

Reseda High School
Los Angeles Unified School District C

Student Handbook 2001-2002 School Year

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Reseda High School....Our Mission

The Mission of Reseda High School is to produce educated, responsible citizens who will become contributing members of our diverse society.

SCHOOL PHILOSOPHY

Reseda High School is one of the 50 high schools of the Los Angeles Unified School District involved in that part of the educational program which educates youth between grades 9-12. The educational welfare of the senior high school students is the ultimate consideration of the teachers, staff, and administrators of Reseda High School

The students' interest are best served when their needs are met by caring adults who expect and demand the best that the students can offer.

The staff will do all that is possible within the resources of the District to provide each student with motivation, a sense of worth, and a sequence of opportunities. The result will be a graduate who; has the ability to apply basic and problem-solving skills to personal, family, and career situations; is technologically able: is ready for employment or entrance into a university, college, community college, or has the potential to secure pre-vocational or vocational training.

GRADUATION REQUIREMENTS

Each student must complete the graduation requirements listed below and earn 220 credits in grades 9 through 12 to be eligible for graduation from Reseda High School

40 credits of English

- Grade 9 English 9AB (1 year)
- Grade 10 English 10AB (1 year)
- Grade 11 American Literature (1 semester)
- Grade 11 Contemporary Composition (1 semester)
- Grade 12 Practical Writing, Expository Composition, or Advanced Composition (1 semester)
- Grade 12 English Elective (1 semester)
or Advanced Placement English Literature AB (1 year)

30 credits of Social Science

- Grade 9 World History AB (1 year)
- Grade 11 US History AB or Advanced Placement American History AB (1 year)
- Grade 12 US Government or Advanced Placement American Government and Politics (1 semester)
- Grade 12 Economics, Applied Economics, or Consumer Economics

20 credits of Mathematics

- Grade 9 10 credits of Math – Math 9AB, Algebra 1AB, or Geometry AB
- Grade 10-12 10 credits of Math – Basic Math AB, HS Math AB, Algebra 1AB, Geometry AB, Algebra 2AB

20 credits of Science

- Grade 9-12 10 credits of Biological Science – Biology AB, or Life Science AB
- Grade 9-12 10 credits of Physical Science – Physical Earth Science AB, Advanced Physical Science AB, Chemistry AB, or Physics AB

20 credits of Physical Education

- Grade 9 10 credits of Advanced Physical Education 1AB or Athletics
- Grade 10 10 credits of Advanced Physical Education 2AB or Athletics

5 credits of Health Education – Grade 10

2½ credits of Educational Career Planning – Grade 10

2½ credits of Required Option – Driver Education, SAY Prep, etc. – Grade 10

20 credits of Fine Arts, Technical Arts, or Foreign Language

- 10 credits of Fine Art – Grade 9-12 (Art, Drama, Music)
- 10 credits of Technical Art – Grade 9-12 (Business Ed, Computers, Home Economics, Industrial Ed)
- OR 10 credits of Foreign Language – Grade 9-12 (One year of some language)

60 credits of Electives/College Entrance Requirements

Students must pass: **SHARP** (Senior High Assessment of Reading Proficiency) Reading
 TOPICS (Test of Performance in Computational Skills) Mathematics
 WRITE Sr. (Writing Skills, both Objective and Writing Sample) Composition

Residency Requirement – A student must successfully complete at least one full semester of the senior year at Reseda High School and pass 15 credits in order to qualify for a Reseda High School Diploma.

Notes:

Students who receive foreign language credit through examination may use that credit to meet the fine arts of foreign language requirement.

Students electing instrumental or vocal music or drama may take that elective course every year and be of being excused from technical arts requirement.

Students using foreign language to meet the fine arts required for technical art may use a fine art to meet the technical arts requirement.

In grades 9 – 12, reading may be substituted for the required technical art or taken instead of an elective, if a student is reading two or more years below grade level.

Electives - - - These are courses that one may take in any field to complete 220 credits for graduation. A planned sequence of 30 or more credits in a specific subject area or in college entrance requirements is strongly recommended.

Grade Level Placement

Each Student proceeds to the next grade level according to credits earned:

Grade 10 – 50 Credits (grades 9 – 12)

Grade 11 – 105 Credits (grades 9 – 12)

Grade 12 – 160 Credits (grades 9 – 12)

ENGLISH AS A SECOND LANGUAGE PROGRAM REQUIREMENTS

MODEL A: Student began ESL program in Junior High School. Courses required are the same as those listed for Regular Program except that ESL 3 and ESL 4 substitute for English 9AB.

MODEL B: Student begins ESL program in High School.

<u>FIRST YEAR</u> (Ninth grade)		<u>SECOND YEAR</u> (Tenth grade)		<u>THIRD YEAR</u> (Tenth grade)	
Fall	Spring	Fall	Spring	Fall	Spring
ESL 1A	ESL 1B	ESL 2A	ESL 2B	ESL 3	
ESL 4 ESL 1A	ESL 1B	ESL 2A	ESL 2B	ESL 3 Prep	ESL 4 Comp
IntroEngReading 1A	IntroEngReading 1B	IntroEngReading 1B	IntroEngReading 2A	IntroEngReading 2B	Lang NS
Or/Guidance	1A Lang NS 1B	Fine/TechnicalArtA	Fine/TechnicalArtB	Intro US HeritageWld History A	Wld
Math A	Math B	Algebra 1A	Algebra 1B	Geometry A	Geometry B

FOURTH YEAR (Eleventh grade)

Fall	Spring
English 10A	English 10B
Biology A	Biology B
Lang NS 2A	Lang NS 2B
US History A	US History B
Algebra 2A	Algebra 2B
Elective/Coll Req	Elective/Coll Req

FIFTH YEAR (Twelfth grade)

Fall	Spring
Cont Composition	ExpoComp/PrWrit
American Literature	English Elective
Phys Science A	Phys Science B
Government	Economics
Elective/Coll Req	Elective/Coll Req
Elective/Coll Req	Elective/Coll Req

Notes:

Classes taken in the student's home country for which United States high school credit is accepted need not be repeated. Student must present official transcript verifying such courses.

All students are placed in the ninth grade until official transcripts are evaluated. Grade level is then determined by the number of years required until graduation. Students work out a program for graduation in conjunction with their counselor.

MODEL C: Student begins ESL program in High School. (ACCELERATED PROGRAM)

FIRST YEAR (Ninth grade)

Fall	Spring
ESL 1	ESL 2
ESL 1	ESL 2
Intro Eng Reading	Inter Eng Reading
Or/Guidance	Intro US Heritage
Math A	Math B
Phys Education 1A	Phys Education 1B

SECOND YEAR (Tenth grade)

Fall	Spring
ESL 3	ESL 4
ESL 3 Prep	ESL 4 Comp
Health	ECP/Option
Wld History A	Wld History B
Algebra 1A	Algebra 1B
Phys Education 2A	Phys Education 2B

THIRD YEAR (Eleventh grade)

Fall	Spring	Fall
English 10A	English 10B	
Fine/TechnicalArtA	Fine/TechnicalArtB	
Lang NS 1A	Lang NS 1B	
US History A	US History B	
Algebra 2A	Algebra 2B	
Biology A	Biology B	

FOURTH YEAR (Twelfth grade)

Fall	Spring
Cont Composition	ExpoComp/PrWrit
American Literature	English Elective
Lang NS 2A	Lang NS 2B
Government	Economics
Elective	Elective
Phys Science A	Phys Science B

--Si los estudiantes empiezan el programa de ESL en la primaria, su programa en la secundario es similar al programa regular excepto que la clase de ESL 3 y ESL 4 tomado en el grado 9 sustituye a la clase de Ingles 9AB.

--Si los estudiantes empiezan el programa de ESL en la secundaria, normalmente ellos tomarian 4 o 5 anos para graduarse dependiendo en: 1) clases tomadas en el pais del estudiante; 2) el nivel de clase de ESL que comenzo; 3) el programa para la graduacion que hicieron con el consejero.

--Todos los estudiantes son puestos en el grado 9 hasta que sus certificados de estudios oficiales sean evaluados.

--Los 150 creditos necesarios para graduarse ademas de las clases de ESL son:

30 creditos de Ingles -- Ingles 10AB, Composicion contemporanea, Literatura Americana, Estritura Practica o Composicion Expositiva, y electivo do Ingles.

30 creditos de Ciencia Social – Historia del Mundo AB, Historia de U.S. AB, Gobierno de U.S., y Economica

20 creditos de Matematicas

20 creditos de Ciencia, 10 biologica, 10 fisico

20 creditos de Educacion Fisica

5 creditos de Salud

5 creditos de Planificacion de Educacion y Profesional, y Educacion de Manjeo o opcion

20 credits\is de Arte, Arte Tecnica o Lenguaje Extranjero

PROFICIENCY FOR GRADUATION

Minimum proficiency in the augmented Stanford 9 reading/language arts and math tests **or**

A mark of “C” or higher in 20 credits of mathematics and 20 credits of English **or**

Passed Sharp, Topics, Write Objective and Writing Sample **or**

Passed other District wide assessments in reading, Language arts and/or reading

COUNSELING OFFICES AND SERVICES

Reseda has an experienced staff of counselors working under the Assistant Principal, Secondary Counseling Services, to assist students. Counselors assist students with their class schedules and meeting graduation requirements. Students may also meet with counselors to discuss educational and personal problems. Each counselor has a section of the alphabet including all grade levels, and students my find the counselor to which they are assigned by checking with the clerks in the counseling offices.

In addition to regular counselors, Reseda also has counseling services for the following specialized areas: Speak to your counselor if you would like to learn more or become part of any of these programs. Many of these programs have descriptions later in this handbook.

1. Academic Decathlon
2. AVID Program
3. Bilingual Education
4. Careers
5. College
6. Digital High School and Computers
7. English Language Learners
8. Gifted
9. Humanitas Program
10. Multilingual Teacher Academy
11. NJROTC
12. Police Academy Magnet
13. Principal's Unity Council
14. Science Environmental Magnet
15. Special Education

SPECIAL EDUCATION PROGRAMS

Under the California Master Plan for Special Education, we have many resources to serve the student with learning disabilities. Small special education classes are provided for students who are educationally handicapped. In addition, resource specialist teachers provide a supportive instructional and counseling program for certain students by working directly with students on a daily basis or when needed.

All students in these programs are screened by a careful process that protects the right of the individual and the parent. Students are placed in any special program based on an Assessment Committee decision with parental approval. Students' programs are developed on a personalized Individual Educational Plan (IEP) that requires parent, teacher, and administrative approval.

Special Day Class (EH)

The Special Day Class provides at least a half-day of educational support for high school students identified as having specific educational needs. The curriculum is individualized and provides for continuous monitoring of progress and additional special services as needed.

Resource Specialist Program (RSP)

The Resource Specialist teacher assists qualifying students with specific learning handicaps in academic studies.

Other Services

Itinerant teachers provide specialized services to students with speech, vision, hearing, or other health problems that may interfere with learning. A school psychologist and a vocational counselor are also available on a limited basis.

EDUCATIONAL OPTIONS

Some students have special needs regarding their educational environment. Los Angeles Unified School District and Reseda High School provides many educational options for these individuals. They include Zane Grey Continuation High School, Work Experience, Furlough Program, West Valley and North Valley Occupational Centers, Reseda and Van Nuys Adult Schools, and off campus classes such as those at community colleges.

Students need to see their counselor to obtain necessary information and permission to enroll in any of these opportunities.

Continuation School

This specialized program is designed to meet the needs of students who are unable to complete a regular school program because of conflicting work commitments or the need to have an alternative education program.

Furlough Program

In cases in which it is urgent that students work full time and hold a job that meets established criteria, students may enroll in the Furlough Program. The Furlough Program allows students to earn credit in an individualized program while working full time.

Regional Occupational Centers/Programs (Roc/Rop)

These programs are the result of a joint effort by the school district, business and industry to enlarge and enrich vocational training experiences and to provide insight into career opportunities for upper division students. Courses are provided in six major vocational/technical areas: Agricultural/Environmental, Business, Banking, Health, Home Economics, Industrial, and Public Service. These courses are taught at a number of Los Angeles and San Fernando Valley locations, including business, industrial, or school sites in addition to all Regional Occupational Centers (ROC), Skill Centers, and community adult schools. Classes are held during the school day, late afternoon, evening and Saturdays. Skills acquired are designed for entry-level job requirements. These classes may also meet the technical art requirement and provide high school credit toward graduation. To be eligible for these programs, the student must be 16 years of age and have completed at least one year of high school.

Adult Schools

Students may decide to enroll in classes outside the regular school day in order to make up classes, meet home responsibilities or work time schedules. In addition, students may take enrichment classes that cannot fit into a regular school schedule.

Concurrent Enrollment

This program is in conjunction with Reseda Adult School. The students attend a learning center on campus in the afternoon, after-school or in the evening. This program is especially designed for those students who are deficient in credits. While proceeding at their own pace, students have the opportunity to interact with the classroom teacher, who monitors their work and provides individual tutoring.

College Opportunities

Students may enroll, with counselor approval, in community college classes, or, in some instances, in four-year institutions, to earn either high school credit or college credit. Cal State Northridge's Talented High School Student and UCLA's High School Scholars programs are open to high-achieving students in their senior year.

Sheltered Classes

These classes are a part of the regular curriculum with delivery of instruction designed for the English Language Learner (ELL) students. Classes are offered in the English, social studies, science, math and health/life skills departments and are expanded as needed to meet the needs of the ELL population.

SCHOOL ACTIVITY CLASSES

Academic Decathlon

The Los Angeles Unified School District Academic Decathlon is affiliated with the California Academic Decathlon and the United States Academic Decathlon. Like the Decathlon of the ancient Greeks, the Los Angeles/California/U.S. Academic Decathlon is a contest of intellectual strength.

High school juniors and seniors complete as individuals and team members in a series of ten academic events: Economics, Fine Arts, Language and Literature, Mathematics, Science, Social Science, Essay, Speech (Prepared and Impromptu), Interview, Super Quiz. Each school is represented by a team of nine students, three from each of the following categories: Varsity (2.0 – 2.99 GPA), Scholastic (3.0 – 3.74 GPA), and Honors (3.75 – 4.0 GPA).

A semester course is offered to a selected number of students to prepare for the Academic Decathlon contest. From these outstanding students, nine will represent Reseda at the competition and the remaining students will serve as alternates. All students will receive special recognition for participating in the program. Universities across the country look favorably on those students who participate in this program of academic preparedness.

Art Production

This is a school service class where students learn commercial art skills. The skills of illustration, lettering, making banners, signs, and other art jobs as requested by school organizations and faculty are important tools toward a career in commercial art.

Cheerleaders

This class provides for students skilled in these activities to develop routines and to perform before live audiences. The course develops leadership skills and increases knowledge of techniques to promote school spirit.

Dance Choreography

This advanced dance class provides an opportunity for skilled dance students to develop self-expression, self-realization, good human relations, and to attain recognition through performances. Emphasis is on further development of skill, technique, and choreography.

Drill team

The drill team provides the opportunity to develop movement patterns by putting together basic marching maneuvers in new and unusual arrangements. Students perform during halftime at athletic events. A participant must audition and be selected by a panel of judges. (Fulfills P.E. requirement)

Interscholastic athletics

Interscholastic athletics provides competition for students who demonstrate above-average abilities and skills and a desire to compete. Fall teams include Basketball (Boys' and Girls'), Cross-Country, Football, Soccer, and Girls' Volleyball. Spring teams include Baseball, Softball, Swimming, Tennis, Track and Field, and Boys' Volleyball. Members of all teams practice daily after school with the exception of the swimming team that meets before school. Team members are required to comply with eligibility requirements as set forth by the Board of Education.

Journalism

The *Regent Review*, the school newspaper, is published regularly by the journalism staff. Students learn to write news stories, editorials, features and sports articles. They also learn to do page layouts and ads. (English Elective)

Leadership – Student Cabinet

Students Cabinet is composed of all elected and appointed student officers as specified in the ASB Constitution. The class provides training in the democratic process, parliamentary procedure, planning and conducting activities, and implementation of the school budget.

Library Practice

This course trains students to circulate materials to library users and to perform a variety of tasks relating to the circulation of books. Skills are developed in alphabetizing and filing cards, and shelving books, magazines, and pamphlets, this class also provides an opportunity to assist in the processing of new books.

Marching Band

The marching band performs during half time at Reseda High Football games and in field competitions with the Drill Team. Eligibility requirements must be maintained to participate.

Play Production

For this course, the key work is production. Students learn to produce a major play by acting, directing, writing, costuming, and developing management skills essential to both a mature and professional theatre. Students also participate in various competitive acting festivals. (English elective)

Service

This class provides for development of skills through such activities as the care, preparation, and handling of food; office work includes messenger service, typing, filing, and switchboard operation. No more than ten credits may be applied toward graduation.

Speech

This class works to develop dynamic and communicative use of the spoken word as well as the discrimination, evaluation, interpretation, criticism, and appreciation of oral skills and special training in forensics. (English elective)

Stagecraft

Stagecraft develops basic skills and understanding of processes in construction and painting stage property, scenery, and arranging and deploying lighting and sound.

Yearbook

The *Talisman* yearbook is a pictorial account of the events of a given school year and is issued in June. This publication contains photographs of students, staff, and faculty, pictures of clubs and organization, candid shot of student activities, athletic teams, drill team, and cheerleaders. The cost of the *Talisman* is generally about \$65, with a discount offered during a pre-sale period.

SPECIALIZED PROGRAMS

Academically Enriched Program

Academically enriched classes are offered in English and Social Science for the student who is above average in test scores and/or achievement in the subject field. The student has an opportunity for more in-depth study and challenge.

Achievement Via Individual Determination (AVID) Program

Reseda high school offers the AVID Program to underachieving students with high academic potential. This group includes those ethnic minorities who are presently underrepresented at the college level. Out goal is to motivate and challenge these students to perform up to the level of their demonstrated ability. A parent support component is included in the program. Interest in this program should be shared with the counselor at the time of programming.

Bilingual-ESL Program

For the student who speaks little or no English, intensive training is offered in spoken English, as well as in mathematic, social science, writing and reading.

College Core Curriculum

The College Core Curriculum is for ninth grade students who are not presently college bound but who might be if they were given additional counseling, direction and encouragement. The intent and hope of the program is that these students will be successful and complete the courses necessary for application to four-year colleges and universities.

Students will be clustered for three periods in English 9AB, World History AB and Algebra 1AB. In addition they will learn the necessary study and research skills in College Prep Seminar. A strong counseling and parental support network will be established to offer reinforcement of the concepts of excellence, achievement, moral support and sustained encouragement.

Digital Arts New Media Academy

Reseda High School Digital Arts/New Media Academy is dedicated to providing unique educational and career opportunities for our students in the exploding Digital Arts-High Technology fields. A focused program that includes classical training in the fine arts and new media technology, hw academy meets University of California A through G requirements. It is the result of a collaboration of working professionals and dedicated innovative faculty. Students who enroll in computer graphic design and video classes have opportunities to creatively compose publications, advertisements, and short documentaries and films using professional quality software. The development of storyboards and script writing bring real-life applications into the classroom.

Environmental/Medical/Physical Science Magnet

The Reseda Science Magnet School is designed to give students a strong academic background in science, math, and social responsibility, preparing the students to be successful at the college level in the fields of medicine, physics, chemistry, engineering, geology, and environmental science. Students are offered three educational options: a highly structured medical option that gives students direct observation and real-life situation experience in a hospital environment; an innovative engineering option that allows students draft, design, and construct actual facilities; and a challenging geology/environmental science option featuring extensive field work in the development of an outdoor science center. Students in this magnet program enjoy small classes and enthusiastic teachers. Field trips and community service are integral parts of the curriculum.

Gifted Program

Reseda high school offers an extensive program for gifted students. The core of the program consists of advanced placement and honors level courses. Qualified gifted students may also enroll in cooperative programs with local colleges and universities to take advanced classes not offered at ECR. Meetings are held each semester in the evening for parents to learn more about the program.

Honors And Advanced Placement Programs

Honors and/or advances placement class sections are offered in art, computers, English, foreign language, mathematics, science, and social science. Students are selected on the basis of markedly above-average test scores, achievement in the subject field, and teacher recommendations. The advantage of honors and advanced placement is the inclusion of material not normally covered in a regular class and the opportunity for individual study in the area of the subject field. Universities as being especially fine preparation for college recognize the rigorous training in these courses.

Advanced placement classes are college-level courses taught on our own campus by member of our teaching staff. Student not only earn high school credit for these courses, but can earn ten quarter units of college credit if they pass the College Entrance Examination Board examination in that particular subject. At some universities these courses often meet certain prerequisites for advance-level study.

Advanced Placement Courses

AP Studio Art AB	AP Calculus AB	AP Physics B
AP Music Theory	AP Calculus BC	AP Psychology
AP Spanish Language AB	AP Statistics	AP American History AB
AP Spanish Literature AB	AP Computer Science AB	AP Economics
AP French Language AB	AP Biology AB	AP US History
AP English Language AB	AP Chemistry AB	AP US Government and Politics
AP English Literature & Composition AB	AP Environmental Science	AP European History AB
	AP Physical Geology	

Humanitas Program

Three to five teachers work as a team with a common conference period to plan and teach basic subjects in an interdisciplinary way. In addition to more in-depth learning and reinforcement of work being done in the other Humanitas classes, Humanitas students acquire greater interest in these subjects though numerous field trips to multi-cultural sites, play, concerts, and museums. As a “school within a school,” Humanitas helps students feel more connected to their studies, their teachers, and to each other.

Multilingual Teacher Academy

The Multilingual Teacher Career Academy is for students interested in exploring teaching careers while becoming fluent in two or more languages. Students have the opportunity to apply their learning in tutoring situations at Reseda High School or in neighboring schools. Some paid jobs are available to qualified students.

Remediation Program

Basic and remedial classes are offered in English, Mathematics, Science, Reading, and Social Science for the student who is several years behind the average student in basic skills.

Regent Connection Zone

This is a full service reprographic center that provides an array of services to the Reseda High School staff, students, and community. By providing students special training in operating several pieces of equipment and providing services related to the center, the Regent Connection Zone has expanded work opportunities for our students and community. The seniors have on site guidance to work on their portfolios, and all students have access to technology outside of the school day. Programs and activities are available to all schools and senior citizens within the community. A number of activities such as physical fitness, art, and technology are being offered; others are added on demand and personnel availability.

IMPACT

Impact groups provide students a safe place to discuss sensitive issues affecting their personal lives. Each group meets one period per week, and the meeting periods rotate so group members will not miss the same class each week. Groups usually consist of two adult facilitators and six to ten students who come together to share common problems, concerns and feelings, problem solving, listen, and give feedback to each other.

Personal issues in Impact at ECR could involve communication with parents, death of a family member or a close friend, personal involvement with drugs, alcohol, or tobacco, family members' or friends' drug or alcohol use, unhappiness over recently divorced or remarried parents, relationship abuse, sexual identity, lack of motivation or feeling the "life is boring," and any crisis that brings on feeling of confusion, depression, loneliness, anger or fear.

Impact groups provide information about chemical use and abuse, supports for sobriety, support for personal problems and concerns; and help in building self-esteem and developing coping skills.

PRINCIPAL'S UNITY COUNCIL

Impact plus is an extension to the impact program. It is composed of a group of students recommended by Reseda staff or other students for participation because they possess leadership qualities and are respected by their peers at school. Impact Plus is a group concerned about school and community problems. It offers participants leadership training in conflict resolution, negotiation, and mediation. Students in this group focus on effective listening and communication skills. They play an essential role in promoting school policies, practices and procedures that reduce student alienation and promote self-esteem. Members of Impact Plus help keep ECR a calm, safe campus.

TUTORING

The purpose of Reseda tutoring program is to provide assistance to students who are not passing or who are barely passing their academic classes. Tutors are teachers and students who meet with assigned students after school. Those who wish to attend tutoring after school must sign up in Counseling Office.

ID CARDS

At the beginning of each school year, every student will be provided a photo identification card. Students are expected to carry this card at all times when on campus or attending any related school activity off campus. Students must produce it upon request of authorized school personnel. If an ID card is lost, a duplicate may be obtained in the Attendance Office at nutrition or lunch, at a cost of \$5.00. ID cards along with appropriate passes must be shown when leaving the school at lunch or any other early time before regular dismissal.

REGENT ACTIVITY CARD

The Regent Activity Card (present cost - \$25 registration special and \$30 regular price) provides saving for the student and support for school activities. Activity cardholders have a free access to all practice and league football games and to home and away basketball games, and designated dances and activities. All students are encouraged to purchase one.

ATHELETIC AND ACTIVITY PARTICIPATION ELIGIBILITY

1. All students must be enrolled in at least 20 credits to participate in extra curricular activities.
2. There is no requirement regarding U's in Work Habits.
3. Any student who receives two U's or more in Cooperation will be ineligible for a minimum of five [5] weeks.
4. Any student who receives less than a 2.0 Grade Point Average will be ineligible for a period of then [10] weeks.

PARENT COMMUNITY INVOLVEMENT

Reseda High School believes that our parents are a significant component of our educational process. Reseda prides itself in having a strong Parent Involvement Program. An essential part of our Site Action Plan is to continue parents actively in all facets of the School Community so that all students can achieve their best. Our parents are engaged and valued in their students' learning in a multitude of ways.

A Welcoming Atmosphere

Parents and visitors to Reseda High School are made welcome by an adult greeter at the main entrance to the school. Office staff has attended training in the development of uncompromising services to our clients: visitors, parents, and students. All written and verbal communication with parents includes an invitation to visit our school at any time.

Parent Education and Leadership

Coordinated by our Parent Involvement Coordinator, our school has provided six to eight weeks of parent education classes on a semester basis in the evening. Approximately 200 parents have been trained in the last two years. Classes have focused on parenting skills, social services, and English Language acquisition. Parent Education and Social Services are provided through the Reseda Complex Parent Center at a nearby elementary school. Furthermore, through our Reseda Parent Center, our parents not only continue to get involved but are also enrolling in a number of classes. Recently, fourteen of our parents have graduated with a certificate from LAUSD, Department of Intergroup Services. The focus of this professional Development was “Human Relations in a Diverse Society: Implications for Student Achievement.”

The school continues to support and promote the following parent involvement stakeholder represented groups:

- **Parents and Teachers and Students Association/Community Advisory Council PTSA/CAC**
Parents providing general support for Reseda High School and its many programs
- **Compensatory Education Advisory Council**
Parent committee providing guidance to the Title I program
- **Shared Decision Making Council**
Elected parent representatives help formulate policies in specific contracted areas of school governance
- **Instructional Transformation Leadership Team**
Parent representatives provide input to programs for school improvement
- **Athletic Booster Club**
Parental support program for all athletic programs and activities
- **Science Magnet Booster Club**
Parent group supporting all aspects of the Science Magnet
- **ESL Bilingual Parent Council**
Parental committee providing guidance and input to English Second Language Programs.
- **California Digital High School Advisory Committee**
Parent, community, faculty committee setting goals and providing guidance and support for ongoing technology use at Reseda High.
- **Police Magnet Booster Club**
Parent group supporting all aspects of the Police Magnet

Staff Training to Promote Parent Involvement

Through ten academies and Magnet School Programs, staff is trained with the released time during, after school, and on weekends for professional development. At this time, various avenues are related to staff to expand our parent involvement efforts. Staff and parents attend our parent group meetings to enhance our partnership in achieving the best for our kids.

STUDENT CLUBS AND ORGANIZATION

- | | | |
|-------------------------|-------------------------|--|
| 1. Student Government | 10. Korean Club | 19. BSU |
| 2. Senior Class Club | 11. Asian-American Club | 20. HOSA |
| 3. Junior Class Club | 12. Desi (Indian) Club | 21. Alcuins/California
Scholarship Federation |
| 4. Sophomore Class Club | 13. Key Club | 22. Christian Club |
| 5. Freshman Class Club | 14. Animation Club | 23. Jewish Club |
| 6. Epehebiens | 15. Yearbook Club | 24. Persian Club |
| 7. French Club | 16. Science Club | 25. Speech |
| 8. Spanish Club | 17. FBLA | |
| 9. Latinos Unidos | 18. FHA | |

16. No roller skates, roller shoes, skateboards, or shoes with red or blue shoe laces (gang related).

RESEDA HIGH SCHOOL
GUIDELINES AND POLICIES FOR STUDENT BEHAVIOR

A knowledge and understanding of the guidelines and policies of student behavior will assist students in having a successful experience at Reseda High School. These policies have been developed to promote a good campus climate, which will contribute to each individual's ability to succeed.

STANDARDS OF STUDENT CONDUCT

Students at Reseda High School are expected to:

1. Attend school regularly, be prompt (on time) to each class, bring proper equipment or materials to class, and meet all classroom responsibilities.
2. Show respect for the educational program by accepting the authority of all school employees.
3. Show pride in school environment by disposing of trash in containers and assisting with clean campus activities.
4. Remain on campus throughout the course of their assigned school day.
5. Comply with all official signs on campus (no food or drinks in buildings)
6. Wear clothing appropriate to a public high school including, but not limited to the following:
7. **Hats, caps, or any head covering may not be worn on campus.**
8. **Sunglasses are not permitted in buildings or worn other than the purpose for which they are designated.**
9. **Students need to have their undergarments and torso covered at all times. Clothing which exposes parts of the body is disruptive to the learning process for the students and teachers (per teacher discretion).**
10. **Regardless of whether the shirt is worn in or out, the students' pants should stay up at the waist, even without a belt, so that underwear is not showing. Belts must fit around the waist and tuck into belt loops.**
11. **Chains of any kind (does not include jewelry) are not allowed.**
12. **Any clothing that advocates sexual overtones, drugs, alcohol, gang attire, violence, illegal acts or morbidity (skill and crossbones, negativity) will not be allowed.**

STUDENT DRESS CODE

In order to maintain an appropriate educational atmosphere and insure safety and security for students, the following dress code items will be strictly enforced:

1. No hats, on Reseda High School campus unless part of school activity.
2. No hair nets, shower caps, combs, curlers or rollers.
3. No belt buckles with initials and or no extra long belts, chains, spikes or other dangerous objects.
4. No handkerchiefs, bandanas, ("rags"), head wraps of any type, other than religious head coverings.
5. No baggy pants (if belt removed pants fall below hips), cut-off pants with high socks, pants with split seams, pants with staples, tacks, or safety pins. Pants must completely cover undergarments at all times.
6. No see-through or mesh shirts or any items of clothing that become associated with any off campus group or gang. No red or blue shoe laces or other gang associated "signal" attire.
7. No bathing suit type tops, blouses, or shirts which expose the midriff or back; no tank tops.
8. No T-shirts or other items of clothing with profanity, with messages that may be inappropriate or offensive, or which promote/advertise the use of any controlled substances.
9. No white pressed T-shirts are to be worn as outer clothing.
10. No "Walk-Man" type radios/headphones/cassette players/cellular phones are allowed.
11. No beepers or cellular phones may be possessed by students on campus (State Law).
12. No unbuttoned shirts which expose the chest.
13. No sunglasses worn in any buildings, classrooms, or offices.
14. No plaid or "Pendleton" type shirts buttoned to the neck.
15. No articles of clothing with "Kings" or "Raiders" or other gang associated team emblems
16. No roller skates, roller shoes, skateboards, or rollerblade shoes may be worn or used on campus.

VIOLATIONS OF THE DRESS CODE

1. All school personnel which include teachers, deans, counselors, office personnel, campus aides, police, and administrators have the obligation to enforce the school dress code. Therefore any of these personnel may confiscate headgear worn on campus. The same applies to beepers and/or any electronic device with headphones (see #10 above). Confiscated items will be sent to the Dean's or Assistant Principal's Office where they may be released to the parent/guardian.
2. Students whose clothing is in violation of the Dress Code above will be sent to the Counselor/Dean where their parent will be contacted and requested to bring suitable clothing or sent home to change clothing.

DISCIPLINE

A student may be suspended, given an opportunity transfer, arrested, or expelled, for acts which are enumerated in this section, and related to school activity or attendance, which occur at any time, including, but not limited to any of the following: 1) while on school grounds, 2) while going to or coming from school, 3) during any passing period, nutrition or lunch period, whether on or off campus, or 4) during, or while going to or coming from a school-sponsored activity:

1. Caused, attempted to cause, or threatened to cause physical harm to another person.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
3. Possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.
4. Offered, furnished, or sold any substitute substance represented as a controlled substance or intoxicant of any kind.
5. Committed robbery or extortion.
6. Caused or attempted to cause damage to school or private property.
7. Stole or attempted to steal school or private property.
8. Possessed or used tobacco.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Offered, furnished, arranged, or negotiated to sell any drug paraphernalia.
11. Disrupted school activities or willfully defied the authority of school personnel.

ANY STUDENT FOUND IN POSSESSION OF A WEAPON ANYWHERE ON CAMPUS WILL BE ARRESTED AND RECOMMENDED FOR EXPULSION FROM LAUSD.

CHEATING

Cheating is any activity or action whereby a student attempts to, or receives credit, for school assignment, homework, tests, activities, or projects that have been completed under false activity(ies) or claim(s). Any student found cheating may be penalized by the loss of the assignment, test or project value, plus a penalty equal to the test or project value. In addition, the student may receive a "U" in cooperation and/or work habits. The teacher or an administrator will notify the parent or guardian of the incident and the penalty. The contact will be documented.

ZERO TOLERANCE POLICY, Drugs, Controlled Substances, and Weapons and Violent Behavior

We at Reseda High School have high standards and expect students to demonstrate responsible behavior. The Los Angeles Unified School District has adopted a "zero tolerance" policy towards violence, weapons, and drugs and other controlled substances, on campus. That policy is in effect at Reseda High School. If a student is involved with violence, weapons, and/or drugs, he/she may no longer be allowed to attend RHS.

ATTENDANCE

Reporting

Parents must call the school on the student's first day of absence. Students with excessive absences will jeopardize their ability to pass classes and graduate. Parents are welcome and encouraged to call the attendance office regarding any attendance concern

Automated Absence Phone Call

Resuming this year, Reseda High School will provide an automated phone call informing parents of the absence of their student from one or more classes. Please be sure the attendance office has your correct phone number so you can be kept informed of absences and other important school events or notifications.

Clearing Absences

The attendance office opens at 7:15 AM to readmit students from an absence. A note from your parent or legal guardian is required and must include:

- Student's full name, legibly written or typed
- Specific dates of absence and
- Specific reason(s) for absence
- Parent signature and phone number for verification

Students are expected to clear absences at least ten minutes before the beginning of their first class. Students clearing absences later than this who are tardy to class will receive an unexcused tardy. Forging a note from parents or guardians in an attempt to clear an absence is illegal and will be cause for disciplinary action.

Truancy

Absences without a verified note are truanancies. If you forget your note, you have one day to clear your truancy. Truancy is against the law and will be reported to the Juvenile Court. The student and his/her parents are held responsible.

SCHOOL WIDE TARDY POLICY

Tardy sweeps are directed by the Dean of Attendance and are enforced every period. All sweeps are announced over the P.A. system. Students are warned by one bell before the tardy bell rings. All students who are tardy are sent to an assigned class for that period, yet are still responsible for the class and homework that they have missed.

Two tardies are allowed per semester, for Period 1 only. Your parent's note may be presented to the teacher to excuse the tardy.

SENIOR ATTENDANCE POLICY

Senior attendance is very important. The board allows no more than:

- 12 absences per semester
- 2 tardies equal 1 absence

More than 12 absences in the fall semester will eliminate the privilege of attending the Senior Prom. In the spring semester, more than 12 absences will eliminate the privilege of walking in the Graduation Ceremony. An appeals process will be available and will be provided upon request at the attendance office.

EARLY LEAVE POLICY

Doctor appointments and personal business are expected to be scheduled outside of school hours. If a student needs to leave early, he/she must follow the checkout procedure: ***Students MAY NEVER leave the Reseda High School campus without attendance office authorization, and doing so will always be considered TRUANCY.***

When authorization to leave campus is absolutely necessary follow these directions.

1. Bring a note to the Attendance Office **before 7:40 AM**, including:
 - The specific reason for the request and exact time to leave early
 - Parent signature and valid phone number for verification
2. Pick up early leave pass to show at the gate and to use, if necessary with your school ID card, while you are off campus during school hours.
3. Upon return, pick up your permit to re-enter class (PRC) in the attendance office.

Once again, If you leave class or school without attendance office authorization, you are truant.

HALL POLICY and HALL PASSES

Students are expected to be in their seats, ready to work, before the tardy bell rings. Students are to remain in class, in their seats, until dismissed by the teacher. Awaiting the dismissal bell near, at our outside of the classroom door is unacceptable behavior. Students should attend to all personal needs during non-class time. Students are to be inside of their respective classrooms, attending to education, during the class period

It will be assumed that students should handle personal matters of grooming, rest room, socializing, etc., on their own time, before school, during passing periods, lunch, and/or after school. Since actual personal emergencies do occasionally occur, Hall Passes are available. Each teacher will establish classroom rules for the issuing of Hall Passes but general guidelines for Hall Pass Use follow:

1. **Hall passes are provided to students for emergencies or school business only.**
2. **Hall Passes are valid only when carried with a student ID card.**
3. **Any student out of class without a pass, or not engaged in the process of completing the task or business for which the pass was issued, is truant from class.**
4. **Hall passes are to be used for the specific reason(s) given, and no other(s).**
5. **While completing the activity authorized by the Hall Pass, students are to use shortest, most direct route through campus.**
6. **While using a Hall Pass students are to proceed quietly with NO interruption, discussion, to ANY other students, teachers, classes and NO disruption to ongoing education activities.**
7. **Hall Passes ARE NOT school touring, visiting, meeting, or individual or group student “strolling or touring” passes.**
8. **Students using Hall Passes should complete authorized business quickly, quietly, and most efficiently.**
9. **When the authorized business is complete, the student should quickly, immediately, and without distraction, return to their class or office**

STUDENT HEALTH INFORMATION

Immunizations

The immunization status of all students will be reviewed periodically. Students who do not meet the State guidelines will be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized will be excluded from school per State law.

Returning from Illness or Hospitalization

A student returning to school from a serious illness, surgery, or hospitalization (for any reason), must have written permission from the health care provider to attend school, including any recommendations regarding physical activity. A student returning to school with sutures, a cast, crutches or leg brace, or a wheelchair, must have a physician's written permission to attend school and must comply with any safety procedures required by the school or District.

Medication

A student who needs to take medication during school hours must have a statement to this effect on file with the school, signed by the prescribing physician and the parent/guardian.

Physical Education

An excuse from a physical education class (for less than ten weeks) may be granted to a student who is unable participate in a regular or modified curriculum for a temporary period of time because of an illness or injury. A parent's written request for an excuse will be accepted for up to five days; thereafter, a written request is needed from the student's health care provider.

Physical Examinations

Students planning to participate in interscholastic athletic competition must pass a physical examination yearly only by a physical licensed in California to comply with District policy. Examinations are no longer available from school personnel.

Chicken Pox

An effort will be made to notify parents about school exposure to chickenpox. The parent of a student for whom chicken pox presents a particular hazard should contact the school nurse to facilitate information. Students at risk include those with deficient immune systems and those receiving certain drugs for the treatment of leukemia or organ transplants.

Blood Drives

Every effort will be made to notify parents of planned blood drives held on our campus; however, the written consent of the parent is no longer required for participation by seventeen-year-old students.

STUDENT GRIEVANCE POLICY

A federal law known as **Title IX**, prohibits anyone at school from discriminating against you on the basis of your gender. Young men and women must be treated the same in all areas, including:

- (a) the classes they can take
- (b) the way they are treated in the classroom
- (c) the kind of counseling that they are given
- (d) the extracurricular activities in which they can participate
- (e) the honors, special awards, scholarships, and graduation activities in which they can participate

In addition, Title IX protects you from sexual harassment. This means that no student, teacher, administrator, or other school employee can make unwelcome sexual advances to you or request sexual favors from you. They cannot touch you or speak to you in a sexual manner at school or at a school-sponsored event. If you find that any of your rights under Title IX are being violated, see the Assistant Principal, Secondary Student Services, in the Assistant Principal's or Deans' Office. There are resolution procedures in place that will be followed.

SMOKING

The use and/or possession of tobacco are prohibited, and any student who violates this rule is subject to the provisions of the Student Discipline and Conduct Code and the California State Education Code. The rules apply during the school day, nutrition, lunch, and at all school activities, whether on or off campus.

DRUGS AND ALCOHOL USE

Any student who sells, gives, possesses, uses, or is under the influence of illicit drugs, narcotics, or alcohol in or on school property (including buses), may be suspended, transferred to another school, or recommended for expulsion from school and reported to appropriate law enforcement agencies for possible legal action. Clothing with alcohol, tobacco, or drug related messages, is unacceptable.

CITATIONS

School police officers are empowered and will give court citations to students who are loitering off campus, smoking on or near campus, fighting on or near campus, littering, gambling, disturbing the peace with loud music or using offensive words to provoke a violent reaction, keeping lost property, theft, trespassing onto neighboring properties, vandalism, graffiti, possession of aerosol paint cans, being under the influence of drugs or alcohol, false identification, false fire alarms, possession of fireworks, stink bombs, poppers, etc. When issued, citations may result in fines up to \$250 and/or community service and possible arrest.

HATS

Currently, all hats, headbands, bandanas, towels, hoods, and other head covering(s), that are not specifically associated with practicing religious beliefs, are prohibited during the school day. In addition, hats are inappropriate inside of buildings, classrooms or offices. Any teacher, administrator, or adult employee is authorized to confiscate (or request the removal and storage) of any head covering worn in defiance of the school hat policy. Confiscated hats will be turned in to the dean's office and returned to students at the close of the semester.

During times of poor weather, ie. rain, severe cold, hail storms, snow, tornadoes, earthquakes, etc. notice of temporary suspension of hat rules may be announced. During these temporary times hats may be worn outside. Baseball caps will be worn in a proper manner with bills facing forward. Even when hat rules are temporarily suspended, hats and headgear is not to be worn by students in buildings or inside classrooms.

RADIOS/BEEPERS/CELLULAR PHONES

State Education Code 48901.5 prohibits students from carrying beepers and/or cellular phones in school. They have been deemed a potential disruption to the education process. Any teacher or adult school employee is authorized to confiscate (or request the immediate storage) of any such device displayed in defiance of the State Education Code and Reseda High rules. If confiscated, these devices will be returned at the end of the school year. Other electronic devices are also prohibited from use on campus, and similar policy regarding their confiscation or storage apply. Therefore radios, tape players, and walkmans, used in defiance of school rules or adult employee instructions, will be confiscated and returned, to parents/guardians, at the end of the semester from the Dean's office where confiscated electronic items are stored. Items left beyond the end of the semester will be donated to charities or discarded.

LOCKERS

Each student who enters Reseda High School will be assigned a regular and a physical education locker. Lockers are provided for the convenience of Reseda High School. Regular hall lockers will be kept throughout a student's stay at Reseda High School. Students are not authorized to share locker combinations or lockers and doing so may be reason to have locker privileges revoked.. A student can use his locker to store books and personal articles but Reseda High School, and its employees assume no responsibility for loss of any kind. Students are not to bring large sums of money or expensive possessions to school. If a student has any sort of locker problem, he/she should go to the Assistant Principals' Office. Lockers are to be kept clean and free of any materials that would attract insects or other pests.. The school maintains the right to open lockers at any time.

A complete, school-wide locker clean out occurs during the last two weeks of school each semester. The specific date is announced daily, on the school website and by school newsletter. Prior to the announced date ALL matter , books and belongings must be removed from the locker. The school and school employees are not responsible for items left in lockers that should have been emptied prior to the well announced and advertised locker clean out day.

LUNCH PASSES

Lunch passes, permits to leave campus for lunch only, are available with the student's counselor's and parents' approval. Eligibility for a lunch pass includes:

- Seniors with a grade point average of 2.0, the previous semester
- Juniors with a grade point average of 3.0, the previous semester
- Seniors and Juniors with less than 15 absences (with 2 tardies counted as once absence) in any single class, the previous semester.
- Magnet School Policy varies

Freshmen and Sophomores are not eligible for lunch passes. Applications must be signed by the parent or guardian, in person, and witnessed by the Counseling Office.

The student must carry the lunch pass when leaving campus for lunch. Parents are responsible for the student when he/she is off campus. If for any reason, the student does not return to school after lunch, absences will be marked as truant, unless an early leave permit is previously requested, in writing, by the parent.

LUNCH PASS VIOLATION POLICY

Tardiness to Period 5 class, violation of any of the above rules, or violation of honesty or good citizenship will result in forfeiture of the lunch pass.

COLLEGE CENTER

The College Center provides students with information regarding University of California, California State University, private, and community college admissions. There are catalogs, information bulletins, and registration procedures for most colleges and universities in the nation.

Available are SAT I, SAT II (Achievement Tests) and ACT registration packets. Information regarding SAT/ACT preparatory classes, financial aid, TOEFL, scholarships, and summer school opportunities is available.

College admission counselors visit Reseda High School and present informational meetings. All students are welcome at meetings or to browse through the college information available.

The College Center maintains a calendar of college center activities, application dates, testing dates, college visitations, scholarship application dates and related dates of significance to those planning to attend college. Copies of this calendar are always available at the College Center and at our school's college information website,

<http://www.resedacollegeinfo.com>

COLLEGE TESTING INFORMATION

Sat/Act/Ach Tests

The SAT (Scholastic Aptitude Test) or the ACT (American College Test) is required for admission to four-year colleges and universities. Both of these tests assess verbal and math ability. Maximum score for the SAT is 1600 (200 – 800 Verbal and Math each). Top score on the SAT is 36. University of California campuses and a number of top-caliber private schools also require Achievement Tests (ACH) – one in math (Level 1 or 2), one in English composition, and one of student's choice from tests in social science, foreign language, literature, and science. Reseda High is a Test Center for the SAT and Achievement Tests.

It is recommended that student take the SAT or the ACT and the ACH Tests in the spring of the junior year which are offered in March, May, and June so that there is time to retake the test in the fall of the senior year to improve test scores. All testing should be completed no later than the December administration of these tests. Since test scores

have become increasingly important to college admission, students are advised to take the SAT Prep course offered at Reseda High, 10 weeks Verbal preparation and 10 weeks Math preparation.

FINANCIAL AID

General Information

California student have five important sources of financial aid: (1) the State of California, (2) the Federal Government, (3) the college or vocational school that a student plans to attend, (4) foundations, community, business and service organizations, (5) banks, savings and loans, and credit unions (sources for student loans).

1. State Aid Programs

- A. Cal Grant A – helps low-income and middle-income students with tuition/fee costs. Grant recipients are selected on the basis of financial need and grade point average.
- B. Cal Grant B – provides a living allowance (and sometimes tuition/fee help) for very low-income students.
- C. Cal Grant C – helps vocational school students with tuition and training costs.
- D. State Work-Study Program – offers eligible college and university students the opportunity to earn money to help defray their educational expenses.

2. Federal Aid Programs – must be a citizen, or an eligible non-citizen.

- A. Pell Grant Program – eligibility for a Pell Grant is determined by the federal government according to a formula.
- B. Supplement Educational Opportunity Grants (SEOG) – Program is designed to supplement other sources of financial aid.
- C. Perkins Loans (formerly National Direct Student Loans) – These are low-interests federal loans made through college financial aid offices and must be repaid.
- D. Guaranteed Student Loans (GSL) – low interest loans made by a lender such as a bank, credit union, or saving and loan association and must be repaid.
- E. College Work-Study – Work-study jobs may be of campus or off. This program helps needy students and gives them invaluable work experience.

These two financial aid programs are made available by filing the S.A.A.C (Student Aid Application for California) and/or the F.A.F (Federal Aid Form). The S.A.A.C. deadline is *March 2*.

3. colleges and universities have their own financial resources, acquired through alumni contributions and other types of fundraising, that is available to students.

4. The college/scholarships Bulletin, which is published monthly, publicizes scholarship opportunities offered by business and community service organizations. These bulletins are available in the College Center (A-2). The Reseda High Faculty Association also offers scholarships to qualified students.

COLLEGE ENTRANCE REQUIREMENTS

The information outlined below is a general overview of public-supported and private systems of higher education in California, including their entrance and test requirements, costs, and opportunities for financial aid. For further details, check the Reseda College Handbook and meet with the College Counselor.

UNIVERSITY OF CALIFORNIA - 9 campuses

Los Angeles (UCLA), Berkeley (UCB), Santa Barbara (UCSGB), Davis (UCD), Irvine (UCI), San Diego (UCSD), Santa Cruz (UCSC), Riverside (UCR), San Francisco (UCSF – not open to undergraduates). Application Period – November 1-30.

UNIVERSITY OF CALIFORNIA COURSE REQUIREMENTS – 15 units total

Minimum Entrance Requirements (A – F Requirement) Beginning with the class of 1994, requirements A and D will be increased from 1 year to 2 years and requirement F will be decreased from 4 years to 2 years. The changes in requirements are listed in *italics*. Note that these two changes are already part of LAUSD graduation requirements.

- A. One year of United States history *and one year of World history*
- B. Four years of college-preparatory English composition or literature
- C. Mathematics – three years of math-Algebra 1 AB, Geometry AB, Algebra 2AB-*fourth year recommended*
- D. Laboratory science – year course two year courses in a laboratory science take after the ninth grade (Biology, Chemistry, and Physics recommended)
- E. Foreign Language – Two years of the same language – *third year recommended*
- F. College Preparatory Electives – Four Years *two years* in addition to those courses required in “A – E” above, to be chosen from at least two of the following subject areas: history, English, advanced math, laboratory science, foreign language, social science, and visual and performing art

Note: Remember, these are minimum requirements. Students who hope to gain entrance to most UC campuses should take advanced work in all subjects.

UNIVERSITY OF CALIFORNIA SCHOLARSHIP AND TEST REQUIREMENTS:

- 1. ONLY “A-F” subjects taken in grades 10,11 and 12 are computed for GPA. A 3.3 in the required classes after ninth grade makes one eligible for a UC campus. To be “competitive”, a strong GPA is essential.
- 2. Since the University of California encourages students to take demanding courses, students may elevate grades up to 4 units (8 semesters) taken in the last three years of high school that are classified as Honors or Advanced Placement.
- 3. Seven academic year courses (or 14 academic semester classes) of the 15 a-f units must be taken during the junior and senior years of high school.
- 4. Test Requirements – the SAT (scholastic Aptitude Test) OR the ACT (American College Test) plus three Achievement Tests (ACH). These must include 1) English composition, 2) math level 1 or 2, and 3) one of student’s choice in foreign language, science, social science or English literature. (Reseda High is Test Center for the SAT and Achievement Tests.)
- 5. Admission may be gained through examination alone. (1100 on the SAT or 27 on the ACT and a total of 1650 on the Achievement Tests.)
- 6. Admission is also possible through special action programs.

PRIVATE COLLEGES AND UNIVERSITIES

There are over 160 private schools and universities in Southern California, which offer smaller teacher/student ratios and a more intimate environment. Although expensive, state and federal aid (if student qualifies), can be used to offset expenses. In addition, many of these institutions have financial aid programs of their own. Some private schools: Cal Lutheran, Claremont McKenna, Loyola Marymount, Mt. St. Mary’s, Occidental, Pepperdine, Pomona, Stanford, and University of Southern California.

Application Period – generally December 1 – February 15

CALIFORNIA STATE UNIVERSITY – 20 Campuses

Northridge (CSUN), Los Angeles (CSULA), Dominguez Hills (CSUDH), San Diego State (SDSU), Long Beach (CSULB), San Luis Obispo, Fullerton, San Jose (CJSU), Pomona, Fresno, Humboldt (HSU), Chico (CSUC), Sonoma (SSU), Hayward (CSUH), Sacramento, San Francisco (SFSU), Bakersfield (CSUB), San Bernardino (CSUSB), Stanislaus and San Marcos (1995).

CALIFORNIA STATE UNIVERSITY COURSE AND TEST REQUIREMENTS

Academic Preparation

- A. English, 4 years
 Mathematics, 3 years college prep – Algebra 1AB, Geometry AB, Algebra 2 AB
 U.S History and Government, 1 year
 Laboratory Science – Biology, Chemistry, Physics, 1 year
 Foreign Language, 2 years
 Visual and Performing Arts – 1 year
 Electives – 3 years from above categories or other college preparatory classes

Students may be conditionally admitted if they cannot satisfy these requirements.

- B. CSU admits on an Eligibility Index – a combination of high school grade point average and the score on either the SAT OR ACT. The index must place applicant among the upper one-third of California high school graduates. A 3.0 or higher makes applicant automatically eligible.
- C. The GPA is computed using the last three years of high school, excluding PE and military service. Up to 8 designated Honors courses taken in the last two years of high school receive additional points in grade calculations.
- D. SAT OR ACT required.
- E. Admission is also possible through Special Action programs.

COMMUNITY COLLEGES (Pierce, Valley, Mission, Southwest, Los Angeles City, West Los Angeles, East Los Angeles, Harbor, Los Angeles Trace Tech, also, Glendale, Moorpark, and Santa Monica and others throughout the state)

Admission Requirements – Applicant must be eighteen years of age or have a high school diploma

Tests Required – None. The SAT or ACT are recommended for counseling purposes.

Application Period (regular) – After April 1.

Early Admission – November 1 through April 1. (Recommended)

Alliance Programs – These are honors programs that feed into UCLA.

Regular transfer programs require 56 units of transferable courses to California State Universities. To transfer to University of California, A-F requirements must be met. To transfer to CSU, its requirements must be met.

Vocational Training and Licensing Programs are offered in addition to 2-year Degree Programs and Transfer Programs.

TUITION COST

University of California - \$1,682 per year

California State University - \$970 per year

Community Colleges - \$100 per year

Private Colleges in California - \$6,000 - \$17,000 per year

Out-of-State colleges - \$6,000 – 14,000 plus approximately \$3,000 - \$5,000 out-of-state tuition

Books, on/off campus housing total at least \$6,500 per year.

GRADUATION REQUIREMENTS INCLUDING 4 YEAR COLLEGE REQUIREMENTS

NINTH GRADE		TENTH GRADE		ELEVENTH GRADE		TWELFTH GRADE	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
English 9A	English 9B	English 10A	English 10B	American Lit	Cont Comp	Expo/Adv Comp	English Elect
Wld His A	Wld His B	DrEd/ECP	Health	US Hist A	US Hist B	Government	Economics
Algebra 1A	Algebra 1B	Geometry A	Geometry B	Algebra 2A	Algebra 2B	MathAnaly A	MathAnaly B
Fine Art A	Fine Art B	Biology A	Biology B	APS/ChemA	APS/ChemB	Physics A	Physics B
ForLang 1A	ForLang 1B	ForLang2A	ForLang 2B	ForLang 3A	ForLang 3B	UC Elective	UC Elective
Phys Ed 1A	Phys Ed 1B	Phys Ed 2A	Phys Ed 2B	Tech Art A	Tech Art B	UC Elective	UC Elective

Note: Honors and Advanced Placement courses are essential for admission to most University of California campuses, and to other highly selective colleges and universities.

COLLEGE PROGRAM RECOMMENDED FOR HONORS STUDENTS

NINTH GRADE		TENTH GRADE		ELEVENTH GRADE		TWELFTH GRADE	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
HONORS English 9A	HONORS English 9B	HONORS English 10A	English 10B	HONORS Amer Lit	HONORS ConComp	AP English A	AP English B
HONORS World His A	HONORS World His B	DrEd/ECP	Health	AP Hist A	AP Hist B	AP Govt	Honors Economics
HONORS Geometry A	HONORS Geometry B	HONORS Algebra 2A	HONORS Algebra 2A	Math Analysis A	Math Analysis B	AP Calculus A	AP Calculus B
SciA/Fine Art	SciB/Fine Art	HONORS Biology A	HONORS Biology B	Chemistry A	Chemistry B	Physics A	Physics B
Foreign Language 1A	Foreign Language 1B	Foreign Language 2A	Foreign Language 2B	Foreign Language 3A	Foreign Language 3B	UC Elective	UC Elective
Phys Ed 1A	Phys Ed 1B	Phys Ed 2A	Phys Ed 2B	Tech Art A	Tech Art B	UC Elective	UC Elective

Notes: Students should take 4 or 5 solids each semester of which 2 or 3 are H of AP classes.

Art: Classes in Introduction to Art, Drawing, Painting, and Design can serve as prerequisites to AP Drawing AB and AP Studio Art AB.

Computer: Computer Programming 1AB and 2 AB serve as prerequisites for AP Computer Science AB.

Foreign Language: AAP French AB and AP Spanish AB are also available; Spanish NS (for Native Speakers) 1AB or 2AB may facilitate progress to advanced-level Spanish.

Math: If Algebra 1 AB is started in 9th grade, one of the preceding courses may be taken in summer school to take AP Calculus AB in high school. Geometry AB is recommended. Otherwise follow the math sequence listed for 4-year colleges.

Science: Also available are AP Chemistry AB, AP Biology AB, and AP Physics AB. In order to take advantage of these AP courses, chemistry and/or biology should be taken in summer school.

COLLEGE CALENDAR FOR SOPHOMORES AND JUNIORS

September:
Sophomores and Juniors sign up for the PSAT

Attend College Information Nights for parents and students

October:
PSAT will be given this month; Sophomores/Juniors should register

April:
Juniors should register for May/June SAT, ACT, Achievement Tests
Sophomores and Juniors should attend National College Fair

December:
Pick up PSAT scores in College Office

May/June:
Juniors meet with college representatives
Juniors take SAT or ACT/Achievement Tests

February:
Juniors begin college search; take SAT Prep class

March:
Juniors should register for the May/June SAT or ACT, Achievement Tests
Juniors should sign up for special College Summer Programs

July/August:
Sophomores/Juniors should visit college campuses, take SAT Prep class, attend special summer school programs, **READ**, and prepare to retake SAT or ACT and ACH Tests by reviewing SAT Prep course material.

The above dates are approximate. Check with the college counselor or consult the College and Scholarship Calendar published and updated regularly at the College Center or at www.resedacollegeinfo.com

COLLEGE CALENDAR FOR SENIORS

September:

Register for SAT or ACT, Achievement tests.
Pick up forms for ROTC scholarships.
Start Process for Academy applications if not already done.
Talk to college representatives who visit campus.
Pick up Scholarship Bulletin.
Attend College Preview Days/Open Houses.

October:

Attend college information night.
Pick up Cal State U. and U.C. applications.
Ask teacher for private college recommendations.
Check out various scholarship possibilities.
Attend sessions with college representatives.
Check scholarship Bulletin
Attend College Preview Days/Open Houses.

November:

Mail admission applications to UC/CSU systems.
Complete test requirements for U.C and private colleges.
Complete forms for both ROTC scholarships and Academy applications.
Meet with college representatives.
Pick up scholarships Bulletin in college office.
Attend College Preview Days/Open Houses.

December:

Complete SAT, ACT, and achievement test for all colleges.
Pick up SAAC (financial aid form) in college office

Visit college campuses over vacation
Review scholarship bulletin.

January:

Mail financial aid forms this month.
Check spring schedule to see if all college requirements are met.
Order transcript as requested.
Review scholarship bulletin.

February:

Mail financial aid forms.
Pick up scholarship bulletin.

March:

College acceptances announced in spring.
Seniors continue to search out scholarships announced in spring.
SAAC (financial aid) deadline – March 2.
Pick up scholarship bulletin.

April:

Check on college housing situations for fall.
Pick up scholarship bulletin.

May/June:

Announcement of Grant and Scholarship winners.
Notify college counselor of any scholarships/grants/honors so they may be included in Awards Night.
Seniors request final transcripts are sent to college you will attend in the fall.

Dates are approximate. Consult the College and Scholarship Calendar, at www.resedahighschool.com or an updated copy in the College Center.

COURSE OFFERINGS

The following section of the handbook contains a description of the potential courses offered by Reseda High School. It is designed to help students plan their class schedule each semester by describing the available courses. Students can consult with their counselor for additional information and help in planning their schedule.

The classes listed in the following section of the handbook may or may not be offered each semester or annually, depending on student demand, school staffing, and available resources. Every effort has been made to be as accurate as possible but occasionally, changes, errors or omissions do occur. Please check with your counselor, or the college counselor, or college or university catalogs, for the most up to date and accurate information.

Art Department

Drawing 1A(B)

Develops the student's ability to express visual ideas through various drawing media. It strengthens skills in form rendition, line and value qualities, structure and composition. It will include activities in still life, cityscapes, genre, and science subject matter and will prepare the student for advanced art classes. *This is a core course requirement for 9th grade students in the Digital Arts Academy and 10th grade students in the Police Academy.*

Prerequisite: None

Length: Semester/Annual

Grades: 9-12

Cartooning A

Extends student's existing skills in drawing and allows students to explore many aspects of the cartoon industry. Provides opportunities for students to create their own cartoon characters, design a comic strip, and make flipbooks. *This is a core course requirement for the 9th grade students in the Digital Arts Academy.*

Prerequisite: Drawing A Length: Semester Grades: 9-12

Ceramics 1A(B)

A basic course designed to explore the use of clay as a medium of expression. Stresses hand craftsmanship and construction. Many types of surface decoration will be taught such as graffiti, impressing, and glazing.

Prerequisite: None Length: Semester/Annual Grades: 9-12

Ceramics 2A(B)

Extends the student's skills and creative approaches developed in previous ceramics courses. Increases the exploration of personal potentials of the clay medium with emphasis on either "throwing" at the potter's wheel and/or sculpting.

Prerequisite: Ceramics 1AB Length: Semester/Annual Grades: 9-12

Sculpture 1A(B)

Stresses a broad interpretation of sculptural issues in depth and space. These may include mass, volume, form, light and texture. Many materials will be explored including clay, wood, wire, and paper mache.

Prerequisite: None Length: Semester/Annual Grades: 9-12

Animation A(B)

This advanced class gives students the opportunity to explore the basic principals of animation, such as squash, stretch, timing, and exaggeration. Students will be able to transform hand drawings into simple animated scenes that can be viewed on a VCR. *Note: This is not a computer class. Strong drawing skills are required. This is a core course requirement for the 11th grade students in the Digital Arts Academy.*

Prerequisite: Drawing A or Cartooning A Length: Semester/Annual Grades: 10-12

Design

Recommended for art-oriented students only. Emphasized organization of basic art elements through the use of the art principals. Stimulates the student to analyze a problem and solve it using design principals in a creative way and to be able to explain "why". This is a core course requirement for 10th grade students in the Digital Arts Academy.

Prerequisite: None Length: Semester Grades: 10-12

Computer Graphic Design

Extends student's skill acquired in Design, which includes color theory, the manipulation of text and imagery on a 2-dimensional plane using the computer as the medium for demonstrating knowledge of the basic art elements and principals of design. Industry standard software programs such as Adobe PageMaker, Illustrator and Photoshop are used in this class. This is a core course requirement for 10th grade students in the Digital Arts Academy.

Prerequisite: Design Length: Semester Grades: 10-12

Digital Imaging A

A basic course designed to introduce students to the field of cinematography through the use of digital video cameras and digital video editing software. Students learn the fundamentals of preproduction, along with storyboarding, script writing, video and sound editing. All students participate in the production of a stop motion film, a documentary and a short dramatic film.

Prerequisite: None, but Computer Graphic Design recommended Length: Semester Grades: 9-12

Digital Imaging B

Affords opportunities for more in-depth study of cinematography, with an emphasis on the Adobe Premiere and Sonic Foundry Video Factory digital video editing programs and advanced cinematography techniques. Students in this course will lead beginning students as directors, cinematographer, and film editors for group cinema projects. An emphasis of this course will be the preparation of a film for entry in a student film festival.

Prerequisite: Digital Imaging A Length: Semester Grades: 11-12

Painting 1A(B)

Affords opportunities for extensive work in painting with emphasis on individual expression. Develops more understanding on form, color and organization. Includes the study of contemporary trends in painting as well as those forms of history. 1A emphasizes the use of watercolor and 1B emphasizes the use of tempera.

Prerequisite: Drawing or Design Length: Semester/Annual Grades: 10-12

Life Drawing A(B)

Provides opportunities for students to explore various approaches in Life Drawing and to observe and draw the human form from models. Includes preparation of quick sketches and composition in various drawing media.

Prerequisite: Drawing A Length: Semester/Annual Grades: 10-12

Art History Survey A(B)

This is a study of art and its masters from pre-history to the 20th century. It involves reading from a text, writing, and giving oral critiques and reports. *This is a core course requirement for the 10th grade Humanitas students and therefore incorporates thematic units that deal with "self-discovery".*

Prerequisite: None Length: Semester/Annual Grades: 10-12

Advanced Placement Studio – Drawing AB

A program for the "gifted" in art which allows students to do college-level work in high school and earn college credit through College Board examinations. Students prepare a portfolio of drawings for evaluation by the College Board.

Prerequisite: 2 semesters of Drawing or Teacher Approval Length: Annual Grade: 12

Advanced Placement Studio – 2-D Design AB

A program for the "gifted" in art which allows students to do college-level work in high school and earn college credit through College Board examinations. Students prepare a portfolio of 2-dimensional artwork for evaluation by the College Board.

Prerequisite: Drawing A, Painting A, or Design and teacher approval Length: Annual Grade: 12

Advanced Placement Studio – 3-D Design AB

A program for the "gifted" in art which allows students to do college-level work in high school and earn college credit through College Board examinations. Students prepare a portfolio of 3-dimensional artwork for evaluation by the College Board.

Prerequisite: Ceramics A, Sculpture A, or Teacher Approval Length: Annual Grades: 12

BUSINESS EDUCATION DEPARTMENT

Business Organization

The major emphasis of this course is the understanding of the organization and function of business and the roles played by management and labor, production service industries, and governmental agencies.

Prerequisite: 2 semester of drawing and teacher approval Length: Annual Grades: 12

Introduction to Computers

This course is designed to develop a basic awareness of the way computers work, to operate and interact with computer using a variety of word processing and data processing software, and design BASIC language programs. Students will learn keyboarding, flowcharting, and using algorithms as a method of problem solving.

Prerequisite: None Length: Semester Grades: 9-12

Business Law

The major emphasis of this course is to develop the concepts of a citizen's legal rights and responsibilities in a democratic society. Explains the principals of law and government in the United States with emphasis on the application of law to business transactions.

Prerequisite: None Length: Semester Grades: 11- 12

Business English

The major emphasis of this course is to provide experiences in composing and writing personal and business correspondence. Includes emphasis of standard English in sentence structure, grammar, punctuation, spelling, and vocabulary.

Prerequisite: Contemporary Composition Length: Semester Grades: 11 – 12

Accounting A

An entry-level class designed to teach the principals of marinating records for business. A fundamental class for preparation towards college accounting. Explores careers in the accounting profession.

Prerequisite: None Length: Semester Grades: 10 – 12

Accounting B

The major emphasis of this course is the application of accounting concepts on a microcomputer are taught. Provides employment skills for college-bound students as well as for students who plan to seek full-time employment upon graduation.

Prerequisite: Accounting B Length: Semester Grades: 10 – 12

Computer Programming 1A

This course enables students to develop skill in programming a computer. The objectives of introduction to computers are reviews, and these skills are extended by enabling students to practice programming a computer using BASIC. This is a hands-on course using microcomputers. Knowledge of algebra is helpful.

Prerequisite: Introduction to Computers Semester Grades: 9-12

Computer Programming 1B

A course designed for students with a strong interest in computer. Students will use advanced techniques of looping, formatting, and sub-routines to write programs.

Prerequisite: Computer Programming 1A Length: Semester Grades: 9-12

Computer Programming 2A

The major emphasis of this course is to enable students to extend their skills in programming a computer. The objectives of Computer Programming 1AB are reviewed and extended.

Prerequisite: Computer Programming 1B Length: Semester Grades: 9-12

Advanced Placement Computer Science AB

This is an advanced course in computer programming for students planning on majoring in computer science in college. The course uses PASCAL as the primary language. This course is necessary for students planning to take the CEEB Advanced Placement Computer Science Examination.

Prerequisite: Teacher Approval Length: Semester Grades: 11 - 12

EDUCATIONAL AND CAREER PLANNING / TEN WEEK OPTIONS

Educational and Career planning (Required)

Provides educational and vocational guidance, including aptitude tests and interest inventories. Students develop a three-year educational plan for high school. Major emphasis is on college and career planning.

Prerequisite: None Length: Ten – Week course Grades: 10

College and Scholastic Aptitude Test Preparation

The major emphasis of this course is to enable students to prepare for college admission by developing their study and test-taking skills and to help them improve their scores on the Scholastic Aptitude Test. The course contains four instructional units: College admissions, Study Skills, SAR-Verbal, and SAT-Mathematics.

Prerequisite: None Length: Ten Week Grades: 10 – 11

Family Living and Parenting

Stresses understanding the nature, function, and significance of human relations within the family. Activities are included to help each person evaluate his/her own behavior in society, and to examine his or her attitudes toward family living and parenting.

Prerequisite: None Length: Ten Week Grades: 9 - 12

Future Studies

Provides opportunities for students to develop an awareness of changing social patterns and future trends. Study how anticipated future changes will affect your own lifestyles and aspirations, and develop values, attitudes, behaviors, and skills to confront change. Prerequisite: None Length: Ten Week Grades: 9 – 12

Speed Reading

Students who read at or above their grade level learn to increase speed and comprehension in their academic and vocational reading. Prerequisite: None Length: Ten Week Grades: 9 – 12

HEALTH DEPARTMENT

Health Senior High (Required)

This course is designed to develop concepts, attitudes, and skills that lead to effective decisions on individual, family, and public health. Students will receive instructions in personal and public safety and accident prevention, alcohol, narcotics, drugs, and tobacco upon the human body. Prerequisite: None Length: Semester Grades: 10

ENGLISH DEPARTMENT

Courses which are accepted by the University of California are marked with a “+”

+English 9AB (Required)

The major emphasis of the course is to promote the communication skills of ninth-grade students through a balanced language arts program, which provides for student growth through practice in listening, reading, speaking, writing, and thinking. Students use English skills to relate to the worlds of the past, present, and future, including ideas, attitudes, ideals, and values. Prerequisite: None Length: Annual Grade: 9

+English 10AB (Required)

The major emphasis of this course is to reinforce and extend the communication skills needed by tenth-grade students, commencing with basic skills review and extending through activities in reading, discussing, listening, writing, and critical thinking, using units which introduce the major literary forms. Students are helped to access present language skills and to strengthen and expand them. Prerequisite: None Length: Annual Grade: 10

+American Literature and Composition (Required)

American Literature and Composition is a survey of American thought and writing from colonial times to the present. Reflecting a diversity of cultures and concerning with American dreams and American realities, the course attempts to develop a deeper understanding of American values. Much reading and writing are involved.

Prerequisite: None Length: Semester Grade: 11

+Contemporary Composition (Required)

The student gains experience in writing in four main areas: practical/informative, sensory/descriptive, imaginative/narrative, and analytical/expository. Emphasis is also placed on vocabulary building, grammar, and usage.
Prerequisite: None Length: Semester Grade: 11

Note: A student is to choose only one of the twelfth grade writing or composition classes.

Practical Writing

The major emphasis of this course is to provide experiences in writing for personal and vocational purposes, reading for information and enjoyment, effective participation in a group discussion, and critical examination of mass media. Instruction provides for prewriting and composing skills and for practice in practical/informative, sensory/descriptive, imaginative/narrative, and analytical/expository writing. This course meets the basic twelfth grade English requirement for students who need remediation in language skills and plan no formal schooling after high school.
Prerequisite: None Length: Semester Grade: 12

+Expository Composition

This course is designed for students who intend to enter a college after graduation who have maintained a “C” average or better in English. Expository composition aims to develop the ability to read critically and write clearly on a beginning college level. This course includes study and analysis of well-written essays and articles, study of grammar so that writing errors can be identified and corrected, study and constant practice in writing sentences, paragraphs, and longer compositions.
Prerequisite: None Length: Semester Grade: 12

+Advanced Composition

This course provides practice in various forms of writing, with the major emphasis on developing the students’ ability to write expository essays, which are clear and well-constructed, to read clearly and analytically, to think logically, and to adhere to standards of English usage. This course meets the twelfth grade English composition requirements for able students who have earned above-average marks in English.
Prerequisite: Department Recommendation Length: Semester Grade: 12

+Advanced Placement English Literature AB

This course emphasizes through comprehension of literary form and content, the superior command of organization and logic in written composition, together with a feeling for style. Instruction strengthens and refines English skills through intensive analysis of a few representative works of mature literature and through frequent writing and careful revision of themes on subjects that challenge both thought and language power. This course meets twelfth grade English composition and English elective requirements for the students eligible for Honors English. In addition to High School credit earned, most colleges and universities give course credit or advanced placement to students who qualify by the CEEB Examination.
Prerequisite: Department Recommendation Length: Annual Grade: 12

Books For Pleasure

This is an elective course with major emphasis on providing an opportunity to improve reading ability through encouraging a positive attitude toward reading and the habit of recreational reading in students who dislike reading. Students read books and periodicals of their own choice, which are selected from a classroom library of other sources approved by the teacher and department chairperson. Once a week, each student reports orally to a small group of classmates and orally or in writing to the teacher. A record of each student’s reading is kept.
Prerequisite: None Length: Semester Grade: 10-12

Creative Writing

This is a workshop in writing of prose and poetry of all sorts. It emphasizes on the development of originality and technical skill in writing.
Prerequisite: None Length: Semester Grade: 9-12

Theater-Arts Workshop A(B) (Elective)

The major emphasis of this course is to provide experiences for students who are unusually gifted in the performing arts. Instruction provides the study and performance of major works of our musical and theatrical heritage, in addition to the study of literature, orchestral and choral works, plays and ballet.

Prerequisite: Teacher Approval Length: Semester/Annual Grade: 10-12

College Prep Seminar

This course is designed to prepare students who have ability, but who may not have been challenged, for college admission by developing their academic skills. Instruction offers practice in the skills of advanced-vocabulary building, increased reading speed with improved comprehension of complex ideas, language usage, expository composition, critical thinking, note taking, and research using the library.

Prerequisite: None Length: Semester Grade: 9

ENGLISH AS A SECOND LANGUAGE DEPARTMENT

Language Arts in Primary Language

The major emphasis of this course is to verify oral primary language skills through comprehension activities and to develop literacy and written skills in the primary language. This course is for students who demonstrate limited ability on the Spanish test or the waiver to basic program is required by their parents.

Prerequisite: Primary Language - Spanish Length: Semester Grade: 9

ESL 1A

The major emphasis of this course is to meet the communication needs of students leaning English for the first time who have sufficient language skills in their primary language. Emphasizes listening comprehension, speaking and composition skills through a combination of appropriate teaching methods and techniques. This course includes reading as needed to nurture development of the aforementioned skills. The LAUSD course of study and state standards is followed. Prerequisite: None Length: Semester Grade: 9

ESL 1B

The major emphasis of this course is to meet the basic communication needs of students learning English for the semester or for those who have proficiency is insufficient for enrollment at the ESL 2 level. Emphasizes listening, comprehension, speaking, and composition skills through a combination of appropriate teaching methods and techniques. The course includes reading as needed to nurture development of the aforementioned skills. The LAUSD courses of study and state standards are followed. Prerequisite: None Length: Semester Grade: 9

Introduction to English Reading

The major emphasis of this course is to teach the ESL 1 level student basic phonics, pronunciation, vocabulary, orthography, and comprehension skills. The student is introduced progressively to a variety of reading formats, including simple literary and practical items. Fundamental study skills are also included.

Prerequisite: None Length: Semester Grade: 9

ESL 2A

The major emphasis of this course is to continue develop and expand upon the skills introduced at the ESL 1 level, with particular stress and transition from manipulation to utilization of spoken language. More complex composition forms are provided: and reading, as a basis for speaking and composition activities is included. Topic skills and vocabulary are introduced. The LAUSD course of study and state standards for ELS 2B are followed.

Prerequisite: Proficiency in ESL 1B Length: Semester Grades: 9 – 10

ESL 2B

The major emphasis of this course is to continue to develop and expand upon the skills introduced in ESL 2A. The LAUSD course of study and the state standards for ESL2B are followed.

Prerequisite: None Length: Semester Grades: 9 – 10

ESL 3 (Credit given for English 9A)

The major emphasis of this course is to continue the practice of basic language skills and to affect a more sophisticated command of English in practical situations. Advanced language concepts are also taught and the application of English skills to literature is promoted. Emphasis on reading, literature and learning the writing process. The state standards for ESL 3 are followed. Prerequisite: Proficiency in ESL 2 Length: Semester Grades: 9 – 11

ESL 4 (Credit given for English 9B)

The major emphasis of this course is to facilitate the students' transition into the mainstream English program with some accommodations in teaching strategies to meet their particular language needs. Activities are provided to help students apply the language skills they learned in the preceding levels to the study of materials and themes appropriate to the mainstream English programs. Greater emphasis is reading and writing skills. The state standards for ESL 4 are followed. Prerequisite: Proficiency in ESL 3 Length: Semester Grades: 9 – 11

ESL 4 Composition

This course is designed to prepare the student for entrance into regular English classes with appropriate writing skills. Formal English Grammar is further developed

Prerequisite: Proficiency in ESL 3 Prep Length: Semester Grades: 9 – 11

FOREIGN LANGUAGE DEPARTMENT

Note: It is highly recommended that a student earn at least a "C" in a course to continue in the next class of any of the sequence

French 1AB

Listening and speaking skills are taught and stressed throughout the course. Student learns to write from sound and to read. Structure of the language is taught through usage, and as new elements are added they are integrated into what has already been learned. Student develops insight into French culture, people, geography, and places of interest.

Prerequisite: None Length: Annual Grades: 9-12

French 2AB

Continues the study of the structure of the language and provides opportunities for its use. Develops skills in oral comprehension, speaking, reading and writing. Explores contemporary life, culture and civilization of France and French speaking areas throughout the world. Introduced poetry and literature dating from the 16th century to the present. Prerequisite: French 1AB Length: Annual Grades: 9-12

French 3AB

An enriched two-semester course for students who have completed French 2AB or whose competency in reading, writing and speaking indicates need for instructions that is more advanced than that offered in French 2AB. Students continue an overview of French grammatical principles, introduction to French culture and literature, and practice in conversation. The course includes a large part of instruction in French, thus improving the students' listening comprehension. Directed conversation enables the student to practice informal conversational style. Grammar is perfected and refined. Prerequisite: French 2AB Length: Annual Grades: 10-12

French 4AB

The major purpose this course is to provide activities for students to develop proficiency in all communication skills. The students will listen and react to native French speakers and their recorded selections of prose and poetry, will discuss contemporary problems in French, and present oral reports in French expressing a point of view, reading novels, short stories, plays and periodicals, in French, as well as writing original short compositions, summaries, critiques, resumes, book reports, and short plays in French will also be a part of this class.

Prerequisite: French 3AB or Teacher Approval Length: Annual Grades: 11-12

Advanced Placement French Language AB

The major purpose of this course is to expand opportunities for students to practice the lexical, grammatical, and reading content of Advanced Placement French as defined in the program of the College Entrance Examination Board. The studies will develop further oral comprehension, fluency, in speaking, and ability to read at sight with comprehension. The student will also express personal reactions and opinions in speech and writing.

Prerequisite: French 3AB or Teacher Approval Length: Annual Grades: 11-12

Spanish 1AB/2AB For Native Speakers

The major emphasis of these is to provide for further acquisition of and practice in communication skills through instruction centering on literature written or published in Spain, Mexico, and South America. Content presents literary interpretations of multicultural experiences and values of Hispanics in the United States and expressions of ideas. Writing is based on the district plan and includes a balanced program in four domains of written discourse. These two courses together meet the basic Spanish requirement of Spanish 1AB, 2AB and 3AB.

Prerequisite: Teacher Approval Length: Annual Grades: 9-12

Advanced Placement Spanish Language AB

Offered concurrently with Spanish 4, this is a college-level course designed for students eligible for Honors Spanish. May be accepted by certain colleges for course credit, or advanced placement of students who qualify CEEB Advanced Placement examination. It further develops aural comprehension, fluency in speaking, and ability to read Spanish of moderate difficulty, including works of literary significance and periodicals. Reading, writing, and correct usage continue to be stressed. Opportunity is offered to express reactions and opinions in speech and writing.

Prerequisite: French 3AB or Teacher Approval Length: Annual Grades: 11-12

Advanced Placement Spanish Literature AB

This is a college-level course designed for students eligible for Honors Spanish. May be accepted by certain colleges for course credit, or advanced placement of students who qualify on the CEEB Advanced Placement examination. It further develops an ability to read Spanish of moderate difficulty, including works of literary significance and periodicals. Reading, writing, and correct usage continue to be stressed. Opportunity is offered to express reactions and opinions in speech and writing.

Prerequisite: French 3AB, Spanish 2AB for Native Speakers, or Teacher Approval

Length: Annual Grades: 11-12

HOME ECONOMICS DEPARTMENT also known as Home and Family Science

Beginning Clothing

Learn tips on how to select, purchase, and care for the “right” clothes for you and your lifestyle. Make simple garments and learn how to repair and alter clothing you have for the “now” fashion look.

Prerequisite: None Length: Semester Grades: 9-12

Clothing and Textiles

Sewing with knits and other skills so that you can create your own custom fashions. Also learn about fibers, weaves, and finishes of fabrics.

Foods and Nutrition

Study the principles of nutrition as they apply to selection and preparation of foods.

Prerequisite: None Length: Semester Grades: 9-12

Advanced Foods and Nutrition

Understand the principals of nutrition as they apply to selection and preparation of foods. Emphasizes the role of nutrition in maintaining a healthy body.

Prerequisite: Food and Nutrition Length: Semester Grades: 9-12

International Foods

Study, plan, and prepare food customs of many cultures. Learn techniques useful when shopping at supermarkets, planning special diets, and utilizing herbs and spices.

Prerequisite: Food and Nutrition

Length: Semester

Grades: 10-12

Parenting and Child Development

What is it like to be a parent? Learn about the trials and wonders of parenting young. Study the development of the fetus, childbirth, and the newborn infant. Learn about the intellectual, physical, and emotional development of the infant and preschool child. Prerequisite: None

Length: Semester

Grades: 10-12

Housing and Interior Design

What makes a house a home? Study the relationships between the home and the interior design and terms of a family and lifestyles. Choosing a home and interior decorations from the consumers' viewpoint of colors, styles, planning, and costs. Prerequisite: None

Length: Semester

Grades: 10-12

Marriage and Family Studies

Why marry? Answer this question by learning about mature values and decision-making in relationships with friends, family and loved ones. Divorce death, and other family crisis will be examined in terms of the effects upon the individual and the family.

Independent Living

Soon you will be out your own and you will need to lean to manage your money, get a job, and make wise decisions about your life. You will learn about selecting a car, food, credit, care of clothing and housing. Get a good start in making your own decisions. Prerequisite: None

Length: Semester

Grades: 11-12

Personal Analysis and Modeling

Study the effective use of clothing, color, personal care, and nutrition to make you complete, model current styles, and learn about the many careers in fashion.

INDUSTRIAL EDUCATION DEPARTMENT

Technical Drafting 1A(B)

A fundamental drafting class, which teaches the basic use of drafting tools and equipment. It will interpret drafting as the "language" of industry by studying and drawing projects to learn various views and projections, geometric construction, pictorial and sectional drawing. Information will be provided on related technical and occupational areas of employment. Prerequisite: None

Length: Semester/Annual Grades: 9 – 12

Architectural Drafting 1A(B)

This class is designed to develop basic skills and understanding of architectural drafting. Instruction includes use of drafting tools and equipment, developing and drawing building floor plans, foundation plans, elevations, and details of construction. A study will be made of related technical and occupational information.

Prerequisite: None

Length: Semester/Annual Grades: 9 – 12

Advanced Architectural Drafting 2AB/3AB

An advanced course in architectural drafting. The study of sketching, basic perspective, and rendering will be included. Complex plans of larger residences, multiple dwellings, and basic commercial buildings will be drawn. Detailing and large sheet layout will be emphasized.

Prerequisite: None

Length: Double/Single Period Semester/Annual

Grades: 10 – 12

Graphic Arts 1A

Develops basic skills and understanding in printing reproduction in the areas or layout and design, paste-up, line photography, stripping, plate making, offset presswork, bookbinding, silkscreen printing, and computerized typesetting. Safe and proper use of tools and equipment are emphasized.

Prerequisite: None

Length: Semester Grades: 9 – 12

Graphic Arts 1B

Provides advanced application of previously acquired skills and processes with emphasis on refining procedures to produce more complex printing. Lithographic camera instruction will include line negatives, half tones, and contact prints for paste-up. Prerequisite: Graphic Arts 1A Length: Semester Grades: 9 – 12

Advanced Graphic Arts 2AB/3AB

Provides experiences in production printing of various school-related jobs under similar conditions and requirements as found in commercial shops requiring a high degree of skill and accuracy. Continued practice in machine composition, photocomposition, make-up, paste-up and color printing, stripping, plate making, and advanced darkroom procedures. Prepares students for entry-level positions in the printing trades.

Prerequisite: Graphic Arts 1B Length: Double/Single Period Semester/Annual Grades: 10 – 12

Photography 1A(B)

Planned for the student who is considering photography as a vocation or avocation, or as a supplement to other vocations such as advertising or photojournalism. Explores photography as a method of creative, visual communication. Develops an understanding of art principles and technical skills necessary to communicate effectively in the medium. Develops the skills and techniques of the science and art of black and white photography.

Prerequisite: None Length: Semester/Annual Grades: 9 – 12

Advanced Photography 2AB/3AB

The major emphasis of this course is to provide practical instruction and activities in developing the skills and technical knowledge required for entry into the vocational field as an industrial photographer. Includes the study of various methods of camera handling, lighting, composition, product photography, portraiture, architecture, macro and microphotography, copying techniques, video production and editing, quality darkroom techniques, business practices, and portfolio and resume preparation.

Prerequisite: Photography 1A/B or teacher's permission Length: Semester/Annual Grades: 10 – 12

Stage Craft 1A(B)

Develops basic skills and understanding of processes in construction and painting of stage property, scenery, lighting, and sound. Introduces the study of related technical information. Provides over-view or related occupations in radio and television. Prerequisite: None Length: Semester/Annual Grades: 9 – 12

Wood, Industrial 1A(B)

Develops basic skills. Introduces machine tools and processes through basic cabinet and furniture construction. Emphasis on workmanship, design, construction, and finishing. Stress is put on study of related technical, general, and occupational information. Prerequisite: None Length: Semester/Annual Grades: 9 – 12

Advanced Wood 2AB/3AB

Provides advanced application of previously acquired skills and knowledge of construction requiring a higher degree of accuracy and skill. Increasingly complex technical activities and study of problems and projects based on individual interests and abilities. Includes study of related technical and occupational information.

Prerequisite: Wood 1AB Length: Double/Single Period Semester/Annual Grades: 10 – 12

MATHEMATICS DEPARTMENT

Courses which are accepted by the University of California are marked with a “+”

Intervention Math

Intervention math is designed to strengthen the basic skills necessary to be successful in Algebra 1. Topics include operations with whole numbers, fractions, decimals and integers. Prerequisite: None Length: Annual Grades: 9 – 12

+Algebra 1 (2 year program)

This two-year algebra course is designed for students who still need reinforcement in basic skills and would benefit by having more time to learn major concepts. The course focuses on working with integers, equations, graphing, factoring and radicals. Successful completion of this course meets the Algebra 1AB requirement for college.

Prerequisite: None Length: Annual Grades: 9 – 12

Math Applications

This course focuses on creating a range of contexts for learning mathematics integrated with other curricula. It does not meet the A-G requirement for admission to the University of California. It focuses on mastering basic mathematics skills, problem solving and conceptual understanding to prepare students to meet the rigors of college. Topics may also include preparation for the High School Exit Exam, data analysis, discrete math, matrices, budget, and statistics.

Prerequisite: “D” or better in the two Algebra 1 course Length: Annual Grades: 10 - 11

+Algebra 1AB

Designed for the average or better student. Meets one year of math entrance requirements for college. It covers elementary algebra in one year and gives the student the necessary mathematical understanding for working with formulas and for computer programming. The major topics include working with integers, equations, graphing, factoring, and radicals. Prerequisite: None Length: Annual Grades: 9 – 12

+Geometry AB

This course meets a second year of math entrance requirements for colleges. The study of geometry stresses logical reasoning and is valuable in its applications to other subjects. For instance, astronomers use it in the study of the planets; artists use it to develop the theory of perspective; and chemists use it to understand the structure of molecules. Topics include proofs using deductive reasoning, similar and congruent triangles and constructions, properties of polygons and parallel lines, surface area, and volume of polyhedron.

Prerequisite: “C” or better in Algebra 1B Length: Annual Grades: 9 – 12

+Algebra 2AB

This course is required for entrance into state universities, the University of California and other major colleges and universities. This course reviews and expands the major topics of Algebra 1AB and introduces new ideas that are needed in the study of other subjects such as in business, economics, psychology, statistics, kinesiology, all science fields and engineering. Topics include systems of equations, complex numbers, conic sections, rational expressions, series and sequences, and logarithms.

Prerequisite: “C” or better in Geometry B Length: Annual Grades: 9 – 12

+Math Analysis

This course covers Trigonometry, which historically was the study of triangle measurements with applications to navigation and physics. Trigonometry now has an expanded scope of topics and applications. This course also covers Analytic Geometry, combining and expanding ideas from algebra, trigonometry, and geometry. This class is required for studying calculus, engineering, electronics, advanced mathematics, and all fields of science.

Prerequisite: “C” or better in Algebra 2B Length: Annual Grades: 10 – 12

+Advanced Placement Calculus AB

This is essentially a first year course in calculus. Calculus is necessary for engineering, mathematics and science majors plus a growing group including business, administration, economics, and statistics. Students prepare for the advanced placement exam in calculus given by the College Board. Topics include limits, differentiation, and integration. Most colleges award college credit and/or advanced placement to students with satisfactory scores on this test. Prerequisite: "C" or better in Math Analysis B Length: Annual Grades: 11 – 12

+AP Calculus BC

This advanced calculus class follows after AP calculus A in which students are first introduced to the major concepts of calculus, limits and the derivative. Following these topics are integrals, sequences and series. Applications to physics, business, economics and statistics are introduced throughout the course. AP credit in both AP Calculus AB and AP Calculus BC is awarded to students with satisfactory scores in the AP test.

Prerequisite: "C" or better in Honors Math Analysis A/Calculus A, or C or better in AP Calculus AB
Length: Annual Grades: 11 – 12

+Discrete Math

Discrete math is a class that prepares college bound students for majors in business, education, social science, law, psychology, and computer design. Discrete topics which are only defined on the whole numbers, include (but are not restricted to) sequences and series, matrices, determinants, combinatority, probability, statistics, curve fitting, graph theory, set theory, logic and circuitry.

Prerequisite: "C" or better in Algebra 2 Length: Annual Grades: 10 – 12

+AP Statistics (Grades 10-12)

This course is designed to give students in depth and technical understanding of the theories of probability and statistics. Applications to science, psychology, medicine, and business are among the many applications introduced throughout the course. Prerequisite: "C" or better in Algebra 2 Length: Annual Grades: 10 – 12

+Trigonometry

Trigonometry is the welding of algebra and geometry, where algebraic equations are defined geometrically. Students graph circular functions, compute the values of trigonometric equations and the inverses prove identities and solve triangles. This class is required before students take AP Calculus AB or AP Calculus BC.

Prerequisite: "C" or better in Algebra 2 Length: Annual Grades: 9 – 12

MUSIC DEPARTMENT

Advanced Band/Marching Dynamics

The marching band performs during half time at Reseda High football games and field competitions. All students who play appropriate instruments are welcome to join this organization. Eligibility requirements must be maintained.

Prerequisite: Teacher Approval Length: Fall Semester Only Grades: 9 - 12

Advanced Band

This class is designed for advanced instrumentalists on standard band instruments. One year playing experience is recommended. The band plays the usual concert literature. Eligibility requirements must be maintained as field trips and parades are among group activities.

Prerequisite: Teacher Approval Length: Spring Semester Only Grades: 9 - 12

World of Music

Fulfills fine art requirement. This course covers basic music theory, keyboard skills, and standard music literature.

Prerequisite: None Length: Semester Grades: 9 - 12

Instruments A(B)

Students develop fundamental skills in wind and percussion instruments to play beginning level music accurately and with good tone quality. Prerequisite: None Length: Semester/Annual Grades: 9 - 12

Chorus A(B)

Experience the pleasure that comes through personal participation in the performance of a variety of good choral music. Emphasis is on learning how to sing correctly and read music.

Prerequisite: None Length: Semester Grades: 9 - 12

PHYSICAL EDUCATION DEPARTMENT

Dance Choreography

The dance choreography class provides an opportunity for skilled dance students to develop self-expression, self-realization, good human relations, and to attain recognition through performances. Emphasis is on further development of skill, technique and choreography.

Prerequisite: Teacher Approval Length: Semester Grades: 9 - 12

Body Dynamics

This class stresses the attainment of strength body development, and cardiovascular endurance through a circuit type method of weight training. It helps develop strength and over-all body tone.

Prerequisite: Teacher Approval Length: Semester Grades: 9-12

Drill Team

Drill team is designed to develop skill in marching and routines. This class involves performances at football games and competitions.

Prerequisite: Teacher Approval Length: Semester Grades: 9-12

Coed Volleyball

This class is for any student who would like to participate on Reseda's interscholastic basketball teams. Emphasis is placed on skills and strategy as well as conditioning.

Prerequisite: Teacher Approval Length: Spring Semester Only Grades: 9-11

Basketball

This class is for any student who would like to participate on Reseda's interscholastic basketball teams. Emphasis is placed on skills and strategy as well as conditioning.

Prerequisite: Teacher Approval Length: Spring Semester Only Grades: 9-11

Weight Training

This class is designed to prepare students with football skills, weight training techniques, and cardio-vascular development. Prerequisite: Teacher Approval Length: Spring Semester Only Grades: 9-11

Interscholastic Athletics

Interscholastic Athletics provided competition for students who demonstrate above-average abilities and skills and a desire to compete. It includes advanced skills, techniques, athletic training and conditioning for interscholastic competition. The following sports are open during period 6 unless otherwise indicated. Students are expected to be involved in after-school practice and participation. A student must have a "C" average and be passing a minimum of 20 credits in order to be eligible for interscholastic athletics.

Prerequisite: Teacher Approval Length: Semester Grades: 9-12

Fall Athletic Teams

- Basketball (Boys' varsity, JV)
- Basketball (Girls' varsity, JV)
- Cross Country (Varsity, JV, Frosh, Soph, Girls)
- Football (Varsity, Frosh, Soph)
- Soccer (Varsity, JV)
- Volleyball (Girls' Varsity, JV)

Spring Athletic Teams

- Baseball (Varsity, JV)
- Softball (Girls' Varsity, JV)
- Swimming (Boys' and Girls' Varsity, Frosh/Soph)
- Tennis (Boys')
- Track and Field (Varsity, Frosh, Soph, Girls')
- Volleyball (Boys' Varsity, JV)

Note: A student must have attained the age of 15 to be eligible for Varsity competitions in football. Swimming class is before school. Competitions meets are after-school.

SCIENCE DEPARTMENT

Courses which are accepted by the University of California are marked with a "+".

+Integrated Science 1AB Emphasis: Physical Science

This course focuses on the structure of the universe and the major processes which have shaped and continue to shape the earth; and on the concepts science uses to describe the physical world in general such as matter, energy, motion, and forces. All areas of science included in this course will be integrated into a thematic approach rather than being taught as separate subjects. Prerequisite: None Length: Annual Grades 9-10

+Integrated Science 2AB Emphasis: Biological Science

This course focuses on the knowledge of how living things function and how they interact with one another and their environment. Major emphasis will be placed on the diversity of life as reflected by the biological characteristics of the earth's organisms, the transfer of inheritable characteristics from one generation to the next, the structure and function of cells, the interdependence of all organisms and their environment, the flow of matter and energy through the cycles of life, and how biological evolution explains the similarity and diversity of life. All areas of science included in this course will be integrated in a thematic approach rather than being taught as separate subjects. Prerequisite: None Length: Annual Grades 10-11

+Biology AB Emphasis: Biological Science

This course includes theories about the origin and evolution of life, ecology, cellular physiology, the classification of living organisms, reproduction, heredity, structure of organisms, and their effects on our daily lives. It is recommended that all science majors take the class in the tenth grade. Prerequisite: None Length: Annual Grade 10

+Advanced Placement Biology AB Emphasis: Biological Science

The program includes one year of biology that offered at Reseda High School. A college textbook is used and more independent laboratory experiences are stressed. Primary emphasis is on cellular biology with full coverage of both animal and plant groups from their biochemical make-up through their environmental interrelationships. Prepares student to take the CEEB Advanced Placement Examination. Prerequisite: Algebra, Chemistry, and Teacher Approval Length: Annual Grades 11-12

+Chemistry AB Emphasis: Physical Science

Chemistry concerns the natural elements and includes laboratory work designed to explore how and why combine and act as they do. Highly recommended for all science majors in the eleventh grade. Nursing, medicine, engineering, and many other students will find chemistry an essential background class. Prerequisite: Biology AB or equivalent, Algebra 1 AB or Teacher Approval Length: Annual Grades 11 – 12

+Advanced Placement Chemistry AB Emphasis: Physical Science

The major emphasis of this course is to study chemistry as an intellectual activity and as training in fundamentals needed for future work in science. Primarily a college level course designed for students eligible for honors classes. May be accepted by certain colleges for course credit or advanced placements of students who qualify on the CEEB Advanced Placement Examination. Prerequisite: Geometry AB and Biology AB or equivalent Length: Annual Grades 11-12

+Advanced Placement Environmental Science AB Emphasis: Ecological Science

Prerequisite: Teacher Approval Length: Annual Grades 10-12

+Geology AB Emphasis: Geological Science

Prerequisite: Teacher Approval Length: Annual Grades 11-12

+Advanced Placement Physical Science Emphasis: Physical Science

The major emphasis of this course is to develop an awareness of the nature of the physical environment and natural laws of the universe. Stresses skills used in critical thinking and practical aspects of science. Designed for students who wish to undertake a general study of the physical sciences. Recommended for pre-college students other than in a science and mathematics special interest cluster.

Prerequisite: Algebra 1AB Length: Annual Grade 11

+Physiology AB Emphasis: Biological Science

The major emphasis of this course is to involve the student in laboratory experiments, methods of scientific investigation, and critical thinking skills. It includes the study of the human body, cellular physiology, structure and function of the human body systems, and proper nutrition along with its relationship to health. Planned for students who have a special interest in nursing, medicine, and public health. It meets the grades 9-12 District biological science requirement. It meets UC entrance requirements for one year of laboratory science.

Prerequisite: Biology AB and Algebra 1AB Length: Annual Grades 11-12

+Physics AB Emphasis: Physical Science

A one-year course for college directed students who intend to enter such fields such as engineering, medicine, or technical schools. Strongly recommended for science majors. Emphasis is on the development of scientific attitudes; skills used in critical thinking and the use of general principles in solution of problems through student laboratory investigations. A background in algebra and geometry is helpful in developing the course to its fullest. Subject matter includes the study of matter and energy, measurement techniques, force and motion, characteristic of waves, electricity and electronics, inertial motion, electromagnetic nature of light, and quantum systems.

Prerequisite: Algebra 2AB, Biology AB, Chemistry AB, or Teacher Approval Length: Annual Grades 11-12

+Advanced Placement Physics AB Emphasis: Physical Science

Provides a physics program designed for honors students. Representative of courses commonly offered in colleges and universities. Prepares student for the CEEB Advanced Placement Examination.

Prerequisite: Algebra 2AB or Trigonometry, Biology AB or equivalent Length: Annual Grade 12

SOCIAL SCIENCE DEPARTMENT

+World History AB (Required)

The course is designed to continue the survey of world history and geography begun in 7th Grade History and Geography. Briefly reviews the courses are studies, then moves into Western Civilization from ancient to present times. Prerequisite: None Length: Annual Grade 10

+United States History AB (Required)

The course provides for a topical study of political, economic, social, and cultural development of the United States and includes the heritage, establishment, development of the nation, the basic causes of the Civil War, and the complex problems of the Reconstruction Period. The course stresses development of social studies skills, including map reading, outlining, and reading for various purposes, library research, and critical thinking.

Prerequisite: None Length: Annual Grade 11

+Advanced Placement American History AB

The major emphasis of this course is to provide an intensive study of political, economic, social, intellectual, diplomatic, and cultural aspects of the United States History. Represents a college level course designed for students eligible for Honors United States History. May be accepted by some colleges for course credit or advanced placement of students who qualify on the CEEB Advanced Placement Examination.

Prerequisite: Teacher Approval Length: Annual Grade 11

Note: *A student must complete one Government and one Economics class as a senior.*

+United States Government (Required)

Examines the development and structure of our local, state, and national governments.

Prerequisite: None Length: Semester Grade 12

+Advanced Placement American Government and Politics

A one-semester college level investigation of American governmental institutions and political practices. Emphasis on the constitutional underpinnings of American democracy with special focus on continuing issues in civil liberties.

Prerequisite: Teacher Approval Length: Semester Grade 12

+Economics

This course is required for potential UC students. This course deals with economic philosophy. Starting with Mercantilism through Smith's Capitalism and concluding with Marx's Communism, it explores theories that dominate the economics that exist in the world today.

Prerequisite: None Length: Semester Grade 12

Consumer Economics and Law

What is the role of the consumer? What effect does that individual have on the market place? How does one handle credit, insurance, and money? These and many more questions are asked and answered in this class.

Prerequisite: None Length: Semester Grade 12

+Introduction to Psychology (Elective)

The emphasis of this course is to introduce the science of psychology, the study of personality, intelligence, and learning theories and techniques. Helps students to examine the problems of observation, social problems and attitudes, heredity-environment interaction, and vocational efficiency.

Prerequisite: None Length: Semester Grades 11 – 12

America's Inter-Cultural Heritage (Elective)

The major emphasis of this class is to identify and emphasize the contributions and struggles of minority groups in the U.S. The course encourages respect for the individual worth and dignity of all peoples.

Prerequisite: Teacher Approval Length: Semester Grades 9 – 12

ADDITIONAL COURSES

World of Education

Provides students with an opportunity to explore the role of the teacher and the place of education in our society.

Prerequisite: None Length: Semester Grades 11 – 12

Peer Counseling

This is a program in which secondary students are trained to help other students. The basic goals of the program are:

(1) To help students to become more sensitive to the needs of their peers and to give them skills to be more effective in helping their peers, and (2) to help create a supportive and caring school atmosphere.

Prerequisite: None Length: Semester Grades 9 – 12

General Work Experience

General Work Experience has as its purpose the supervised part-time paid employment of students with the intent of assisting them to acquire desirable work habits and attitudes in real jobs. Students must attend work-related instruction meetings as prescribed by the Work Experience Coordinator.

Prerequisite: None Length: Semester Grades 11 – 12

Seniors on the 4/4 plans attend classes four periods a day and work at least 20 hours a week to earn 10 credits. Students on the 5/4 plans attend classes five periods a day and work at least 15 hours a week to earn 5 credits. A maximum of 40 credits may be earned during the six years of junior and senior high school in all types of Work Experience Education.