td>Applied Principles Art &amp; Design I</td>
<td>ROP Advance Sports Medicine</td>
</tr>
<tr>
<td>Art Design II-2&amp;3D</td>
<td>ROP Sports Medicine</td>
</tr>
<tr>
<td>Applied Principles Art &amp; Design II</td>
<td>ROP Introduction to Law</td>
</tr>
<tr>
<td>Advanced Art Design-3D</td>
<td>Principles of Biomed Sciences</td>
</tr>
<tr>
<td>Photography Arts I</td>
<td>PLTW Human Body Systems</td>
</tr>
<tr>
<td>Photography Arts II</td>
<td>Biotechnology</td>
</tr>
<tr>
<td>Photography Arts (Advance)</td>
<td>PLTW Medical Interventions</td>
</tr>
<tr>
<td>Drama I (HS)</td>
<td>Sports Medicine</td>
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ADVANCED PLACEMENT PROGRAM
Advanced Placement (AP) courses offer our students the opportunity to do college level work at College Park High School. The curriculum for these courses is standard throughout the country and is very rigorous. The courses are available to qualified, academically talented students in the tenth, eleventh and twelfth grades. Students will earn an additional grade point: A=5, B=4, C=3, the same as for honors courses. Students who receive a “D” and “F” grade do not earn an extra grade point advantage. These classes are yearlong classes so students may not drop at the end of the first semester.

Students are encouraged to take the Advanced Placement Examinations(s) in the spring. Many colleges will give college credit based on the student’s score(s) on the examinations(s). Check with the individual colleges to find out which examinations and passing scores they will accept. Each three-hour test is administered annually in May. An AP grade report is sent in July to the student, high school and college(s) if requested. Applications are in the College and Career Center. Check with the College and Career Center (ext. 3227) for cost of exam.
(Note: Students are not required to enroll in an AP Course in order to take an AP exam).

HONORS PROGRAM
Honors (H) courses offer to our students the opportunity to do an enriched and/or accelerated rigorous curriculum in several areas. The courses are available to qualified, academically talented students in the tenth through twelfth grades. Students will earn an additional grade point: A=5, B=4, C=3 for honors classes. Students who receive a “D” and “F” grade do not earn an extra grade point advantage. Acceptance of the numbers of honors credits varies by university. Honors classes are yearlong courses and all students are expected to complete the yearlong course requirements.

*It is always to a student’s advantage to take the most rigorous academic schedule that they are able to manage because colleges evaluate on how “challenging” the curriculum has been.

COLLEGE INFORMATION
Students may take college courses with administrative approval if classes are NOT available at CPHS. Students must complete a Concurrent Enrollment Form through the Registrar’s office no later than the drop date the college allows. College units will be converted to high school credit as follows: 1 unit = 3 credits, 2 units = 6 credits, 3+ units = 10 credits. It is the student’s responsibility to provide a copy of the college transcript to the CPHS Registrar. Additional grade points for honors will only be given for specific courses, which are more advanced than our most advanced college preparatory courses and are approved by CPHS as honors courses. (Approved honors courses are: DVC’s English 150-151, 262-263, 252-253, and 272-273. The English courses are given 5 credits each semester if used as honors courses.)

CALIFORNIA STATE UNIVERSITY (CSU) INFORMATION
The California State University selects applicants from the top one-third of California’s high school graduates. Admission is based on the student’s grade point average and score on either the American College Test (ACT) or SAT Reasoning test. The GPA is based on classes completed in the 10th and 11th grades, (only classes from the a-g list are used in the calculation) and includes bonus points for each “C” or better grade in approved honors courses. Up to eight semesters of AP/H courses taken during the last two years of high school are accepted. Up to 2 semesters of AP/H courses taken in the 10th grade can be counted in the eight semesters.

To be eligible for admission to the system, but not necessarily to a specific campus or major, students with a recomputed grade point average below 3.0 must present a minimum corresponding ACT composite or SAT Reasoning score. The higher the GPA, the lower the test scores required. Students with a 3.00 or higher GPA are eligible with any score on the ACT or SAT. Students must have a minimum recomputed GPA of 2.0. Students must meet the eligibility index with grade point average and test scores.

**UNIVERSITY OF CALIFORNIA (UC) INFORMATION**

The University of California system is composed of 10 campuses. There are 9 undergraduate college programs located in Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, and Santa Cruz. The UC San Francisco campus provides graduate school programs in the health professions.

The University of California selects students who rank at the top of California’s high school graduates. Admission eligibility is based on the student’s grade point average in a specific sequence of high school courses referred to as the “a-g subjects” and a score on the American College Test (ACT) or SAT. The University also uses scores from two SAT subject tests from different subject areas. The University of California uses the highest verbal and math score from a single sitting of the SAT I and certified college preparatory subjects completed in the 10th, 11th, and 12th grades. Courses taken in 9th grade can be used to meet the Subject Requirement if you earn a grade of “C” or better, but they will not be used to calculate the student’s GPA.

**INDEPENDENT COLLEGES AND UNIVERSITIES**

Admissions requirements vary at private (independent) colleges and universities. The University of California testing requirement and configuration of course requirements will generally meet or surpass requirements at independent colleges. Check catalogs, websites or write or call admission offices for specific requirements. Contact the College and Career Center at CPHS for guidance.

**COMMUNITY COLLEGES**

California citizens are free to enroll in any of the community colleges in California. Courses offered include one and two-year vocational programs, courses leading to an Associate of Arts degree and also course work leading to a transfer to the junior level at a four-year college. Minimum eligibility for admission to a community college is any one of the following: (a) high school diploma, (b) passing score on the California High School Proficiency Exam, or (c) age 18. Placement tests in Math, English, and Writing are required prior to enrollment.
<table>
<thead>
<tr>
<th>“a-g” Subject Requirements</th>
<th>UC/CSU Admission Requirements</th>
<th>CPHS Class Offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. English</td>
<td>4 years</td>
<td>English I, English II, English II Pre-Honors, English II/World Perspectives (allowing 10 units for English II), English III/American Threads (allow 10 units for English III), English III H, AP English Language &amp; Composition, English IV, English IV ERWC, AP English Literature &amp; Composition</td>
</tr>
<tr>
<td>c. Mathematics</td>
<td>3 years</td>
<td>(must include Algebra I, Geometry, Algebra II or Algebra II/Trig to fulfill the “c” requirement) Algebra I, Geometry, Algebra II, Algebra II/Trigonometry, Pre-Calculus, Pre-Calculus Honors, AP Statistics, Statistics, AP Calculus AB, AP Calculus BC</td>
</tr>
<tr>
<td>d. Laboratory Science</td>
<td>*2 years (3 recommended)</td>
<td>AP Biology, AP Environmental Science, Biology I, Chemistry I, Chemistry Honors, Human Body Systems (PLTW), Medical Interventions (PLTW) Physics, Physics H, Principles of Bio-Medical Sciences (PLTW), ROP Bio-Technology, Zoology, Earth Science II* *meets CSU requirement for lab science but not UC.</td>
</tr>
<tr>
<td>e. Language Other Than English</td>
<td>2 years (3 recommended)</td>
<td>AP French IV Language and Culture, AP German IV Language and Culture, AP Spanish IV Language, French V Honors, French I, French II, French III, German V Honors, German I, German II, German III, Spanish Honors, Spanish I, Spanish II, Spanish III</td>
</tr>
<tr>
<td>g. College Preparatory Electives</td>
<td>*1 year</td>
<td>any course listed above under “a-f” in addition to: AP Macro Economics, AP Psychology, Citizen Law AB, Computer Science &amp; Software Engineering (PLTW), Creative Writing AB, Earth Science II, Economics, Environmental Sciences, Geography, Human Rights Education, Intro to Law ROP, Psychology, Sociology, Writing Composition A</td>
</tr>
</tbody>
</table>

PLEASE NOTE: Not all courses offered at CPHS are listed above. This chart is an example.
UNIVERSITY OF CALIFORNIA (UC)

*Validation of Mathematics* Math is a skill building subject. Students may clear subject omissions and scholarship deficiencies by earning grades of “C” or higher in appropriate, more advanced courses in college preparatory math. This is called *validation*.

Example: A “D” in the first semester of Algebra I would be cleared if the student earns a “C” or higher in the second semester of Algebra I or if the student earns a “C” or higher in Algebra II. “D” or “F” grades earned in Geometry or Algebra II are cleared with a “C” or higher in Trigonometry. Both grades are used in calculating GPA.

Students must take geometry to apply.

*Validation grade in chemistry* Only amongst UC colleges will a second semester “C” or above in chemistry validate a first semester “D.”

Laboratory Requirements
To meet the “d” requirement, a student must take courses in at least two of the fundamental disciplines of biology, chemistry, and physics. Please consult your school’s certified “g” course list to learn which courses is “d” laboratory science approved.

Test Requirements
Students must take the SAT or ACT and two SAT Subject Test. Typically, a passing score for an AP tests is “3”

NOTE:
UC’s do require the applicant’s list of awards, Honors, extra-curricular activities, community service, and jobs held during high school.

High School Grade Point Average
The academic grade point average (GPA) is calculated on all academic courses completed in the subject areas specified by the University’s eligibility requirements (the “a-g” subjects), including additional points for completion of University-certified honors courses (see bullet below). It is recommended that the maximum value allowed for the GPA shall be 4.0.

Honors Points
Honors points are the number of points and performance in University-approved honors courses, College Board Advanced Placement courses, International Baccalaureate Higher Level courses and transferable college courses completed. It is recommended that caution be exercised in order not to assign excessive weight to these courses, especially if considerable weight already has been given in the context of the first criterion. Additionally, in recognition of existing differences in availability of these courses among high schools, it is recommended that reviewers assess completion of this coursework against the availability of these courses at the applicant’s secondary school.

WEBSITE: [www.ucop.edu/pathways](http://www.ucop.edu/pathways)

CALIFORNIA STATE UNIVERSITY (CSU)

*Validation of Mathematics.* Students may validate the requirement for three years of college preparatory mathematics (Beginning and Intermediate Algebra and Geometry) with a grade of “C” or better in a higher level college preparatory mathematics course such as Trigonometry, Analytic Geometry, and Calculus.

Validation of “D” grade in the first semester of a year course. CSU will require that applicants have a grade of “C” or better in each term of the required “a-g” courses, except that a “D” grade may be validated with a higher grade in the second semester or the next higher level course in Chemistry, languages other than English, and Mathematics.

Laboratory Science CSU’s require that the two years of lab science include at least one biological science and at least one physical science from the UC list of approved lab sciences in the “d” lab science area.

Test Requirements
SAT or ACT Some campuses waive the SAT score if the student has a GPA of 3.0 or higher.**

Honors points CSU will award honors points in calculating the GPA for up to 8 semester courses taken in 11th and 12th grades, including up to two 11th grade International Baccalaureate, Advanced Placement, or Honors courses with 11th or 12th grade course content in 10th grade.

High School Grade Point Average Beginning for admission to fall 2004 the high school grade point average calculation will include only those grades earned in approved college preparatory courses taken during the 10th, 11th, and 12th grades.

WEBSITE: [www.csumentor.edu](http://www.csumentor.edu)
*It should be noted that the best approach to take when a student has received a “D” as a semester grade is to re-take the class for a higher grade. Due to the high volume of students applying to UC’s and CSU’s, many campuses will reject a student regardless of their validation policy if the student has a “D” semester grade in required courses. **Because of the competition for spaces in impacted schools, many CSU’s do not waive the SAT score requirements.

**COLLEGE ENTRANCE EXAMINATIONS**

The ACT (American College Test) and SAT Reasoning are college entrance tests. University of California and other selective universities also require 2 or more SAT Subject Tests. Most colleges and universities accept both the ACT and SAT, however, it is not necessary to take both tests. Some students perform better on one test over the other. Colleges will use the higher score so it can be beneficial to take both tests. Information regarding testing dates and registration may be obtained in the College Park High School College and Career Center.

❖ **PSAT**

The Preliminary Scholastic Assessment Test is a preliminary SAT given once a year in October. This test, when taken in the Junior year, is used to qualify candidates for the National Merit Scholarship Program. Sophomores who have completed Algebra II may want to take the PSAT as a practice test. All sophomores are given the opportunity to take the PSAT paid for by the MDUSD.

❖ **PLAN**

PLAN is the practice version of the ACT. A Sophomore who has not completed Geometry, but wants to take a practice test, should consider this alternative. It includes an interest inventory, which complements the career unit in Sophomore English classes. PLAN will probably be given on a Saturday morning in late October or early November.

❖ **ACT**

The American College Test is designed to measure classroom achievement in four broad content areas; the ability to reason, and the application of problem-solving skills. The test takes approximately three hours and covers English Usage, Mathematics, Science Reasoning, and Reading. The score is based on the number of correct answers given with no penalty for wrong guesses. Score reports are sent directly to the student as well as the high school. Most colleges and universities nationwide accept the ACT.

❖ **SAT Reasoning Test**

The SAT is designed to measure academic aptitude in writing, reading comprehension and mathematical areas. The test takes about four hours and includes an essay. There is a scoring penalty for incorrect guesses. Scores are reported to the high school and to the student. Most colleges and universities nationwide accept this test.
OTHER TESTING PROGRAMS

There are a number of tests that high school students take during the course of their high school years. Some tests are mandated by the State of California or by the Mt. Diablo Unified School District as part of the graduation requirements. Other testing may be optional depending upon the student’s interests and educational goals.

❖ ADVANCED PLACEMENT

The Advanced Placement (AP) Program is a program of college-level courses and exams for secondary school students. Over 90 percent of colleges give credit and/or advanced placement status to students who score a 3, 4, or a 5 on the exam. The examination is scored on a five point scale: 5 (extremely well qualified) to 1 (no recommendation). Each three-hour test is administered annually during the month of May. An AP Grade Report is sent in early July to each student’s home address, high school, and to the student’s college, if requested. Students are encouraged to take AP exams, but are not required to take the cumulative test in May for college credit. However, if a student is in an AP class, colleges prefer that the student take the AP test. Students may register to take an AP exam without being enrolled in an AP class, but it is highly recommended that students partake of the year-long course-work to prepare for the exam. Students must pay the fee to take the exams or qualify or a waiver.
### Becoming Eligible

**Divisions I and II**

**Initial-Eligibility Requirements**

The Initial-Eligibility Standards for NCAA Division I College-Bound Student-Athletes are changing

College-bound student-athletes first entering an NCAA Division I college or university on or after August 1, 2016, will need to meet new academic rules in order to receive athletics aid (scholarship), practice or compete during their first year.

<table>
<thead>
<tr>
<th>What are the New Division I Requirements? Full Qualifier</th>
<th>Academic Redshirt</th>
<th>Nonqualifier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete 16 Core Courses:</td>
<td>Complete 16 core courses.</td>
<td>Does not meet requirements for Full Qualifier or Academic Redshirt status.</td>
</tr>
<tr>
<td>• Ten of the 16 core courses must be complete before the seventh semester (senior year) of high school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Seven of the 10 core courses must be in English, Math, or Science.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minimum Core-Course GPA of 2.300.</th>
<th>Meet the sliding scale requirement of GPA and ACT/SAT score.*</th>
<th>Graduate from high school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet the sliding scale requirement of GPA and ACT/SAT score.*</td>
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</tr>
<tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Full Qualifier**: A college-bound student-athlete may receive athletics aid (scholarship), practice and compete in the first year of enrollment at the Division I college or university.

**Academic Redshirt**: A college-bound student-athlete may receive athletics aid (scholarship) in the first year of enrollment and may practice in the first regular academic term (semester or quarter) but may NOT compete in the first year of enrollment. After the first term is complete, the college-bound student-athlete must be academically successful at his/her college or university to continue to practice for the rest of the year.

**Nonqualifier**: A college-bound student-athlete cannot receive athletics aid (scholarship), cannot practice and cannot compete in the first year of enrollment.

**Examples**

**Q**: A college-bound student-athlete completes nine core courses prior to the seventh semester of high school. What is the college-bound student-athlete’s initial-eligibility status?

**A**: The college-bound student-athlete cannot be certified as a qualifier because only nine of the 10 required courses were completed before the seventh semester. He/she would be permitted to practice and receive aid (scholarship), provided he/she presents 16 core courses and meets the necessary core-course GPA and test score requirement at the time of graduation.

**Q**: A college-bound student-athlete completes 16 core courses in the required framework with a 2.200 core-course GPA and a 79 sum ACT. What is the college-bound student-athlete’s initial-eligibility status?

**A**: The college-bound student-athlete is an academic redshirt under the new sliding scale because the minimum GPA requirement is 2.300. Refer to the NCAA website to see the sliding scale.

**Q**: A college-bound student-athlete completes 15 core courses with a 2.500 core-course GPA and an 820 SAT score (critical reading and math). What is the college-bound student-athletes’ NCAA initial-eligibility status?

**A**: The college-bound student-athlete is a nonqualifier because only 15 core courses were completed, not the required 16 core courses.
NCAA Divisions I and II require 16 core courses. See the charts below.

As of August 1, 2016, NCAA Division I will require 10 core courses to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the start of the seventh semester and cannot be retaken for grade improvement.

As of August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.

As of August 1, 2018, NCAA Division II will require 16 core courses. In order to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

Test Scores
• Division I uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements may be found at www.eligibilitycenter.org.
• Division II currently requires a minimum SAT score of 820 or an ACT sum score of 68. Beginning in August 2018, Division II will require a minimum SAT score of 840 or an ACT sum score of 70 + above—see new sliding scale.
• The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
• The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.
• When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

Grade-Point Average
• Be sure to look at the College Park High School specific List of NCAA Courses that is approved (page 19 of this catalog) or on the NCAA Eligibility Center's website www.eligibilitycenter.org. Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA.
• Division I GPA required to receive athletics aid and practice on or after August 1, 2016, is 2.000-2.299 (corresponding test-score requirements are listed on Sliding Scale B on the website: www.eligibilitycenter.org).
• Division I GPA required to be eligible for competition on or after August 1, 2016, is 2.300 (corresponding test-score requirements are listed on Sliding Scale B on the website: www.eligibilitycenter.org).
• The Division II core GPA requirement is a minimum of 2.000. As of August 1, 2018, Division II core GPA minimum requirement will be a 2.200.
• Remember, the NCAA GPA is calculated using NCAA core courses only.

DIVISION I
16 Core Courses
4 years of English.
3 years of mathematics (Algebra I or higher).
2 years of natural/physical science (1 year of lab if offered by high school).
1 year of additional English, mathematics or natural/physical science.
2 years of social science.
4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

DIVISION II
16 Core Courses
3 years of English.
2 years of mathematics (Algebra I or higher).
2 years of natural/physical science (1 year of lab if offered by high school).
3 years of additional English, mathematics or natural/physical science.
2 years of social science.
4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).
Sampling of NCAA Approved Courses for College Park High

English
American Threads (English)
AP English Language and Composition
AP English Literature
Creative Writing
English I
English II
English II/ Pre-Honors
English III
English III Honors
English IV
Journalism I
Public Speaking

Social Science
American Threads (History)
Citizen Law
Economics I
Economics AP
Geography
Human Rights Education
Psychology
Psychology AP
ROP Intro to Law
Sociology
US Government
US Government AP
US History
US History AP
World History
World History AP

Mathematics
Advanced Math Topics
Algebra I
Algebra II
Algebra II/ Trigonometry
Calculus AB/AP
Calculus BC/AP
Geometry
Pre-Calculus
Pre-Calculus Honors
Statistics AP
Statistics
Trig/Adv Algebra

Additional Core Courses
French I
French II
French III
French IV AP
French V Honors
German I
German II
German III
German IV AP
German V Honors
Spanish I
Spanish IA (.5 max)
Spanish IB (.5 max)
Spanish II
Spanish III
Spanish IV AP
Spanish V Honors

Natural/Physical Science
Marine Biology
Biology
Biology AP
Chemistry I
Chemistry Honors
Biotechnology
Earth Science I
Earth Science II
Environmental Science
Environmental Science AP
Human Body Systems
Medical Interventions
Physics
Physiology
Principles of Biomedical Sciences
Zoology

For more information, visit the NCAA Eligibility Center website at www.eligibilitycenter.org.
AVID Secondary (grades 9-12) is an essential component of the AVID College Readiness System and is designed to enable schoolwide implementation of AVID’s proven instructional methodologies and content area best practices to improve outcomes for all students. AVID Secondary affects an entire campus by creating a college-going culture that increases the number of students who enroll and succeed in higher education and their lives beyond.

The AVID Elective (AVID 9, AVID 10, and AVID 11)

The AVID Elective (AVID 9, AVID 10, and AVID 11) is the core of AVID Secondary. It targets students in the academic middle–B, C, and even D students—with the desire to go to college and the willingness to work hard. Typically, they will be the first in their families to attend college, and come from groups traditionally underrepresented in higher education. These are students who are capable of completing rigorous curriculum but are falling short of their potential.

AVID places these students on the college track, requiring them to enroll in their school’s toughest courses, such as Honors and Advanced Placement®. To support them in the rigorous coursework, AVID students learn organizational and study skills, develop critical thinking, learn to ask probing questions, receive academic help from peers and college tutors, and participate in enrichment and motivational activities to make their college dreams reality.

WICOR

AVID’s proven learning support structure, known as WICOR, incorporates teaching/learning methodologies in the critical areas of Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn. WICOR provides a learning model that educators can use to guide students in comprehending concepts and articulating ideas at increasingly complex levels (scaffolding) within developmental, general education, and discipline-based curricula.

Furthermore, the WICOR model reflects and promotes the expertise and attitudes that will serve students well in their academic lives and careers.
Curriculum

Across all content areas, AVID’s research-based strategies and curriculum develop students’ academic skills such as: reading, writing, and critical thinking. Academic behaviors, including organization, time management, and goal setting, are also taught as part of the AVID System. The AVID curriculum was developed by elementary, middle, and high school educators in collaboration with college professors. Driven by the WICOR method, and based on rigorous standards, AVID’s curriculum supports high levels of academic achievement for all students and aligns to state and national content standards.

AVID Tutorials and AVID Tutors

Tutorials and tutors play a vital role in the AVID Elective class (AVID 9, AVID 10, and AVID 11), while also benefiting other content-area classes in a school. As a key component to the collaboration portion of the AVID System, tutorials are a time and place where students come with complex questions from any content class and get guiding support to confront tough problems and solve them within their own means.

Using their knowledge and experience, AVID-trained tutors are able to conduct collaborative tutorials that lead to increased student participation and success. Trained tutors are able to create an environment where students feel comfortable asking the questions that they might be embarrassed to ask in their content-area classrooms. Tutors are essential to the success of AVID, acting as a resource and role model for AVID students both academically and socially.

California STEM Learning Network

STEM is an acronym for Science, Technology, Engineering and Math education. Focus on these areas are together not only because the skills and knowledge in each discipline are essential for student success, but also because these fields are deeply intertwined in the real world and in how students learn most effectively. STEM is an interdisciplinary and applied approach that is coupled with hands-on, problem-based learning.

STEM will provide:
- EQUITY: STEM education is for All
- SUCCESS: STEM knowledge is key to success in the 21st century
- IMPACT: Strong partnerships create lasting impact
- LEARNING: STEM is an engine for continuous, lifelong learning
- CHANGE: Bold problem-solving and support are key

STEM programs at College Park High School include:
- Project Lead-the-Way (PLTW) in Biomedicine
  (Principles of Bio-Med; Human Body System; Medical Interventions)
- Project Lead-the-Way (PLTW) in Computer Science
  (Computer Science & Software Engineering & Computer Science Applications [pilot year])
ENGLISH
(4 YEARS REQUIRED)

ENGLISH I (0010)
Grade: 9 (Year)
Prerequisite: Eighth (8th) grade English
UC and CSU certified: English (Fulfills UC/CSU “b” requirement)

English I is a required one-year freshman class designed to help students continue development in the language arts: reading, writing, speaking, and listening. This course includes instruction in composition, spelling, vocabulary, grammar, and the interpretation of literature. Skills and concepts are taught in an integrated way to be mutually emphasized and to align with the state and district adopted standards.

ENGLISH (ELECTIVES)

EL ACADEMIC LANGUAGE DEVELOPMENT A (0690)
Grade: 9-12 (Year)
Prerequisite: Teacher recommendation

This is a two part course designed for English Learners at CELDT level 4 & 5. The direct English instruction, using Kate Kinsella’s 3D curriculum, contained in this course will move students from Intermediate to Advanced levels of English comprehension. The course objectives include basic communication skills in listening, speaking, reading, and writing through lessons and activities that promote and allow students to demonstrate mastery of basic grammar, vocabulary, and other language elements in various receptive and productive contexts.

ENGLISH LANGUAGE DEVELOPMENT (0250)
Grade: 9-12 (Year)
Prerequisite: Placement by ELD/CELDT Assessment

UC and CSU certified: English* (*This course fulfills one year of the UC/CSU “b” requirement for first year English language learners.)

This course accelerates the learning of academic English, which students need to succeed in their core-content classrooms. This course focuses on strategies that enable English Learners to comprehend the language of textbooks, lectures, and discussions. Students learn the kinds of language needed to interact collaboratively with English speaking students in academic settings. The course provides EL students with opportunities to develop their thinking abilities, encourages them to read and write extensively, and offers support and encouragement for success in their core-content studies. The course provides access to textbooks and content topics covered in their core-content classrooms. Instruction is developmental and is thus delivered in ways appropriate to the English proficiency level of each student. The oral language, reading, and writing activities of the course incorporate the cultural background, living experiences, and knowledge that students bring to the classroom.
ENGLISH LANGUAGE DEVELOPMENT 1
(Beginner and Early Intermediate)

COURSE NUMBER: 000271-English Credits
Grade: 9-12 (Year)
Perquisites: Placement by ELD/CELDT Assessment
This course is designed for English learners at CELDT level 1 (Beginning) or CELDT level 2 (Early Intermediate) who have been in the United States less than a year and have literacy skills in their primary language. The direct English instruction contained in this course will move students from Beginner (CELDT level 1) and Early Intermediate (CELDT level 2) to Intermediate (CELDT level 3). The course objectives include basic communication skills in listening, speaking, reading, and writing through lessons and activities that promote and allow students to demonstrate mastery of basic grammar, vocabulary, and other language elements in various receptive and productive contexts. Students will gain an awareness of a variety of career opportunities as they learn the English Language. Students will receive ten credits for English Language.

*This course is a mandatory elective for English language learners until they have met all the English requirements as specified by California state law.

ENGLISH LANGUAGE DEVELOPMENT 2
(Early Advanced) (0272)*

Grade: 9-12 (Year)
Prerequisite: Overall score of a 3 or above on CELDT
This course is designed for English learners at CELDT level 3. The direct English instruction contained in this course will move students from Intermediate (CELDT level 3) to Early Advanced (CELDT level 4). The course objectives include communication skills in listening, speaking, reading, and writing through lessons and activities that promote and allow students to demonstrate mastery of intermediate grammar, vocabulary, and other language elements in various receptive and productive contexts. Students will gain an awareness of a variety of career opportunities as they learn the English Language.

*This course is a mandatory elective for English language learners until they have met all the English requirements as specified by California state law.

ENGLISH LANGUAGE DEVELOPMENT 3
(Intermediate) (0273)*

Grade: 9-12 (Year)
Prerequisite: Placement by ELD/CELDT Assessment
This course is designed for English Learners at CELDT level 4. The direct English instruction contained in this course will move students from Early Advanced (CELDT level 4) to Advanced (CELDT level 5). The course objectives include communication skills in listening, speaking, reading, and writing through lessons and activities that promote and allow students to demonstrate mastery of early advanced grammar, vocabulary, and other language elements in various receptive and productive contexts. Students will gain an awareness of a variety of career opportunities as they learn the English Language.

*This course is a mandatory elective for English language learners until they have met all the English requirements as specified by California state law.

ENGLISH LANGUAGE DEVELOPMENT 4
(Advanced) (0274)*

Grade: 9-12 (Year)
Prerequisite: Placement by ELD/CELDT Assessment
This course is designed for English Learners at CELDT level 5 (Advanced). The direct English instruction contained in this course will prepare students to exit the English Language Development Program. The course objectives include advanced communication skills in listening, speaking, reading, and writing through lessons and activities that promote and allow students to demonstrate mastery of grammar, vocabulary, and other language elements in various receptive and productive contexts. Students will develop an understanding of a variety of career opportunities as they learn the English Language.

*This course is a mandatory elective for English language learners until they have met all the English requirements as specified by California state law.
CREATIVE WRITING (0650)

Grades: 9-12 (Year)
Prerequisite: None
UC and CSU certified: English (Fulfills UC/CSU “g” requirement)

Creative Writing is a seminar-style course for students interested in writing. Through whole class instruction, small group work, and individual instruction, students will develop their own voices and styles in writing, and gain skill and confidence in utilizing a writing process in a variety of genres. Students will read a variety of literary selections to use as models and stimuli for writing. (This course is aligned with the MDUSD Language Arts Content Standards.)

JOURNALISM I (0770)

Grades: 9-12 (Year)
Prerequisite: None
UC and CSU certified: English (Fulfills UC/CSU “g” requirement)

This course introduces students to a variety of writing and editorial skills involved in creating a newspaper. These skills will be used in the production of the school newspaper.

Students will study communication strategies, aesthetics in the art of mass communication, and various media. Students will develop an awareness of journalistic integrity and the balance between the rights and responsibilities of media in a free society. In addition, they will explore careers related to journalism.

YEARBOOK (0810)

Grades: 9-12 (Year)
Prerequisite: Application Process

This course introduces students to a variety of writing and layout skills involved in creating the school yearbook. Students will study design theories, the aesthetics of composition, and the evolution of visual communication. These elements will then be applied to learning in other art forms across the curriculum. The pace and setting of the course will simulate the professional work environment, preparing students for a variety of post-graduation careers.
**MATHEMATICS**  
(3 YEARS REQUIRED)

**HIGH SCHOOL DIPLOMA requirement – Passing grade in Algebra I**

**Warning to Parents and Students**
Taking a course that is beyond a student’s preparation or ability will have a detrimental effect on the student and his/her progress. Choose the appropriate math course, keeping in mind prerequisites and the ability and motivation of the student. For college prep courses, Algebra I and above, expect at least 30 minutes of homework per period.

**Note:**

1. Placement of students into math classes is based on all eighth grade quarter grades, and the recommendation of the eighth grade teachers.
2. Students who need a slower pace algebra class and a review of basic skills should take Algebra IA (pilot year) and Algebra IB (to be offered in the 2017-2018 school year) series (must receive teacher/administrative recommendation to enroll in this series; limited amount of space available).
3. Students must earn 30 credits of math to graduate from College Park High School.
4. Students’ progress through courses according to the flow chart on the next page. Solid lines indicate the normal progression. Note alternate paths that some students might take depending on their level of success.
5. In order to meet the “a-g” UC and CSU requirements in math, a student must complete 3 years of math, i.e. Algebra, Geometry, and Algebra II or Alg II/Trig with a grade of “C” or better.

**RE: Calculators**
Most college prep courses (Algebra II and above) at College Park require the usage of a programmable graphing calculator. Most teachers use the T1-82 calculators in class on a regular basis. We recommend the T1-83 or T1-84 models for Algebra II through AP Calculus BC.
Math 8/Algebra I *(Not offered at CP)*

This course is aligned with the California Common Core State Standards for 8th grade Algebra I. This course differs from high school Algebra I in that it contains content from 8th grade mathematics. The additional content when compared to MATH 8 and high school Algebra I, demands a faster pace for instruction and learning and greater independence on the part of the students. After successful completion of this course, students are prepared for high school Geometry.

Math 8 *(Not offered at CP)*

This course is aligned with the California Common Core State Standards for 8th grade mathematics. The emphasis is on transitioning from concrete, basic math skills to abstract algebraic, geometric and statistical concepts. Students collect, model, and analyze data and patterns in real-world and career-related situations. They develop the ability to communicate, understand, and critique mathematical reasoning through reading, writing and speaking. Students focus on math specific study skills, perseverance, attention to precision, and preparation for success in high school mathematics. **This course does not fulfill the high school graduation requirement for Algebra I.** This course does **not** count towards high school graduation.
ALGEBRA I (1310)
Grades: 9-12 (Year)
Prerequisite: Passing grades in Math 8 per quarter and/or teacher recommendation
UC and CSU certified (Fulfills UC/CSU “c” requirement)

This course covers the 25 California State Mathematics Standards for Algebra I. Emphasis is on writing, solving, and graphing linear and quadratic equations. The ability to communicate mathematical reasoning and understanding will be incorporated into all math topics. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations. This course is the first course in the three-year mathematics requirement for four-year college admission.

ALGEBRA II (1330)
Grades: 10-12 (Year)
Prerequisite: Minimum grade of a “C” in Geometry is strongly recommended
UC and CSU certified (Fulfills UC/CSU “c” requirement)

This course provided the student with the knowledge, concepts and skills identified in the California State Math Standards for Algebra II. The ability to communicate mathematical reasoning and understanding will be incorporated in all math topics. In addition, students will develop their ability to construct formal, logical arguments in algebraic settings and problems. This course is the third course in the three-year mathematics requirement for four-year college admission.

ALGEBRA 1A (1250)
Grades: 9-12 (Year)
Prerequisite: Grades in Math 8 and/or teacher recommendation
Pilot course

Algebra 1A is a standards-based course designed for students to achieve District and State standards for the first semester of Algebra 1. This course emphasizes algebraic skill development and conceptual understanding while infusing instruction and support to further develop the foundational mathematical concepts and skills essential for success in Algebra. Students advance to Algebra 1B, a second full-year course in the Algebra sequence. Completion of Algebra 1A and Algebra 1B fulfills the Algebra 1 graduation requirement.

ALGEBRA II / TRIGONOMETRY (1340)
Grades: 10-12 (Year)
Prerequisite: Minimum grade of a “C” in Geometry is strongly recommended Qualifying score on assessment test and/or teacher recommendation.
UC and CSU certified (Fulfills UC/CSU “c” requirement)

This course provides the student with the knowledge, concepts, and skills identified in the California State Math Standards for Algebra II and Trigonometry. The ability to communicate mathematical reasoning and understanding will be incorporated into all topics. In addition, students will develop their ability to construct formal, logical arguments in algebraic and trigonometric settings and problems. This course is the third course in the three-year mathematics requirement for four-year college admission.

GEOMETRY (1320)
Grades: 9-12
Prerequisite: Minimum grade of a “C” in Algebra I is strongly recommended; MDUSD Math Matrix used for placement
UC and CSU certified (Fulfills UC/CSU “c” requirement)

This course provides the student with the knowledge of concepts and skills identified in the California State Mathematics Standards for Geometry. The ability to communicate mathematical reasoning and understanding will be incorporated in all math topics. In addition, students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems. This course is the second course in the three year mathematics requirement for four-year college admission.

PRE-CALCULUS (1390)
Grades: 10-12 (Year)
Prerequisite: Successful completion of Algebra II or Algebra II/Trig
UC and CSU certified (Fulfills UC/CSU “c” requirement)

This course is designed to develop students’ critical thinking in the analysis of functions and function modeling. Students will review and expand advanced algebra topics and apply problem solving techniques using graphical, numerical, and analytical methods. Students will be able to accurately model various scenarios using an appropriate model and will develop their skills in choosing and justifying a model, as well as verifying results, using mathematical properties and real-world context. Students will leave this course with the skills and abilities to connect mathematics to the world around
them and be successful in higher level mathematics courses. The first semester of this course is a study of advanced algebra topics. These topics include logarithms, polynomials, sequences and series, matrices and determinants. The second semester is a study of trigonometry and statistics.

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**PRE-CALCULUS HONORS (1405)**

Grades: 11-12 (Year)  
Prerequisite: “B” or better in Algebra II/Trigonometry or Advanced Math Topics, and teacher recommendation  
*UC and CSU certified (Fulfills UC/CSU “c” requirement)*

Pre-Calculus is considered to be the fourth year of a very strong high school mathematics program, but is also taught at the college level where it is the second college level course in mathematics after trigonometry. Pre-Calculus Honors refines the Trigonometric, Geometric and Algebraic techniques needed in the study of Calculus. New skills will be introduced and many old skills will be pushed to new heights with a conceptual understanding beyond the reach of most high school students.

**PHYSICAL EDUCATION (2 YEARS REQUIRED)**

All students are required to wear a physical education uniform consisting of shorts and shirts (plain colored, preferably purple or black) that has the student’s name written on the front. Parents may purchase a CPHS uniform, if they wish, however it is not mandatory. Base price is $27.00 ($15 for shorts; $12 for shirts).

Students must pass 5 out of 6 PE fitness-grams: mile, push-ups, curl-ups (sit-ups), sit-and-reach, trunk-lift, and BMI (body mass index). Standards are based on age and gender. If students do not pass 5 out of 6 PE fitness-grams, they must be enrolled in physical education for two consecutive years in high school (grade 9 and 10) unless individually exempted in accordance with the Education Code.

The maximum credit which may be earned for graduation in physical education is 40 units.

**PHYSICAL EDUCATION 9 (8520)**

Grade: 9 (Year)  
Prerequisite: None

Ninth grade physical education is composed of activities from the eight areas included in the Physical Education Handbook and the model curriculum standards. It will also include a cognitive-based, health-related fitness program. This year forms the core program and will be the base for a sequentially developed elective program. All students will be exposed to the areas of aquatics, combatives, physical activity, gymnastics/tumbling, individual and dual sports, mechanics of body movement, rhythm and social dance, team sports and a cognitive-based, health-related fitness program.
SCIENCE
(2 YEARS REQUIRED)
Life Science + Physical Science

The Science Department recommends that all 9th grade students take Environmental Science or Biology I.

Life Sciences

BIOLOGY I (2110)

Grades: 9-12 (Year)
Prerequisite: None
Recommended: Completion of Algebra I prior to enrollment.
UC and CSU certified: Biological Science (fulfills UC/CSU “d” requirement)

Biology is the study of living things and their relationships with other living things and with the physical environment. Included is the study of life processes such as growth, reproduction, and metabolism, and the flow of energy through living systems. Genetics, evolution of life forms, classification of living things, the structure and function of molecules, cells, tissues, organs and systems that make up living organisms, are also studied. Attention is given to the human species and its relationship to other life. Science attitudes, thinking processes and skills, and applications of science and technology to social problems and personal decision making are emphasized. Biology I qualifies as a laboratory science course in meeting the University of California and CSU “d” admission requirement. (UC requires completion of Algebra I in order to satisfy their requirement.)

Biomedical Sciences

Project Lead-the-Way/STEM

College Park High school now offers a health career pathway that consists of three consecutive courses. These courses complement traditional science courses and are designed to prepare students to pursue a post-secondary education and careers in the biomedical sciences. Students acquire strong teamwork and communication practices, and develop organizational, critical-thinking, and problem-solving skills. In all of the courses, students explore the prevention, diagnosis and treatment of disease and work collaboratively to investigate and design innovative solutions to the health challenges of the 21st century such as fighting cancer with nanotechnology.

Please Note: The Biomedical Sciences courses are being offered in partnership with Project Lead the Way, a national non-profit organization dedicated to providing rigorous and relevant curriculum in science, technology, engineering and mathematics (S.T.E.M.). As part of this partnership and in order to contribute to a national study on Project Lead the Way (PLTW) program effectiveness, MDUSD has the opportunity to share participating students’ data. Importantly, this data sharing is strictly for evaluating the effectiveness of the program, not for assessing individual student performance. However, student data may only be shared with parent approval. The specific data requested by PLTW program relates to: name, birth date, gender, racial/ethnic identity, school information, student ID number, and grade level. All information will be treated as confidential and will be shared each year that your student is enrolled in a PLTW course. If you do not wish to consent to the sharing of your student’s data, then your child will simply not participate in PLTW specific assessments. Not participating in these assessments will have no impact on students’ grades in a PLTW course. If you do give permission for your student to participate in the assessments and data sharing, simply submit a consent form upon registration for the classes below: (Consent forms available in Student Services North)
PRINCIPLES OF BIOMEDICAL SCIENCE (PBS): (2255)

Grades 9-12 (year)
Prerequisite: “B” or better in Algebra I
UC and CSU certified: elective (fulfills UC/CSU “d” requirement)

This course is the first in a 3 year series involving the investigation of body systems, health conditions and related careers. Students will solve real world problems while exploring medical treatments, life-style choices and research processes. Students investigate the human body systems and various health conditions including: heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. This course is designed to provide the scientific foundation for the subsequent courses (Human Body Systems and Medical Interventions). Most students who enroll in this class are an interest in health careers. Lab fee donations are requested.

Physical Science

ENVIRONMENTAL SCIENCE (2360)

Grades: 9 (Year)
Prerequisite: none
UC and CSU certified: (fulfills UC/CSU “g” requirement)

Environmental Science is the study of how humans affect and are affected by their environment. This course is designed to give the freshmen students an opportunity to acquire scientific background that will ensure success in their future science classes. Students will study the biological, chemical, geological and physical features of specific environments relative to equilibrium. Emphasis will be placed on laboratory skills, analytical thinking and the development of environmental awareness. This course is designed to increase a student’s sense of sustainability and stewardship as a member of the global community.

This course is designed to provide a solid foundation for further study of science. The course meets the criteria set forth by the UC and CSU for a “g” elective course.

SOCIAL SCIENCE (ELECTIVES) (3 YEARS REQUIRED)

CITIZEN LAW A/B (3690)

Grades: 9-12 (Year)
Prerequisite: None
UC and CSU certified: Elective (Fulfills UC/CSU “g” requirement)

This course is an introduction to the American Justice System. The course presents basic fundamentals of criminal and civil law. It also addresses trial procedures and the major institutions of the justice system. The course emphasizes an understanding of our legal system and an appreciation for its effectiveness. Students develop a framework for intelligent decision-making, leadership, and responsibility as citizens in society.
GEOGRAPHY (3610)

Grades: 9-10 (Year)
Prerequisite: None
UC and CSU certified: Elective (Fulfills UC/CSU “g” requirement)

This course is the study of people, places, and the environment through the application of the five themes of geography. Students will investigate the interconnections between the environment and human study the physical aspects of elements impact human History/Social Science

VISUAL AND PERFORMING ARTS

ART I (4130)

Grades: 9-12 (Year)
Prerequisite: None
UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement)

Art I is a class that introduces students to the elements of art and principles of design. The history and criticism of visual arts are presented through the use of projects, lectures, films, and slides. This class provides a basic understanding of how to see, evaluate, and interpret experience through a variety of media. The student will respond to, analyze, and make judgments about form, content, techniques, and purpose in works of art as evidenced by creation/evaluation of portfolios. Basic tools and techniques are explained, demonstrated, and practiced to promote creative expression through active student participation. This course supports cross-curricular learning and basic school-to-career awareness. Art I is designed for all students with or without previous experience in the visual arts and can prepare students for more advanced classes.

ART II (4140)

Grades: 10-12 (Year)
Prerequisite: Successful completion of Art I or equivalent experience with instructor approval
UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement)

Art II is an advanced class that expands students’ knowledge and abilities in the fundamentals and principles of two-dimensional art forms. The history and criticism of these forms are presented through the use of projects, lectures, and visual materials. This class provides an expanded understanding of how to see, evaluate, and interpret experience through projects such as pencil, ink, watercolor, acrylic, tempera, oil, collage, pastels, and charcoal. The students will respond to, analyze, and make judgments about form, content, technique, and purpose in works of art as evidenced by the creation and evaluation of portfolios. Related tools and techniques are explained, demonstrated, and practiced to promote creative expression through active student participation. Work outside of class is required: portfolio or project preparation, reading, writing, or critical viewing where appropriate. This course continues cross-curricular and school to career awareness. This class is designed for students with previous experience in the visual arts who are prepared for an advanced level of art.

ART II DRAWING & PAINTING (4150)

Grades: 10-12 (Year)
Prerequisite: Art I and instructor approval
UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement)

This is an advanced drawing and painting class that
expands students’ knowledge and abilities in the fundamentals and principles of two-dimensional art forms. The history and criticism of these forms are presented through the use of projects, lectures, and visual materials. This class provides an expanded understanding of how to see, evaluate, and interpret experience through drawing and painting styles and techniques such as perspective, contour, gesture, portrait, figure, landscape, non-objective, and abstract. The students will respond to, analyze, and make judgments about form, content, technique, and purpose in works of art as evidenced by the creation and evaluation of portfolios. Related tools and techniques are explained, demonstrated, and practiced to promote creative expression through active student participation. Work outside of class is required: portfolio or project preparation, reading, writing, or critical viewing where appropriate. This course continues cross-curricular and school to career awareness.

ART & DESIGN I (4157)

Grades: 9-12
Prerequisite: None
UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement)

This course introduces students to the fundamentals and principles of visual arts. This class provides a basic understanding of how to see, evaluate, and interpret experience through a variety of media such as wire, glass, wood, leather, plaster, computer graphics, etc. Basic tools are explained and demonstrated, and techniques are practiced to promote creative expression through active student participation. The history and criticism of visual arts are presented through the use of projects, films, videos, and slides. Work outside of class is required: portfolio or project preparation, reading, writing, or critical viewing where appropriate. This class provides a basic understanding of how to see, evaluate, and interpret experience through a variety of media. Basic tools and techniques are explained, demonstrated and practiced to promote creative expression through active student participation. This class is designed for all students with or without previous experience in the visual arts and can prepare students for more advanced art classes.

CERAMICS I (4250)

Grades: 9-12 (Year)
Prerequisite: None
UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement)

ART DESIGN II-THREE DIMENSIONAL (GLASS / SAND) (4200)

Grades: 9-12 (Year)
Prerequisite: None
UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement)

Art Design II Three Dimensional is a class that introduces students to the fundamentals and principles of the visual arts and is open to any student in grades 9-12. The history and criticism of visual arts are presented through the use of projects, lectures, films, videos and slides. This class provides a basic understanding of how to see, evaluate and interpret experience through a variety of media. Basic tools and techniques are explained, demonstrated and practiced to promote creative expression through active student participation. This course prepares students for more advanced art classes.
Ceramics I is a class that introduces students to the fundamentals and principles of the visual arts and is open to any student in grades 9-12. The history and criticism of visual arts are presented through the use of projects, lectures, films and slides. This class provides a basic understanding of how to see, evaluate and interpret experience through a variety of media. Basic tools and techniques* are explained, demonstrated and practiced to promote creative expression through active student participation. This class is designed for all students with or without previous experience in the visual arts and can prepare students for more advanced art classes.

*techniques include: pinch, coil, slab, wheel, sculpture, decorating, and glazing works made of clay.

DANCE I - ARTS (0943)
Grades: 9-12 (Year)
Prerequisite: None

UC and CSU certified: Elective (Fulfills UC/CSU “f” requirement)

Dance I is a class that introduces students to the study of fundamental forms of movement which will allow them to create their own dance compositions. Students will study different dance styles and forms which will include historical and cultural information on dance. This class is designed for all students with or without previous experience in dance and can prepare students for more advanced dance classes.

Drama Philosophy

The Dramatics Program at College Park High School is based on the premise that every student has the capacity to create, to communicate, to solve problems individually and cooperatively. Our drama classes will develop each student’s dramatic imagination, problem solving and communicative potential through participation in the dramatic process. This includes not only written or literary drama, but also such non-literary modes as mime, improvisation, movement, development of the senses, oral communication, theatre games and such supportive elements as scenery, costumes/makeup, publicity, props and lights/sound. It will further include other forms of expression such as music, movement, the visual arts, electronic media (video) and film.

DRAMA I (0900)

Grades: 9-12 (Year)
Prerequisite: None

UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement)

Drama I is a beginning class open to students in grades 9-12. Students will practice the techniques of acting and perform scenes. Play production, theatre history, and theatre of other cultures are also introduced. Students will also develop the ability to evaluate the different aspects of theatre.

DRAMA II (0910)

Grade: 9-12 (Year)
Prerequisite: Drama I or equivalent experience with teacher recommendation

UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement)

Drama II is designed as an intermediate class in Dramatics. To be eligible, the student must have passed Drama I or have the instructor’s permission. The class places stress on the refinement and development of the principles learned in Drama I.

DRAMA III (0920)

Grade: 9-12 (Year)
Prerequisite: Drama I or II, or equivalent experience with teacher recommendation

UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement) may be repeated for credit
Drama III places stress on the refinement and development of the principles learned in Drama I and Drama II. Advanced students are expected to participate in all major productions. Senior drama students are expected to either act in and/or direct one-act plays, plus advance scenes from classical and contemporary theatre.

PHOTOGRAPHY ARTS I (4420)
Grades: 9-12 (Year)
Prerequisite: None
UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement)

* In order to gain maximum educational benefit from your photography class, students should have access to a digital camera with manual focusing and exposure control, but not required.

Photography, as a non-verbal language, allows all students, in a differentiated setting, to increase their visual perception and provides a medium for creative expression. The history of photography will be evaluated in the context of historical, social, cultural and artistic developments. In producing their own work and by studying the photographs of others, all students will develop a base for making informed aesthetic judgments.

Students will work with film and digital cameras. Digitally they will use simple and DSLR camera with film, students will learn to operate digital cameras and light meters while using black and white film. They will process negatives, create proof and enlargement prints, and learn the basics of design and lighting theories related to photography. Students will be challenged with assignments that replicate professional work with the enhancement of critical thinking skills. They will learn how to apply elements from the study of photography to other art forms, content areas, and careers.
Vocal Music

The vocal music program at CPHS involves people from all walks of our campus life. All vocal music courses teach basic to advanced singing techniques in addition to music reading, singing in harmony, music theory, and group leadership skills. Students with little or no singing experience have the opportunity to develop their singing talents in a supportive group atmosphere that is conducive to forming strong friendships. Experienced singers may audition for advanced ensembles that compete in regional festivals and perform a more challenging repertoire. The choirs put on a popular series of concerts and fundraisers at school and in the Pleasant Hill Community, performing a diverse selection of classical, jazz, Broadway, and popular music. Annual performance tours to exciting destinations (such as Disneyland, New York, New Orleans, etc.) are an optional activity for choir students.

BASS CLEF CHOIR – Vocal Music II (4860)

Grades: 9-12 (Year)
Prerequisite: Vocal Music I or equivalent experience with teacher recommendation and audition.
UC and CSU certified: Fine Arts (Fulfills UC/CSU “f” requirement) may be repeated for credit

Bass Clef Choir – Vocal Music II is open to students in grades 9—12 whose voice range is tenor or bass. Students will learn the elements of vocal techniques and music reading, and sing a wide variety of selections representing different styles, cultures, and periods. Performances for school, community and at music festivals are an important part of the class instruction. Membership is by audition or teacher recommendation. Performances, as well as outside rehearsals, are mandatory.

CONCERT CHOIR Vocal Music II (4910)

Grades: 9-12 (Year)
Prerequisite: Vocal Music I or equivalent experience with teacher recommendation
UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement) may be repeated for credit

Concert Choir – Vocal Music II is a class open to any student in grades 9-12 with teacher permission or audition. Students will learn vocal techniques, the elements of music to a greater degree of difficulty than in Mixed Chorus, and rehearse and perform choral music of different styles, cultures and periods. Performances for school, the community and music festivals are an important part of the class instruction.

TREBLE CHOIR Vocal Music I (4870)

Grades: 9-12 (Year)
Prerequisite: NONE
UC and CSU certified: Fine Arts (Fulfills UC/CSU “f” requirement)

Treble Choir - Vocal Music I is a class open to students in grades 9-12 who are enthusiastic about singing and whose voice range is soprano, alto, or unchanged. Students will learn the elements of vocal techniques and music reading, and sing a wide variety of selections representing different styles, cultures, and periods. Performances for school, community and music festivals are part of the class instruction. This course will help a student prepare for level II.

TREBLE CHOIR Vocal Music II (4880)

Grades: 9-12 (Year)
Prerequisite: Vocal Music I or equivalent experience with teacher recommendation (articulation and audition criteria are attached)
UC and CSU certified: Fine Arts (Fulfills UC/CSU “f” requirement) may be repeated for credit

Treble Choir - Vocal Music II is a class open to students in grades 9-12 whose voice range is soprano or alto. Students will learn the elements of vocal techniques and music reading, and sing a wide variety of selections representing different styles, cultures, and periods. Performances for school, community and at music festivals are an important part of the class instruction. Membership is by audition or teacher recommendation.
Instrumental Music & Theory

CONCERT BAND – INSTRUMENTAL II (4690)

Grades: 9-12 (Year)
Prerequisite: Instrumental Music I or equivalent experience with teacher recommendation
UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement)

Concert Band – Instrumental Music II is open to students in grades 9-12 by teacher recommendation. Students will learn proper instrumental techniques and rehearse and perform instrumental music of different styles, cultures, and periods. Performances for school, the community, and music festivals are an important part of the program. This class is designed for all students with some previous experience in instrumental music and can prepare students for more advanced classes. Marching Band will be a part of the activity of this band. The music teacher can supply additional information regarding this part of the program.

PIANO II (4735)

Grades: 9-12 (Year)
Prerequisite: Successful completion of Piano—Beginning and/or teacher interview/audition and approval
Pending UC and CSU approval

The new Piano II course would give students who already have a basic understanding to piano, music theory, and performance to continue and advance their skills and understanding of the instrument. Piano II would not delve as deeply into music theory as the AP Music Theory class already being offered, but would continue their understanding of theory topics through a focus on students’ exposure to repertoire and performance skills.

GUITAR – BEGINNING YEAR 1 (4740)

Grades: 9-12 (Year)
Prerequisite: None
UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement)

Guitar – Beginning is a course open to students in grades 9-12. Students will learn basic comprehensive skills and applications that relate to the overall concepts of guitar technique, performance, responsiveness, and discrimination. They will address criteria for critically judging the quality of performances and compositions that derive from social and historical influence. Work outside of class involves project preparation, written assignments, and exploration of school-to-career possibilities.

SYMPHONIC BAND – INSTRUMENTAL MUSIC III (4720)

Grades: 9-12 (Year)
Prerequisite: Instrumental Music II or equivalent experience with teacher recommendation
UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement) may be repeated for credit

Symphonic Band-Instrumental Music III is an advanced instrumental music class. Students must be able to play their instrument with a high degree of skill, and teacher recommendation is required for enrollment in this class. This band will give a number of performances for the general public and at music festivals. The music teacher can supply information regarding this part of the program. Membership in this band is by teacher recommendation.

BEGINNING PIANO (4730)

Grades: 9-12 (Year)
Prerequisite: None
UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement)

Keyboarding – Beginning Piano is a course open to students in grades 9-12. Students will learn basic comprehensive skills and applications that relate to the overall concepts of piano technique, performance, responsiveness, and discrimination. They will address criteria for critically judging the quality of
WIND ENSEMBLE MUSIC III (4810)

Grade: 9-12 (Year)
Prerequisite: Instrumental Music I or equivalent experience with teacher recommendation
UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement) may be repeated for credit

Wind Ensemble-Instrumental Music III is an advanced instrumental music class open to any students in grades 9-12. Students will learn proper instrumental techniques and rehearse and perform music of an advanced degree of difficulty and of different styles, cultures, and periods. Performances for school, the community, and music festivals are an important part of the program. Students may enroll only with the teacher’s permission. The music teacher can supply additional information regarding this class.

JAZZ BAND – INSTRUMENTAL MUSIC III (4700)

Grades: 9-12 (Year)
Prerequisite Instrumental Music I or II, or equivalent experience with teacher recommendation
UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement) may be repeated for credit

Jazz Band – Instrumental Music III is an advanced course in jazz. Students must be able to play their instrument with a high degree of skill. The music will consist of professional level commercial and jazz music. Students will be expected to improvise with some skill and to know and understand the harmonic structure of the music that is played. Students will be encouraged to write for this ensemble. The jazz band will perform on many occasions for the general public at music festivals. Membership in the group is by teacher recommendation to insure that the students have a high level of musical skill and to maintain a balanced instrumentation.

* Students enrolled in Jazz Band must be concurrently enrolled in another band or orchestra class.

ORCHESTRA INSTRUMENTAL MUSIC II (4980)

Grades: 9-12 (Year)
Prerequisite: Instrumental Music I or equivalent experience with teacher recommendation
UC and CSU certified: Visual and Performing Arts (Fulfills UC/CSU “f” requirement) may be repeated for credit

Orchestra – Instrumental Music II is a course in orchestral music of different styles and periods. Students must possess some ability to perform on their instrument. At times, the group will perform as a full orchestra with the addition of wind and percussion players. A number of concerts will be performed each year for the general public and at music festivals. This class is open to students who already play a string instrument, but with teacher permission, a student who wishes to learn to play an instrument, could be accepted.

ADVANCED ORCHESTRA

Grades: 9-12 (Year)
Prerequisite: Instrumental Music I or equivalent experience with teacher recommendation; audition required
Pending UC and CSU approval may be repeated for credit

Advanced Orchestra is the advanced level ensemble performing group for string players. Student will be challenged with the rigorous repertoire. Ensemble and solo activities are designed to develop and refine elements of musicianship, including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of orchestral literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Performances for school, the community, and music festivals are an important part of the program. Students may enroll only with the teacher’s permission. The music teacher can supply additional information regarding this class.
WORLD LANGUAGES

The World Language Department at College Park High School offers three living languages: French, German, and Spanish. At all levels emphasis is placed on mastery of the four language skills of speaking, understanding, reading and writing as well as comparative cultures study commensurate with the level of language of the student. A language is first and foremost an oral skill that cannot be mastered without daily oral language. Therefore, oral participation is mandatory at all levels and is an integral part of the student’s grade each quarter. Good attendance is a must.

INFORMATION ABOUT THE ADVANCED PLACEMENT (AP) TESTS IN WORLD LANGUAGES

Advanced Placement (AP) exams in world languages, with emphasis upon language or literature, are given each spring. Students who are successfully completing levels IV or V of a world language are encouraged to take these tests. A passing score on one Advanced Placement test may earn for the student college credit and advanced standing upon entrance to most colleges and universities. Preparation for the Advanced Placement tests is seen by universities as serving to stimulate high school students to higher achievement.

FRENCH I (5050)

Grades: 9-12 (Year)
Prerequisite: None

UC and CSU certified: Foreign Language /Elective (Fulfills UC/CSU “e” requirement)

Level I French is a performance-based course in which student’s use listening, speaking, and writing skills to begin to develop fluency in French. While using these skills in exploring a variety of familiar themes or topics, students build confidence and a solid foundation for future language learning. Students will communicate within the context of learned vocabulary and structure. They begin to understand the nature of language and recognize similarities and differences between target culture(s) and American culture. In a learning environment that is supportive of and conducive to the development of new perspectives, students may acquire intercultural awareness and experience personal and academic growth through positive personal interactions.

FRENCH II (5060)

Grades: 9-12 (Year)
Prerequisite: French I or consent of instructor

UC and CSU certified: Foreign Language /Elective (Fulfills UC/CSU “e” requirement)

Level II French is a performance-based course in which students use listening, speaking, reading and writing skills to progress on the continuum of developing fluency in French. While using these skills in a variety of familiar themes or topics, students continue to build confidence and a solid foundation for future language learning. Students communicate within the context of expanded vocabulary and structure. They expand their understanding of the nature of language and the target culture. In a learning environment that continues to be supportive of and conducive to the development of new perspectives, students acquire intercultural awareness and experience personal and academic growth through positive personal interactions.

GERMAN I (5280)

Grades: 9-12 (Year)
Prerequisite: None

UC and CSU certified: Foreign Language /Elective (Fulfills UC/CSU “e” requirement)

Level I German is a performance-based course in which students use listening, speaking, reading and writing skills to begin to develop fluency in German. While using these skills in exploring a variety of familiar themes or topics, students build confidence and a solid foundation for future language learning. Students will communicate within the context of learned vocabulary and structure. They begin to understand the nature of language and recognize
similarities and differences between the target culture and American culture. In a learning environment that is supportive of and conducive to the development of new perspectives, students may acquire intercultural awareness and experience personal and academic growth through positive personal interactions.

GERMAN II (5290)
Grades: 9-12 (Year)
Prerequisite: German I or consent of instructor
UC and CSU certified: Foreign Language /Elective (Fulfills UC/CSU “e” requirement)
Level II German is a performance-based course in which students use listening, speaking, reading and writing skills to progress on the continuum of developing fluency in German. While using these skills in a variety of familiar themes or topics, students continue to build confidence and a solid foundation for future language learning. Students communicate within the context of expanded vocabulary and structure. They expand their understanding of the nature of language and the target culture. In a learning environment that continues to be supportive of and conducive to the development of new perspectives, students acquire intercultural awareness and experience personal and academic growth through positive personal interactions.

SPANISH I (5700)
Grades: 9-12 (Year)
Prerequisite: None
UC and CSU certified: Foreign Language /Elective (Fulfills UC/CSU “e” requirement)
Level I Spanish is a performance-based course in which student’s use listening, speaking, reading, and writing skills to begin to develop fluency in Spanish. While using these skills in exploring a variety of familiar themes or topics, students build confidence in a solid foundation for future language learning. Students will communicate within the context of learned vocabulary and structure. They begin understanding the nature of language and recognize similarities and differences between target culture(s) and American culture. In a learning environment that is supportive and conducive to the development of new perspectives, students may acquire intercultural awareness and experience personal and academic growth through positive personal interactions.

SPANISH II (5710)
Grades: 9-12 (Year)
Prerequisite: Spanish I or consent of instructor
UC and CSU certified: Foreign Language /Elective (Fulfills UC/CSU “e” requirement)
Level II Spanish is a performance-based course in which students use listening, speaking, reading and writing skills to continue to develop fluency in Spanish. While using these skills in a variety of familiar themes or topics, students continue to build confidence and a solid foundation for future language learning. Students communicate within the context of expanded vocabulary and structure. They expand their understanding of the nature of language and target culture(s). In a learning environment that continues to be supportive of and conducive to the development of new perspectives, students acquire intercultural awareness and experience personal and academic growth through positive personal interactions.

SPANISH III (5720)
Grades: 9-12 (Year)
Prerequisite: Spanish II or consent of instructor
UC and CSU certified: Foreign Language /Elective (Fulfills UC/CSU “e” requirement)
Level III Spanish is a performance-based course in which student’s progress on the continuum of developing fluency in Spanish. Students participate in activities spanning a variety of themes and topics. They begin to transition from topics of the immediate environment to those of more global perspectives. They communicate with increasing fluency and control of vocabulary and structure. As they begin the study of literature of the target culture, they expand their intercultural knowledge and awareness.

SPANISH FOR SPANISH SPEAKERS I (5701)
Grades: 9-12 (Year)
Prerequisite: Oral proficiency in Spanish; Assessment Required
UC and CSU certified: Foreign Language /Elective (Fulfills UC/CSU “e” requirement)
Spanish for Spanish Speakers I is a communication based course in which students improve their
language skills in listening and speaking, and concentrate on developing reading and writing proficiency. Students expand these skills while exploring a variety of themes and topics. They begin to recognize similarities and differences between cultures and to appreciate the cultural contributions of Spanish speaking peoples. The course is an alternative to Spanish I for Spanish Speaking students and prepares student for Spanish II or higher level course. The instructional strategies, emphasis and time spent on specific performance objectives differ from Spanish I because of greater emphasis on reading and writing skills. Much of the content for cultural understanding is based on the students’ own experience and questions.

Español para hispanohablantes I es un curso en el cual los estudiantes mejoran sus destrezas de lenguaje. Este curso se concentra más en el desarrollo de lectura y escritura. Los estudiantes desarrollan estas destrezas mientras exploran una variedad de temas y materias. Empiezan a reconocer las semejanzas y diferencias entre las culturas y a apreciar las contribuciones culturales de los hispanohablantes. Este curso es la alternativa al curso de Español I. Prepara a los estudiantes para Español II o para un nivel más alto. Las estrategias de instrucción y el énfasis de objetivos específicos se diferencian de los de Español I. Mucho del contenido del entendimiento cultural se basa en la experiencia e inquietudes del estudiante.

SPANISH FOR SPANISH SPEAKERS II (5702)

Grades: 9-12 (Year)
Prerequisite: Oral proficiency in Spanish; Assessment Required; Spanish for Spanish Speakers I and/or teacher recommendation

UC and CSU certified:  Foreign Language /Elective (Fulfills UC/CSU “e” requirement)
Spanish for Spanish Speakers II is a language arts course in which students advance their language skills in listening and speaking, and continue to develop their reading and writing proficiency. Students expand these skills while exploring literature-based themes and topics. They recognize similarities and differences between cultures and appreciate the cultural contributions of Spanish speaking peoples. Successful completion of this course (“C” or better/teacher recommendation) allows students to enroll in any appropriate advanced level Spanish course.

Español Para hispanohablantes II es un curso en el cual los estudiantes mejoran sus destrezas de lenguaje. Este curso se concentra más en el desarrollo de lectura y escritura. Los estudiantes desarrollan estas destrezas mientras exploran una variedad de temas y materias. Empiezan a reconocer las semejanzas y diferencias entre las culturas y a apreciar las contribuciones culturales de los hispanohablantes. Este curso es la alternativa al curso de Español II. Prepara a los estudiantes para Español III o para un nivel más alto. Las estrategias de instrucción y el énfasis de objetivos específicos se diferencian de los de Español I. Mucho del contenido del entendimiento cultural se basa en la experiencia e inquietudes del estudiante.
MISCELLANEOUS
(COURSES AT-LARGE)

ACADEMIC SUCCESS (900682)

Grades: 9-12
Prerequisite: Students must hold an IEP

This course will help students enhance personal responsibility and interpersonal skills while focusing on academic success. This class addresses themes such as respect, integrity, goal setting, team building, and organizational skills. The six main components of this class are: school and workplace literacy, character education, skills for effective learning, personal well-being, school-to-career exploration, and service learning.

AVID 9 (099202)

Grades: 9
Prerequisite: Teacher recommendation based on test scores and GPA that show a discrepancy between performance and potential. (Application Process)

AVID 9 is a college preparatory elective in which students learn that skills to be successful in school and college. Students learn to apply study, test taking, time management, writing and critical thinking/problem solving skills to the content of their other academic courses. Tutorials and study groups focus on individual students’ needs. Outside speakers, college field trips and career exploration helps students see the connection between school and their future lives. Each 9th grade cohort group is encouraged to remain within AVID throughout their high school years.

COMPUTER SCIENCE AND SOFTWARE ENGINEERING (6025)

Grades: 9-11 (Year)
Prerequisite: “C” or better in Algebra I and concurrently enrolled in Biology I
UC and CSU certified (Fulfills UC/CSU “g” requirement)

Computer Science and Software Engineering (CSE) is a Project Lead-the-Way (PLTW) course where students work in teams to develop computational thinking and solve problems. This course covers the College Board’s new CS Principles framework. The course does not aim to teach mastery of a single programming language, but aims instead to develop computational thinking, to generate excitement about the field of computing, and to introduce computational tools that foster creativity. The course also aims to build students’ awareness of the tremendous demand for computer specialists and for professionals in all fields who have computational skills. Each unit focuses on one or more computationally intensive career paths. This student practice problem solving course aims to engage students to consider issues raised by the present and future societal impact of computing. Course work includes lessons on algorithms, graphics, graphical user interfaces, the internet, mining reining data, and intelligent behavior.

LEADERSHIP (89210)

Grades: 9-12 (Year)
Prerequisite: Required for elected or appointed student body and class officers.

A year course that develops those unique characteristics, attitudes, and skills which empower a person to make significant changes in self and to move a group of people in new and positive directions.

When a student is enrolled beyond one year, he or she has been elected or appointed to an office with increased scope and responsibility. In addition to refining the skills learned previously, the student will be expected to complete more difficult projects, prepare and provide peer instruction, and do additional reading, interviewing, and research in the areas of leadership and group process.
ROP (REGIONAL OCCUPATIONAL PROGRAM)

STUDENT PROGRAMS

WHAT IS ROP?
Operated by the Contra Costa County Office of Education, ROP has been the primary source of career training for high school students in our county for the past 35 years. State credentialed teachers, high tech equipment and a commitment to students ensure a positive learning experience. Located on high school campuses, ROP courses are taken as part of a student’s regular high school schedule. Students advance through 90-540 hours of sequenced curriculum and earn high school graduation credits and/or college units. Students can earn a Certificate of Proficiency upon successful completion of the class.

ADVANTAGES OF ROP:
Students can use ROP courses to gain employment skills, explore a career field, get a head start on their college major, or “try out” a career choice through internships available in many classes. Many students use their newly acquired skills to work part-time after graduation to help pay college expenses.

TO ENROLL:
On campus ROP class: Indicate the course on your schedule for next year
Off campus ROP class: Indicate the course on your schedule for next year
and call the ROP office at (925) 942-3437

ROP CLASSES AT COLLEGE PARK HIGH

ROP Off-Campus Classes
The following classes are offered in the Mt. Diablo Unified School District.

Arts, Media, & Entertainment
Art & Animation 7356
Commercial Art 5754
Computer Graphics Arts 4430
Digital Arts Designs for the Web 6310
Journalism II 0790
Radio Communications 7810

Building Trades & Construction
Cabinetmaking 7950
Construction Technology 7980

Business & Finance
Accounting (Computerized) 6010
Commercial Banking 8370

Education, Child Development & Family Services
Careers in Teaching 6990
Careers in Teaching Internship 6991
Developmental Psychology of Children
<table>
<thead>
<tr>
<th>Health, Science &amp; Medical Tech</th>
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</thead>
<tbody>
<tr>
<td>Biological Science Laboratory Research</td>
<td>2252</td>
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<tr>
<td>Biotechnology</td>
<td>2251</td>
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<tr>
<td>Commercial Foods: Nutrition &amp; Wellness</td>
<td>8375</td>
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<tr>
<td>Forensic Science</td>
<td>7300</td>
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<tr>
<td>Veterinary Science</td>
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<table>
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<tr>
<th>Hospitality, Tourism &amp; Recreation</th>
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<tbody>
<tr>
<td>Baking/Patisserie</td>
<td>8370</td>
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<tr>
<td>Culinary Careers</td>
<td>8270</td>
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<tr>
<td>Hotel Careers</td>
<td>9430</td>
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<tr>
<td>Restaurant Occupation</td>
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<th>Information Technology</th>
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<tr>
<td>Computer Applications</td>
<td>6021</td>
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<tr>
<td>Computer Programming</td>
<td>6360</td>
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<tr>
<td>Computer Science AP</td>
<td>6023</td>
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<tr>
<th>Manufacturing &amp; Product Development</th>
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<tbody>
<tr>
<td>Civil Engineering &amp; Architecture</td>
<td></td>
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<tr>
<td>Principles of Engineering</td>
<td>7717</td>
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<tr>
<td>Robotics Engineering Technology</td>
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<th>Marketing, Sales, &amp; Services</th>
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<tbody>
<tr>
<td>Cosmetology/Esthetician/Manicuring</td>
<td>9410</td>
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<tr>
<th>Transportation</th>
<th></th>
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<tbody>
<tr>
<td>Automotive Technology</td>
<td>7010</td>
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</table>

For more information and school location: Pick up a ROP brochure at Student Services, your College Career Cents, Call the ROP Office 925-942-3437, or visit our website [www.cocoschools.org/rop](http://www.cocoschools.org/rop)

**ALTERNATIVE EDUCATION PROGRAMS**

**Necessary Small High Schools (Gateway/ Summit/ Prospect)**
Located at several locations in the district, these alternative schools provide consistent instructional supervision and monitoring for 9-12 grade students who thrive in a small, close environment. For more information, contact the Student Services Coordinator at the student’s school of residence.

**Olympic High School**
Olympic High School is an alternative to the regular high school program providing opportunities to students needing credits to graduate, a flexible schedule in order to work or more individualized instructional program. The academic classes required for graduation are the same as other high schools in the district.

**Horizons Center for Independent Study**
Horizons Center for Independent Study is part of the Mt. Diablo Unified School District. It is a fully WASC-accredited high school, staffed with fully accredited teachers. It has a UC/CSU approved college preparatory program. The standards in Independent Study meet all the requirements for graduation from the Mt. Diablo Unified School District.

Horizons Center for Independent Study is a program for students who want to do high school on their own. The heart of Independent Study is the student learning at home, teaching him/herself independent of teacher or school. Students meet with their teacher/case manager once a week for 1-3 hours to discuss their progress. Each week the student hands in the previous week’s assignments, completed projects, and receives new assignments for the following week.
Partnership Academies
The Partnership Academies located at four high schools provide a sequence of classes in the sophomore, junior and senior years designed for students desiring careers in fields that require technical training. Each provides technical training and academic support for a variety of future careers. For more information see your Student Services Coordinator.

Regional Occupation Program (ROP)
ROP offers job skill training for careers in business, education, communications, fine arts, medical, engineering, restaurant, hotel, automotive electronics, construction and industrial operations at high school campuses and business locations throughout Contra Costa County. Students who are 16 years or older may receive elective credit for ROP as part of the regular high school program. For more information see you Student Services Coordinator or call the ROP office at: 942-3436.

Crossroads
Crossroads is an alternative school program for pregnant or parenting teens living within the school district. The curriculum is based on the needs and interest of the parent and full school credit is given. Contact your Student Services Coordinator for more information and enrollment procedures, or you may contact the program directly. (689-6852)

California High School Proficiency Examination
Students who pass the CHSPE will earn the legal equivalent of a high school diploma and may not be required to attend high school if they have parent approval. Students must be 16 or older or enrolled in the second semester of the 10th grade to take the exam. See your Student Service Coordinator for an application.

GED (General Educational Development Test)
The Adult Schools administer the GED. It consists of 5 tests: writing, social studies, literature/arts and math. Students must be within 2 months of their 18th birthday. Student receives a certificate that is the equivalent to a high school diploma. Phone 685-7340
The table below outlines the courses offered at CPHS, listed alphabetically, along with the grade level at which each course may be taken, its prerequisites, as well as college requirements met by taking the class.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Number</th>
<th>Grades</th>
<th>Semester/Year</th>
<th>Prerequisites</th>
<th>UC</th>
<th>CSU</th>
<th>Page Ref.</th>
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</thead>
<tbody>
<tr>
<td>Academic Success</td>
<td>900682</td>
<td>9-12</td>
<td>Y</td>
<td>Student must have an IEP</td>
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<td>39</td>
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<tr>
<td>Algebra I</td>
<td>1310</td>
<td>9-12</td>
<td>Y</td>
<td>Assessment test or teacher recommendation</td>
<td>X</td>
<td>X</td>
<td>25</td>
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<tr>
<td>Algebra 1A</td>
<td>1250</td>
<td>9-12</td>
<td>Y</td>
<td>Assessment test or teacher recommendation</td>
<td>X</td>
<td>X</td>
<td>25</td>
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<tr>
<td>Algebra II</td>
<td>1330</td>
<td>10-12</td>
<td>Y</td>
<td>Successful completion of Geometry</td>
<td>X</td>
<td>X</td>
<td>25</td>
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<tr>
<td>Algebra II/Trigonometry</td>
<td>1340</td>
<td>10-12</td>
<td>Y</td>
<td>Successful completion of Geometry</td>
<td>X</td>
<td>X</td>
<td>25</td>
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<tr>
<td>Art &amp; Design I</td>
<td>4157</td>
<td>9-12</td>
<td>Y</td>
<td>None</td>
<td>X</td>
<td>X</td>
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<td>Art Design II - 3 Dimensional</td>
<td>4200</td>
<td>9-12</td>
<td>Y</td>
<td>None</td>
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<td>Art I</td>
<td>4130</td>
<td>9-12</td>
<td>Y</td>
<td>None</td>
<td>X</td>
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<tr>
<td>AVID 9</td>
<td>99202</td>
<td>9</td>
<td>Y</td>
<td>Teacher recommendation based on test scores and GPA; application process</td>
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<tr>
<td>Bass Clef Choir</td>
<td>4860</td>
<td>9-12</td>
<td>Y</td>
<td>Teacher recommendation and/or audition</td>
<td>X</td>
<td>X</td>
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<td>Biology I</td>
<td>2110</td>
<td>9-12</td>
<td>Y</td>
<td>None</td>
<td>X</td>
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<td>Ceramics I</td>
<td>4250</td>
<td>9-12</td>
<td>Y</td>
<td>None</td>
<td>X</td>
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<td>Citizen Law A/B</td>
<td>3690</td>
<td>9-12</td>
<td>Y</td>
<td>None</td>
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<tr>
<td>Computer Science &amp; Software Engineering</td>
<td>6025</td>
<td>9-11</td>
<td>Y</td>
<td>&quot;C&quot; or better in Algebra I</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Concert Band</td>
<td>4690</td>
<td>9-12</td>
<td>Y</td>
<td>Instrumental Music I or equivalent experience with teacher recommendation</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Concert Choir</td>
<td>4910</td>
<td>9-12</td>
<td>Y</td>
<td>Vocal Music I or equivalent experience with teacher recommendation</td>
<td>X</td>
<td>X</td>
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<td>Creative Writing</td>
<td>0650</td>
<td>9-12</td>
<td>Y</td>
<td>None</td>
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<td>Dance I-Arts</td>
<td>0943</td>
<td>9-12</td>
<td>Y</td>
<td>None</td>
<td>X</td>
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<td>Drama I</td>
<td>0900</td>
<td>9-12</td>
<td>Y</td>
<td>None</td>
<td>X</td>
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<td>Drama II</td>
<td>0910</td>
<td>9-12</td>
<td>Y</td>
<td>Drama I or equivalent experience with teacher recommendation</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Drama III</td>
<td>0920</td>
<td>9-12</td>
<td>Y</td>
<td>Drama I, or II, or equivalent experience with teacher recommendation</td>
<td>X</td>
<td>X</td>
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<td>ELD Academic Language</td>
<td>0250</td>
<td>9-12</td>
<td>Y</td>
<td>Placement by ELD/CELDT Assessment</td>
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<tr>
<td>EL Academic Language Development A</td>
<td>0690</td>
<td>9-12</td>
<td>Y</td>
<td>Placement by ELD/CELDT Assessment</td>
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<td>English Language Development 1</td>
<td>500271</td>
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<td>Placement by ELD/CELDT Assessment</td>
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<td>English Language Development 2</td>
<td>0272</td>
<td>9-12</td>
<td>Y</td>
<td>Placement by ELD/CELDT Assessment</td>
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<td>X</td>
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<tr>
<td>Course</td>
<td>Course Number</td>
<td>Grades</td>
<td>Semester/Year</td>
<td>Prerequisites</td>
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<td>CSU</td>
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<td>English Language Development 4</td>
<td>0274</td>
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<td>Placement by ELD/CELDT Assessment</td>
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<td>English I</td>
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<td>Eight (8th) grade English</td>
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<td>Environmental Science</td>
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<td>Y</td>
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<td>X</td>
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<td>French I</td>
<td>5050</td>
<td>9-12</td>
<td>Y</td>
<td>None</td>
<td>X</td>
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<td>French II</td>
<td>5060</td>
<td>9-12</td>
<td>Y</td>
<td>French I or consent of instructor</td>
<td>X</td>
<td>X</td>
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<td>Geography</td>
<td>3610</td>
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<td>None</td>
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<td>1320</td>
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<td>German I</td>
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* = pending UC approval courses; pilot year courses
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**NOTES:**