The logo is a circular emblem with a scalloped border. Inside the circle, a three-masted sailing ship is depicted on the water. The text "BELLFLOWER HIGH SCHOOL" is arched across the top. The text "1950 • DISCOVERY" is on the right side. The text "LEADERSHIP • SCHOLARSHIP • SPORTSMANSHIP" is arched across the bottom. A banner at the base of the ship reads "BUCCANEERS".

CURRICULUM HANDBOOK 2014-2015

Standard of Excellence ~ Nothing Less

CURRICULUM HANDBOOK



2014-2015

BOARD OF EDUCATION

Debbie Cuadros– *President*
Jerry Cleveland – *Vice President*
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Dr. Sue ElHessen - *Member*
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SUPERINTENDENT OF SCHOOLS

Brian Jacobs, Ed. D

BELLFLOWER UNIFIED SCHOOL DISTRICT

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

BELLFLOWER HIGH SCHOOL

15301 South McNab Avenue
Bellflower, California 90706
(562) 920-1801

Notice of Non-Discrimination:

The Bellflower Unified School District does not *illegally* discriminate on the basis of ethnic group identification, religion, age, actual or perceived sex, color, sexual orientation, gender, race, ancestry, national origin, mental or physical disability, or any other reason prohibited by State or Federal Discrimination Statutes in any program or activity conducted by the district.

Notificación de Ausencia de Discriminación:

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

Dear Bellflower Parents and Students,

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

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

As our students plan their high school courses of study, they need to explore all avenues: their interests, abilities, talents, and desired career choices. The ***Curriculum Handbook 2014-2015*** is designed to help students and parents gather the necessary information for making critical selections to complete an individual educational plan. Careful study of this handbook will provide course descriptions of both required and elective classes, as well as requirements for high school graduation, college entrance requirements and career preparation.

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

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

Sincerely,

A handwritten signature in black ink that reads "Michael Lundgren". The signature is written in a cursive, flowing style.

Michael Lundgren
Principal

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Standard of Excellence - Nothing Less

OUR MISSION:

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

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

WE BELIEVE THAT:

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

WE COMMIT TO:

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

Bellflower Middle-High School Mission Statement

The mission of Bellflower High and Middle School is to provide a quality education including academic, fine arts, career, and technology courses that enable students to make contributions to community and society as life-long learners who work collaboratively, communicate effectively, think critically, behave responsibly, and are able to meet the demands of our changing society in order to achieve personal goals.

Bellflower Middle-High School Vision Statement

The vision of Bellflower Middle-High School is to create a place where all students can learn in a safe, clean, and supportive environment.

- All students will participate in an academic foundation of courses while having access to a variety of quality curricular and co-curricular programs as proficiency levels allow.
- The learning community will reflect a high degree of ethics, integrity, and responsibility, and will take full advantage of the diversity and talents of the staff, student population, and the community.
- Students who have challenges in their learning will receive support services through school and community resources.
- All students will develop personal learning plans connected to goals beyond high school.
- All students will be prepared, upon graduation, to pursue post-secondary education and/or to enter the skilled workforce as responsible and productive citizens.



Bellflower High School Expected School-wide Learning Results



In order to better meet the demands of the future, students at Bellflower High/Middle School will:

1. DEMONSTRATE PERSONAL RESPONSIBILITY

Measurable Indicators:

- Respect for individuals and the learning environment
- Adherence to dress code policy
- Regular attendance and participation in classes
- Materials brought to class
- Focus on daily agenda in each class
- Use of an organizational system to track assignments and due dates
- Timely completion of class assignments

2. USE HIGHER ORDER THINKING SKILLS

Measurable Indicators:

- Use of analysis, synthesis, and evaluation skills to solve complex problems
- Comprehension and transfer of subject matter and skills across the curriculum to real-life experience

3. COMMUNICATE EFFECTIVELY

Measurable Indicators:

- Proficient reading and reading comprehension, writing, listening, and speaking skills
- Ability to integrate cross-curricular concepts and technology as modes of communication to show understanding and growth

4. WORK COLLABORATIVELY

Measurable Indicators:

- Harmonious relations with others of diverse backgrounds and various points of view
- Participation in partner and small group learning activities

5. PRODUCE HIGH QUALITY WORK

Measurable Indicators:

- Access to, appreciation of, and accountability for a common core of knowledge (content standards)
- Assignments completed that meet teachers' specifications and/or rubric criteria
- Ability to become contributing, competitive, productive members of society

Bellflower High School Expected School-wide Learning Results



Student assessment and evaluation of the Expected School-wide Learning Results (ESLRs) will be based on the following:

Classroom Assessments	<ul style="list-style-type: none">• Performance-based tasks• Portfolios• Student interviews• Exhibits and projects• Essays• Rubrics• Individual and group activities• Assessments• Final exams• Semester grades• P.E. fitness tests• Sports assessments
Schoolwide and Selected Standardized Tests	<ul style="list-style-type: none">• CST/EAP/Smarter Balanced• Advanced Placement (AP) Examinations• SAT and ACT• CAHSEE• CELDT/SABE (for ELL students)• California Fitness Test
District Assessments	<ul style="list-style-type: none">• District Science Benchmark Assessments (Grades 7-12)• District Mathematics Benchmark Assessments (Grades 7-12)• District Writing Assessment (Grades 7-12)• District English-Language Arts Benchmark Assessments (Grades 7-12)

BELLFLOWER HIGH SCHOOL

ACADEMIC FOUNDATION

<p style="text-align: center;"><u>Required 9th Grade Courses</u></p> <p>English 9 World Geography (1 semester) Health (1 semester) Mathematics Science Physical Education Elective <i>* Students who are English learners will be placed in English Language Development (Beg/Int/Adv) as their elective.</i></p>	<p style="text-align: center;"><u>Required 10th Grade Courses</u></p> <p>English 10 World History Mathematics Science Physical Education Elective <i>* Students who are English learners will be placed in English Language Development (Beg/Int/Adv) as their elective.</i></p>
<p style="text-align: center;"><u>Required 11th Grade Courses</u></p> <p>English 11 US History Mathematics Science 2 Electives <i>* Students who are English learners will be placed in English Language Development (Beg/Int/Adv) as their elective.</i> <i>* Students who have not passed the math or English portion of the CAHSEE will be placed in mandatory CAHSEE support classes as their elective.</i></p>	<p style="text-align: center;"><u>Required 12th Grade Courses</u></p> <p>English 12 Government Economics (1 sem) or AP Economics (1 year) Mathematics or Science Electives as needed <i>* Students who are English learners will be placed in English Language Development (Beg/Int/Adv) as their elective.</i> <i>* Students who have not passed the math or English portion of the CAHSEE will be placed in mandatory CAHSEE support classes as their elective.</i></p>

Juniors should enroll in six periods. If a student enrolls in ROP and has a job after school, his/her ROP class can substitute for one of the elective periods.

A free period is available if seniors have successfully earned at least 175 credits and passed the CAHSEE. Seniors should plan on successfully completing at least five periods the first semester. If a student enrolls in ROP and has a job after school, his/her ROP class can substitute for one of the elective periods.

COURSE WITHDRAWALS

Once school begins, students will have **two weeks** to submit a request for an elective or academic course change. After the deadline, no class changes will be made. For year-long courses, students will be expected to remain in the course for the duration of the year, regardless of grade earned.

HOMEWORK

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

FOUR-YEAR PLANNING SHEET

9th Grade	1st Semester Grade	2nd Semester Grade	Summer Grade	Meets a – g Requirements
English 9				
Geography/Health				
PE				
Science				
Math				
Elective:				
10th Grade	1st Semester Grade	2nd Semester Grade	Summer Grade	Meets a – g Requirements
English 10				
World History				
PE				
Science				
Math				
Elective:				
11th Grade	1st Semester Grade	2nd Semester Grade	Summer Grade	Meets a – g Requirements
English 11				
US History				
Science				
Math				
Elective:				
Elective:				
12th Grade	1st Semester Grade	2nd Semester Grade	Summer Grade	Meets a – g Requirements
English 12				
Government				
Economics (1 semester)				
Math or Science:				
Elective:				

a - g COURSE CHECKLIST

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

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

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

*Bellflower High School's approved a-g course lists can be viewed at
<https://doorways.ucop.edu/list> .

The a – g Subject Requirements UC/CSU COURSE REQUIREMENTS

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

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

BELLFLOWER HIGH SCHOOL'S APPROVED a – g COURSE LISTS CAN BE VIEWED AT: <https://doorways.ucop.edu/list>

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

STUDENTS WILL ALSO NEED TO TAKE APPROPRIATE COLLEGE TESTS:

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

Bellflower High School GRADUATION REQUIREMENTS

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

SUBJECT AREA	CREDITS
HISTORY/SOCIAL SCIENCE 4 YEARS	40
<ul style="list-style-type: none"> Geography (1 semester) Modern World History U.S. History Government • Economics (1 semester) 	
ENGLISH/LANGUAGE ARTS 4 YEARS	40
<ul style="list-style-type: none"> English 9, English 9 Honors or Academy English 9 English 10, English 10 Honors or Academy English 10 English 11 or AP English 11 English 12, ERW English 12, or AP English 12 	
MATHEMATICS* 2 YEARS	20
<p><i>*At least one mathematics course must meet or exceed the rigor of the content standards for Algebra I.</i></p> <ul style="list-style-type: none"> Algebra Readiness • Business Math Algebra 1 • Geometry Algebra 2 • Honors Algebra 2 • Statistics Math Analysis • Honors Math Analysis AP Statistics • AP Calculus (AB) or (BC) 	
SCIENCE: BIOLOGICAL 1 YEAR	10
<ul style="list-style-type: none"> Survey of Biology Biology (lab) or Honors Biology (lab) 	
SCIENCE: PHYSICAL 1 YEAR	10
<ul style="list-style-type: none"> Earth Science Chemistry (lab) 	
ADDITIONAL YEAR OF MATH OR SCIENCE	10
<ul style="list-style-type: none"> Forensics • See Math Section Above Environmental Science Anatomy & Physiology (lab) Physics (lab) Chemistry (lab). • Biology (lab)/ AP Bio. 	
FINE ARTS OR FOREIGN LANGUAGE 1 YEAR	10
PHYSICAL EDUCATION 2 YEARS	20
PRACTICAL ARTS** 1 SEMESTER	5
<ul style="list-style-type: none"> Business or Industrial Technology Courses <i>**May be waived if the student passes an additional year of the same foreign language.</i> 	
HEALTH (STATE REQUIREMENT) 1 SEMESTER	5
ADDITIONAL ELECTIVE CREDITS	50
TOTAL CREDITS	220

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

TESTING PROGRAMS

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

REQUIRED TESTING PROGRAMS

Smarter Balanced Assessments

The Smarter Balanced Assessment Consortium is developing a system of valid, reliable, and fair next-generation assessments aligned to the Common Core State Standards (CCSS) in English language arts/literacy (ELA/literacy) and mathematics for grades 3-8 and 11. The system—which includes both summative assessments for accountability purposes and optional interim assessments for instructional use—will use computer adaptive testing technologies to the greatest extent possible to provide meaningful feedback and actionable data that teachers and other educators can use to help students succeed.

Smarter Balanced assessments will go beyond multiple-choice questions to include extended response and technology enhanced items, as well as performance tasks that allow students to demonstrate critical-thinking and problem-solving skills.

Performance tasks will challenge students to apply their knowledge and skills to respond to complex real-world problems. These activities are meant to measure capacities such as depth of understanding, writing and research skills, and complex analysis, which cannot be adequately assessed with traditional assessment questions. The performance tasks will be taken on a computer (but will not be computer adaptive).

California High School Exit Exam (CAHSEE)

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

FITNESSGRAM®

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

VOLUNTARY TESTING PROGRAMS

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

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

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

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

ACT (www.actstudent.org)

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

SAT REASONING TEST (www.collegeboard.com)

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

SAT SUBJECT TESTS (www.collegeboard.com)

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

BELLFLOWER UC/CSU a-g APPROVED COURSE LIST


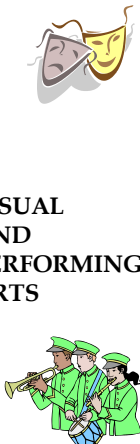



The following courses meet the requirements for admission to the University of California school system. Underlined courses denote extra honors credit. A=5, B=4, and C=3. Star (*) denotes courses that cannot be used to fulfill the g elective requirement.

<p>a. HISTORY/ SOCIAL SCIENCE</p> 	<ul style="list-style-type: none"> United States Government/Political Systems Academy United States Government/Political Systems <u>Government/Political Systems (AP)</u> Modern World History Academy Modern World History <u>Modern World History (AP)</u> United States History Academy United States History <u>United States History (AP)</u> Geography World Geography Honors
<p>b. ENGLISH - LANGUAGE ARTS</p> 	<ul style="list-style-type: none"> English 9, English 9 (H) English 10, Academy English 10, English 10 (H) English 11, Academy English 11, <u>English 11 (AP)</u> English 12, Academy English 12, <u>English 12 (AP)</u> Shakespearean Theatre Advanced ELD
<p>c. MATHEMATICS</p> 	<ul style="list-style-type: none"> *Algebra 1, *Algebra 1 (H) *Algebra 2, *Algebra 2 (H) Calculus, <u>Calculus A/B (AP)</u>, <u>Calculus B/C (AP)</u> *Geometry, *Geometry (H) Math Analysis, <u>Math Analysis (H)</u>
<p>d. LABORATORY SCIENCE</p> 	<ul style="list-style-type: none"> Anatomy and Physiology, <u>Anatomy and Physiology (H)</u> Biology, Biology (H), <u>Biology (AP)</u> Chemistry, <u>Chemistry (H)</u>, <u>Chemistry AP</u> <u>Environmental Science (AP)</u> Physics, <u>Physics (H)</u>

BELLFLOWER UC/CSU “a-g” APPROVED COURSE LIST



<p>e. FOREIGN LANGUAGE</p> 	<ul style="list-style-type: none"> • *French I • French II • French III • <u>French IV (AP)</u> • *Spanish for Spanish Speakers I • Spanish for Spanish Speakers II • *Spanish I • Spanish II • Spanish III • <u>Spanish IV (AP)</u>
<p>f. VISUAL AND PERFORMING ARTS</p> 	<ul style="list-style-type: none"> • *Animation (ROP) • Angels • Beginning Strings • *Ceramics A • *Choir • *Concert Band • *Digital Photography (ROP) • *Drama • *Drama Workshop • *Drawing and Painting A • *Ensemble • *Film Studies • *Graphic Arts 1 & 2 • *Graphic Design (ROP) • *Guitar 1 • *Jazz Band • *Marching Band • *Men’s Chorus • *Photo Fundamentals • *Photography 1 • *Printmaking 1 • Shakespearean Theatre • *Women’s Chorus • ROP UC Film and Video Productions 1 and 2 • <u>Music Theory (AP)</u>
<p>g. ELECTIVES</p> 	<ul style="list-style-type: none"> • AVID • Ceramics B • Criminalistics • Earth Science • Economics • <u>Economics (AP)</u> • Forensic Science • Journalism • Oceanography • Psychology

UNIVERSITY OF CALIFORNIA (UC) ELIGIBILITY INDEX

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

If you take the ACT With Writing exam:

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

ACT test score translation

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

Example:

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

If you take the SAT Reasoning Test:

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

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

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

Find your GPA in the index below:

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

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

From UC Counselors Guide

GUIDANCE AND COUNSELING SERVICES

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

BELLFLOWER HIGH SCHOOL COUNSELORS

Mr. Paul Aleman	A-Di
Ms. Carla Calderon	Dj - Le
Mrs. Dana Kidd	Li - Ra
Mrs. Anna Fujimoto	Re - Z

WHO IS YOUR COUNSELOR?

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

WHAT DOES YOUR COUNSELOR DO?

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

YOUR COUNSELOR COUNSELS STUDENTS ABOUT . . .

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

YOUR COUNSELOR ALSO . . .

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

HOW AND WHEN DOES A STUDENT SEE THE COUNSELOR?

- | | | |
|------------------------------|---|------------------------------------|
| * Individually and in groups | * Parent request | * Referral by a friend |
| * Student request | * Teacher, administrator, or staff referral | * Before, during, and after school |
| * Counselor request | | |

WHERE CAN THE STUDENTS SEE THE SCHOOL COUNSELOR?

- | | | |
|-----------------------------|-----------------------------------|---------------------------|
| * In the High School Office | * At snack and lunch supervisions | * In the community |
| * In the classroom | * At student activities | * At athletic supervision |

COUNSELING AND GUIDANCE SERVICES

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

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

COMPREHENSIVE SERVICES

The Bellflower Unified School District counselors are committed to providing comprehensive guidance services. Each student and parent can expect these services to be provided through classroom, group, and one-on-one counseling.

MAJOR COUNSELING SERVICE AREAS

GUIDANCE CURRICULUM - addressing academic, career, and personal/social needs of students.

RESPONSIVE SERVICES - Assistance and referral information for special needs.

GOAL DEVELOPMENT - Individual and group goals for college, career, self-actualization, and decision-making skills. *As a result of the grade level guidance services, the student will:*

Ninth Grade	<ul style="list-style-type: none">•Identify interests and abilities and relate these to future plans•Develop a tentative four-year educational plan, including diploma requirements•Investigate post high-school plan, including college admission requirements and financial aid•Assist students in acquiring study skills
Tenth Grade	<ul style="list-style-type: none">•Explore decision-making process•Continue to learn about colleges/ financial aid and develop post high school plans•Be encouraged to take college recommended testing
Eleventh Grade	<ul style="list-style-type: none">•Continue to update four year plan and review progress toward diploma requirements•Evaluate college information, financial aid, and/or occupational programs•Have opportunity to take community college courses•Formulate a tentative post high school plan•Be encouraged to take college recommended testing
Twelfth Grade	<ul style="list-style-type: none">•Review diploma status, college requirements, vocational job skills, and research post high school alternatives•Apply decision-making skills to educational and career plans•Investigate specific information on colleges, scholarships, financial aid, and employment opportunities•Be encouraged to take college recommended testing•Be encourage to participate in R.O.P services•Have the opportunity to take community college courses

SERVICES STUDENTS AND PARENTS CAN EXPECT

Students and parents can also expect the following services:

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

WHAT STUDENTS WILL RECEIVE

- Financial aid information
- Chance to meet college representatives
- College admission testing information
- Assistance with applications for colleges and scholarships
- Additional options outlined to students: ROP, trade, technical, and direct work placement

COURSE DESCRIPTIONS

ARTS: VISUAL and PERFORMING

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

VISUAL ARTS

DRAWING AND PAINTING A

1120 Year

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

Materials fee for projects taken home.

DRAWING AND PAINTING B

1123 Year

This intermediate course focuses on drawing principles emphasizing composition, innovation, and technical application of diverse drawing materials and techniques, that build off the basic ideology learned the previous year. Students will revisit media used before such as charcoal, graphite, scratchboard, oil pastel, colored pencils, watercolor, and pen/ink. Additionally, they will be introduced to new media such as acrylic painting, neutral prisma colored pencil, various grades of pencils, crowquill pens, spray paint, and numerous other mixed medial techniques, that will show students how these various media can compliment each other. Since student artwork becomes more creative and personal by the second year of art, students are responsible for all visual resources that will aid them on their projects. Subject matter will go from representational to abstract and techniques will move from polished and tight to minimal and loose. Students enrolling in this class must be self-disciplined and passionate about art. Students' grades are based on visual resources, concepts/projects, preliminary work, in-class drawings, and critiques. *This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.*

Prerequisite: Drawing and Painting A

Materials fee for projects taken home.

CERAMICS A

1110 Year

Ceramics A is a beginning course introducing basic hand-building techniques, decoration methods, molds, and casting. Sculpting techniques are introduced through the creation of a realistic human head. The course covers general art concepts, vocabulary, historical implications and aesthetics. It reinforces skills and knowledge through application, exploration, and practice in a sequenced program of projects and class work. Commercial molds are used as a basis for modification and decoration of castings. Two-piece molds are designed and created. Wheel-throwing and expressive sculpting are culminating activities. *This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.*

Materials fee for projects taken home.

CERAMICS B

1113 Year

Ceramics B is the level at which students interested in continuing Ceramics begin to specialize. After a basic technical review, they select areas they wish to explore. Students write project proposals and experiment with new materials. The focus in Ceramics B is the development of new glazes and surface decoration from raw materials and applying them to a series of projects. Ceramics B students take the same tests and classwork as Ceramics A without additional instruction; working from their notes. *This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.*

Prerequisites: Satisfactory completion of Ceramics A or teacher permission.

Materials fee for projects taken home.

PHOTOGRAPHY FUNDAMENTALS**1410 Semester**

This is a semester course offering students an overview of photography and photographic techniques. The students are introduced to 35mm photography from the use and manipulation of a completely manual 35 mm SLR camera, to the processing of 35mm black and white film into negatives and prints. Students and instructor evaluate students' performance to discover their aptitude and interest before going to more advanced photography. This course is counted towards the practical arts graduation requirement. *This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.*

Materials fee for projects taken home.

PHOTOGRAPHY 1**1413 Year**

Through the completion of specific projects, the student safely learns to control the photographic process from camera to printing, which will allow them to expertly express their creative and technical abilities. This course is counted towards the practical arts graduation requirement. *This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.*

Materials fee for projects taken home.

ROP UC DIGITAL PHOTOGRAPHY**2756 Year**

This course trains students for entry-level employment in the photography field. Students learn types and operations of cameras and accessories common to the photography industry. This course will include black and white film processing, proper printing techniques, studio lighting, lighting equipment, exposure meters, print finishing, and portfolio presentations. *See also ROP section. This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.*

Materials fee for projects taken home.

PRINTMAKING 1**1012 Year**

This course is designed to provide students with a foundation to printmaking as a fine art. Students will create original print projects using linoleum block, intaglio/etching, screen printing, nature prints, monoprints, lithography, papermaking & handmade bookbinding. Students will explore the personal styles and cultural heritage of famous printmaking artists, art movements, and participate in art critiques. Computers & internet is used throughout the year for art image ideas and museum research. Second semester will emphasize students' advanced skills, multi-color printing and multi-plate techniques, professional art display and presentation, digital computer techniques, and the historical aspects of printmaking. Students are required to keep a current portfolio of their print samples and class progress. *This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.*

Materials fee for projects taken home.

GRAPHIC ARTS 1**5950 Semester**

This class is designed to provide students with a foundation in graphic design fundamentals. The course will cover the principles and elements of art, design, pencil technology, drawing techniques, thumbnail sketches, layout, storyboards and cartooning color theory, topography, advertising and marketing, product design, editorial cartooning, and forensic arts. Students will be trained in the development of design concepts and art production techniques using Adobe Photoshop, Illustrator & InDesign software, in addition to completing computer/digital art projects. Students will discover the impact of effective visual communication used in advertising and print production. Participation in individual and group projects is required. *This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.*

GRAPHIC ARTS 2**5953 Semester**

Students in Graphic Arts 2 will continue to advance their personal technical skills, terminology and creative problem solving for graphic design. Advanced tutorial studies of Adobe Photoshop, Illustrator, and InDesign will be provided and students will have the opportunity to display their skills at our schools' art show and by designing/producing work for school events, clubs and approved non-profit community service organizations. Other topics will include: the study of the printing industry; fundamentals of prepress production; offset printing; bindery; screen printing; and airbrushing. Students will research industry career opportunities, college, resumes, and job search techniques. Students are required to keep a current portfolio of design samples and class progress. *See also Industrial Technology. This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.*

Materials fee for projects taken home.

ADVANCED PLACEMENT (AP) ART HISTORY**1200 Year**

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

PERFORMING ARTS

DRAMA

1940 Year

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

Materials fee for projects taken home.

DRAMA WORKSHOP

1950 Year

Students will maintain and extend the skills, knowledge, and appreciation developed in previous theatre courses. Students will work on classical theatre as well as contemporary theatre. They may attend conferences, festivals and competitions. This may involve work during some nights, weekends and holidays. Participation at selected play festivals may be required. This course may be repeated for credit. *This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.*

ACTING FOR THE CAMERA

1905 Year

This course is designed for the acting student to adapt stage-acting techniques for the video/film camera. Emphasis will be placed on gaining an understanding of camera shots, angles, the shooting process, auditioning, and actor behavior in front of the camera. *This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.*

Course Prerequisite: Drama 1 or Theatre 7/8.

FILM STUDIES

5952 Year

This course is a study of film as both an art and a means of communication. The course will focus on film history, criticism, and film analysis. Students will learn to read a film, analyzing its narrative structure, genre conventions, subtext, technical and artistic elements, and purpose. *This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.*

Open to grades 10-12.

THEATRE PRODUCTIONS

1932 Quarter

After auditioning and being cast, students will develop characters through memorization and rehearsal, finally performing roles in a major production. Students will also complete technical theatre assignments given related to the individual production. This class is for actors, technicians, and musicians. Grades and credits will be based on participation. *This course is offered during 7th period.*

Course Prerequisite: Audition only

MUSICAL THEATRE PRODUCTION

1933 Quarter

After auditioning and being cast, students will rehearse and perform a major musical theatre production. This class is for actors, technicians, and musicians. Grades and credits will be based on participation. *This course is offered during 7th period.*

Course Prerequisite: Audition only

SHAKESPEAREAN THEATRE

1935 Quarter

This class will cast, rehearse, build and produce a Shakespeare play for school and community performance. Students will research and study the language and theatrical conventions of Shakespeare. *This course is offered during 7th period.*

(One year of same course required) It has been approved as an honors level course and is awarded an extra point in the student's GPA calculations for UC application purposes.

Course Prerequisite: Audition only

WOMEN'S CHORUS

1531 Year

This course provides all female students the opportunity of participating in the school's choir program. Students will develop their vocal skill and gain confidence by singing in a group. Students will learn to sing in harmony, and sing a variety of music, incorporating classical, folk, do-wop and contemporary styles. Personal enjoyment of music is stressed. Music reading is included in the curriculum, and students will learn basic musicianship through ear training and notational skills. No prior experience is necessary. Performances are a part of this course. *This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.*

MEN'S CHORUS**1532 Year**

This course provides all male students the opportunity of participating in the school's choir program. Basic skills of singing are stressed, as well as personal enjoyment of music. Vocal music instruction will introduce music theory while students gain confidence and skill in singing with a group. Students will learn to sing in harmony, and sing a variety of music, incorporating classical, folk, do-wop and contemporary styles. Music reading is included in the curriculum. Public performances are a part of this course. *This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.*

CHOIR**1535 Year**

This class is for outstanding vocal music students. Students will sing four-part music and solos. They will develop choral/vocal techniques as well as music reading skills. They will sing music from a variety of cultures and time periods. Students will have the opportunity to perform in a variety of venues and to hear other groups perform. Choir members will also work individually to prepare solos and small group projects. This course may be repeated for credit with teacher permission. *This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.*

Course Prerequisite: Previous choral experience and audition

ANGELS**1530 Year**

This class is for female vocal music students. Advanced vocal techniques are stressed, and students will sing in three and four part harmony. The group will perform throughout the community and in a wide variety of venues including concerts, festivals and competitions. The course stresses personal enjoyment of music as well as performance skills. Angels will provide opportunities for learning advanced reading techniques, advanced music theory concepts, and music from a variety of time periods, cultures, and choral styles. Students will also work individually to prepare solos and small group projects. Students will be financially responsible for their performance outfits. *This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.*

Course Prerequisite: Audition

ENSEMBLE**1545 Year**

This is a year-long course designed for advanced choral students. Students will learn advanced music theory concepts and sing music from a variety of time periods and cultures. Singers will also work individually to prepare solos and small group projects. The Ensemble will perform throughout the community and in a wide variety of venues including concerts, festivals and competitions. In addition, the group takes a tour each year. This course stresses personal understanding and enjoyment of music as well as performance skills. *This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.*

Course Prerequisite: One year choral experience and audition

GUITAR 1**1520 Year**

This year-long course is designed to provide students with beginning through intermediate guitar instruction while completing their a-g requirement in fine arts. Throughout the semester students will learn musicianship, music reading skills, and guitar technique as well as performance practices. The class will perform throughout the year on and off campus. Students will feel confident playing guitar for their family and friends after this yearlong course. *This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.*

Must own or rent your own guitar.

BANNER AND FLAG**1522 Year****DRILL TEAM****8257 Year**

Banner and Flag/Drill Team develops dance, flag, and rifle skills needed to compliment the marching band, and the Winterguard performs at indoor competitions 2nd semester. Students will gain knowledge of the fundamentals of dance, flag, rifle and saber while studying historical/social implications and performance practices of their genre. Students will enhance their cardiovascular fitness and endurance, including the use of marching and dynamic, rhythmic dance. Students will perform at a level that reflects understanding of the mechanical aspects of their movement as well as artistic interpretation. Many public performances are required, and are not an optional part of this course. *Drill Team is a 7th period course.*

Course Prerequisite: Students must attend workshops, then audition.

Course Co-requisite: Banner/Flag students must also be enrolled in Drill Team.

BEGINNING STRINGS/ORCHESTRA**1513 Year**

Students learn how to play one of the following string instruments: violin, viola, cello or bass. Beginning techniques for each instrument are taught along with an introduction to music through its language, notation and historical background. Students perform concerts on campus and in the community. Some instruments can be loaned out upon teacher approval. **No audition necessary.**

ADVANCED STRINGS/ORCHESTRA**1514 Year**

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

Course Prerequisite: Completion of Beginning Strings or teacher recommendation

JAZZ BAND**1515 Year**

This advanced ensemble explores improvisation and various styles of Jazz and Latin music. Students will perform in various settings including jazz festivals, concerts, community events, and school functions. Students will enhance knowledge of music fundamentals and study historical/social implications. Students will learn to demonstrate basic improvisation. Students will perform at a level that reflects understanding of the mechanical aspects of their instruments as well as artistic interpretation. Many public performances are required, and are not an optional part of this course. One to two years of concert band is recommended as a prerequisite. *This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.*

Course Prerequisite: Students must audition or receive teacher recommendation

MARCHING BAND**1521 Semester****(Students must enroll in 1508)**

Intermediate and advanced musicians will perform in various settings including competitions, community events, and school functions. Students will perform at a level that reflects understanding of the mechanical aspects of their instruments, and the understanding needed to perform while in motion. Marching Band develops the ideas and concepts learned in Concert Band, and integrates them with body movement and drill formations. Many public performances are required, and are not an optional part of this course.

This course is offered first semester during 7th period and earns elective credit.

Course Prerequisite: Teacher recommendation

CONCERT BAND**1508 Year****(Students must enroll in 1521)**

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

Course Prerequisite: Teacher recommendation

PERCUSSION ENSEMBLE**1549 Semester**

Percussion Ensemble helps students develop their musical skills, further developing repertoire for indoor productions 2nd semester, combining theatrical skills with percussion. Students will enhance knowledge of music fundamentals and study historical/social implications. Students will enhance their cardiovascular fitness and endurance, including the use of marching and dynamic, rhythmic dance. Students will perform at a level that reflects understanding of the mechanical aspects of their instruments as well as artistic interpretation. Many public performances are required, and are not an optional part of this course. This course is offered during 7th period 2nd semester

Course Prerequisite: Students must audition or receive teacher recommendation.

Course Co-requisite: Percussionists must also be enrolled in Concert Band (Course # 1508) or Jazz Band (Course # 1515).

ADVANCED PLACEMENT (AP) MUSIC THEORY**1550 Year**

This course explores how music is written and created. Students will study chord structure, harmonic progressions and musical form. Students will also compose and analyze music. Students enrolled in this class will take the Advanced Placement Examination in Music Theory.

Recommended: Students who pass the AP Music Theory class may receive college credit. Therefore, this course models college level work in both content and pacing. It is recommended for students who are proficient on the CST in English/Language Arts.

Course Prerequisite: Teacher recommendation

PRACTICAL ARTS

Industrial Technology and Family and Consumer Science classes are open to all students. The classes consist of survey, introductory and advanced levels. Two years of a foreign language also meets the Practical Arts requirement. Students have the opportunity to learn about and receive skill training in a variety of areas. Each class provides general consumer information, safety information and related technical knowledge. The advanced courses offer training at the job entry level. Industrial Technology and Home Economics classes meet the Practical Arts graduation requirement.

FAMILY CONSUMER SCIENCE

DISCOVER FOODS

5120 Semester

Students will learn the principles of basic nutrition for use in the selection and preparation of food. As consumers, they will learn to buy food wisely. Included is food selection for weight control and health.

Materials fee for projects taken home.

INDUSTRIAL TECHNOLOGY

INTRODUCTION TO AUTOMOTIVE TECHNOLOGY

5900 Semester

In this course, students will explore the fields of transportation and energy technology. They will develop a knowledge and understanding of the principles upon which an automobile operates, develop basic skills required to perform maintenance in domestic and foreign cars, and develop skills required to use tools and equipment for such servicing. Samples of activities which will be covered are application of hydraulic lifts, hydraulic jacks, floor jacks, air tools, hand tools, lubrication, oil change, spin balance, tires, brakes, and a scope analyzer machine.

AUTOMOTIVE TECHNOLOGY 2

5900 Semester

This course introduces students to advanced principles upon which an automobile operates and builds upon basic skills required to perform maintenance in domestic and foreign cars attained in the *Introduction to Automotive Technology* course. Students also have opportunities to build skills required to use tools and equipment for such servicing.

Prerequisite: Satisfactory completion of Introduction to Automotive Technology and/or teacher recommendation.

ROP AUTOMOTIVE SPECIALIZATION

2725 Year

This course is designed to prepare students for entry-level jobs in the automotive service industry. Specific areas covered include the brake system, steering, suspension, ignition system, the charging system, the cooling system, mufflers, wheel balancing, a tire machine, engine overhaul and an engine scope analyzer. The students will understand and follow safety procedures for working in the shop and in the transportation and energy technology industries. They will understand the application of specific tools and equipment used to perform service and repairs in automobiles, as well as the leadership/management and business practices in the industry. See also ROP section.

Prerequisite: Grades 11 and 12 or 16 years of age

CONSTRUCTION SKILLS

5731 Year

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

Materials fee for projects taken home.

ELECTRONICS 1

5635 Semester

An introduction to electronics will be given with an emphasis on electronic assembly techniques. Students will construct a small audio amplifier, computer bug and burglar alarms. Students will learn how to make printed circuit boards, solder, measure continuity, and do simple testing and trouble-shooting procedures using a multimeter. An introduction to electricity, magnetism, component identification, component testing, and electromagnetism will be given. Female students are encouraged to enroll in this course.

Materials fee for projects taken home.

ELECTRONICS 2

5640 Year

Students will study power supply circuits, amplifiers and radio circuits. Advanced test equipment such as a digital voltmeter and an oscilloscope will be used by the student for testing and trouble shooting for items they construct.

Students will also work with robotics and work with Electronic Circuit Design software, as well as build electrical systems and learn about the Electrical Apprenticeship Programs. Opportunities will be provided for students to participate in contests and events, and field trips to view various companies and colleges.

Prerequisite: Satisfactory completion of Electronics I and/or teacher recommendation.

Materials fee for projects taken home.

TECHNOLOGY CORE/MANUFACTURING ACADEMY

5497 Year

This class covers the computer hardware, electrical, and networking engineering pathway and manufacturing pathway. This class will provide learning opportunities for students interested in preparing careers in the assembly, manufacturing, programming, design, production, information technology, computer telecommunications, and other systems. This class is also a part of the Academy three-period cluster of technology, English, and the appropriate grade level of social science. Students will learn about the following technology areas: robotics, construction, drafting, electronics, graphic communications, transportation, and computer repair. Students will use computers and complete hands-on projects to learn about these technology areas. Projects are designed to integrate technology and English-language arts so students can relate learning of these subjects to their individual interest areas.

Prerequisite: Enrollment in Manufacturing and Telecommunications Academy. The course may be repeated for credit.

Materials fee for projects taken home.

PRINTMAKING 1

1012 Year

This course is designed to provide students with a foundation to printmaking as a fine art. Students will create original print projects using linoleum block, intaglio/etching, screen printing, nature prints, monoprints, lithography, papermaking & handmade bookbinding. Students will explore the personal styles and cultural heritage of famous printmaking artists, art movements, and participate in art critiques. Computers & internet is used throughout the year for art image ideas and museum research. Second semester will emphasize students advanced skills, multi-color printing and multi-plate techniques, professional art display and presentation, digital computer techniques, and the historical aspects of printmaking. Students are required to keep a current portfolio of their print samples & class progress.

This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.

Materials fee for projects taken home.

ROP CAREERS IN EDUCATION

2876 Semester

Students will learn how to assist the teacher in a classroom setting at the elementary, middle, and high school levels. Classroom topics include child development, guidance, and management techniques. *See also ROP section.*

ROP CONSTRUCTION TECHNOLOGY

2728 Year

This course will prepare students for entry-level work in the field of construction. Students will get hands on experience with carpentry. *See also ROP section.*

Materials fee for projects taken home.

ROP COMPUTER-AIDED DRAFTING

5620 Year

Students will learn to create architectural and various engineering designs on the computer using the CAD program such as Solidworks as a tool for these designs. Opportunities will be provided for students to participate in contests and events, and field trips to view various companies and colleges. Employment opportunities may be offered in the field of design & drafting for select students who master the program. *See also ROP section.*

ROP DIGITAL ART/GRAPHIC DESIGN

2682 Semester

Students in this course will learn the basic tools and fundamentals of Adobe Photoshop and Adobe Illustrator while designing layouts and logos for individual portfolios. Projects will be designed to enhance student understanding of graphic design and illustration. *See also ROP section.*

ROP UC FILM/VIDEO PRODUCTIONS 1

2770 Year

This course is designed to introduce students to concepts and principles used in film and video production. This course exposes students to the basics of visual storytelling through the creation of storyboards, script writing, basic shot types, camera movements, lighting, audio, and techniques of editing. Students will learn the skills necessary for jobs within the industry such as producer, director, art director, set design, camera operator, script supervisor, editor, etc. *See also ROP section. This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.*

ROP UC FILM/VIDEO PRODUCTIONS 2

2771 Year

This course is designed to introduce students to concepts and principles used to pursue a career pathway in film and video production. This course exposes students to the basics of visual storytelling through the creation of storyboards, script writing, basic shot types, camera movements, lighting, audio, and techniques of editing. Students

will learn the skills necessary for jobs within the industry such as: producer, director, art director, set design, camera operator, script supervisor, editor, etc. *See also ROP section This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.*

Prerequisite: ROP UC Film/Video Productions 1

ROP UC GRAPHIC DESIGN

2755 Year

The graphic design course will explore the ever changing trends in the global field of design. Students will understand the impact of the arts and design throughout history and in various cultures. Students will learn methods and theory such as elements and principles of design to enhance their artistic vision and style. *See also ROP section. This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.*

Materials fee for projects taken home.

BUSINESS

Business classes are open to students from 9th-12th grades. Through successful completion of courses, students have an opportunity to gain job-entry skills as well as personal skills in the areas of computer technology, information processing, administrative support services, and accounting/finance. Business education classes meet the Applied Arts graduation requirement when taken in grades 9-12.

BUSINESS SKILLS

2400 Semester

This one-semester course is designed to assist students in developing business career essentials. This includes learning the skills, abilities, and attitudes, needed by business workers to obtain employment and perform effectively within these occupations. Projects include: formatting business documents and spreadsheets. Students will learn skills such as keyboarding with proper technique and working collaboratively.

WORD PROCESSING

2130 Semester

This introductory course is designed to instruct students on the correct finger placement for the alphabetic, numeric, and symbol keyboard. Students will then apply this skill and format basic letters, memorandums, tables, and academic reports using MS Word. Students will present a PowerPoint project.

WORD PROCESSING 2

2132 Semester

In this course, students will continue on formatting work place documents, letters, memorandums, tables, and academic reports. Units include: keyboarding review, publication projects - newsletter and brochure, work samples portfolio.

ROP COMPUTER APPLICATIONS

2700 Year

This two-semester course is designed to prepare students for entry-level jobs utilizing the PC. Students will increase their knowledge of computer applications and receive training on workplace oriented projects. Applications include: MS Word, MS Excel, MS PowerPoint, MS Access, MS Publisher, Webpage/HTML, Photoshop. Upon successful completion of course, students will earn a Certificate of Completion. Students may also earn college credits from Cerritos College. See ROP office for additional details. See also ROP section.

ROP DESKTOP PUBLISHING

2737 Year

In this two-semester course, students will design publications using desktop publishing software. Projects include: flyers, newsletters, brochures, business cards, and calendars. Units include: Photoshop, ImageReady, Webpage/HTML, and Digital Portfolio. Upon successful completion of course, students will earn a Certificate of Completion. Students may also earn college credits from Cerritos College. See ROP office for additional details. See also ROP section.

ROP MEDIA DESIGN & DEVELOPMENT

2810 Year

In this course, students will design effective media design content and presentations. Media includes images, text, sound, and animation. Students will research plan and produce complete media projects, including a website and publication. Students will apply industry standard software (primarily Adobe Create Suite) to think creatively about media design and its possibilities.

ENGLISH LANGUAGE DEVELOPMENT (ELD)

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

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

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

ELD NEWCOMER

3137 Year

ELD Newcomer is an introductory English class that is designed for the recent arrival of an English learner. This course aligns the California Standards for Language Arts and the English Language Development standards to meet the needs of preproduction and beginning level English learners in mastering the English-Language Arts content standards. This course is carefully designed for English learners to accelerate both their growth in language and literacy. Emphasis will be placed on vocabulary development, reading fluency, and writing conventions. *Students will receive elective credit for this course.*

BEGINNING ELD

3173 Year

The Beginning English Language Development class is designed to offer support to beginning and early intermediate English learners in mastering the English-Language Arts content standards. It is also designed to for English learners to accelerate their growth in language and literacy. This course aligns the California Standards for English-Language Arts and the English Language Development standards. Students are enrolled in Beginning ELD, in addition to their grade level English class. *Students receive elective credit for this course.*

INTERMEDIATE ELD

3178 Year

The Intermediate ELD class is carefully designed for intermediate English learners to accelerate their growth in both language and literacy. This course aligns the California standards for English-Language Arts and the English Language Development standards to meet the developmental needs of the intermediate English learners. Emphasis is placed on reading comprehension and fluency. Students are concurrently enrolled in their grade level English class. *Students receive elective credit for this course.*

ADVANCED ELD

3179 Year

The Advanced ELD class aligns the California English-Language Arts standards and the English Language Development standards to meet the needs of the early advanced and advanced English learners. This course has been carefully designed for English learners to accelerate both their growth in language and literacy. It has also been designed to assist the English learner master the English-Language Arts content standards. Students are concurrently enrolled in their grade level English class. *Students may either receive English (1 year maximum) or elective credit for this course.*

ENGLISH-LANGUAGE ARTS

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

9TH GRADE

ENGLISH 9

3250 Year

ENGLISH 9 HONORS

3261 Year

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

Prerequisite for Honors: Students must have a grade of B or better in Advanced English 8, or a grade of A in English 8 *and* teacher recommendation. Summer reading will be required.

10TH GRADE

ENGLISH 10

3420 Year

ACADEMY ENGLISH 10

3421 Year

ENGLISH 10 HONORS

3431 Year

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

Students will also be expected to develop speaking and listening skills and to learn new vocabulary.

Academy Requirement: Students must complete integrated mastery projects that are developed between the English, social science, and industrial technology classes.

Honors Prerequisite: Students must have a grade of B or better in English 9 Honors, or grade of A in English 9 *and* teacher recommendation. Students must also complete a summer reading assignment prior to the fall of their 10th grade year. Students must also attend an informational meeting during the Spring of their 9th grade year, prior to the Fall they will be in the class.

11TH GRADE

ENGLISH 11

3510 Year

ACADEMY ENGLISH 11

3511 Year

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

Academy Requirement: Students must complete integrated mastery projects that are developed between the English, social science, and industrial technology classes.

AP ENGLISH 11 - Language and Composition**3530 Year**

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

Recommended: Students who pass the AP English 11 class may receive college credit. Therefore, this course models college level work in both content and pacing. It is recommended for students who are advanced on the CST in English/Language Arts, earn a grade of B or better in English 10 Honors, and/or obtain a teacher recommendation.

Prerequisite: Attendance at informational meeting in June of student's sophomore year and completion of summer homework.

12TH GRADE**ENGLISH 12****3610 Year****ACADEMY ENGLISH 12****3611 Year**

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

Academy Requirement: Students must complete integrated mastery projects that are developed between English, social science, and industrial technology classes.

EXPOSITORY READING AND WRITING ENGLISH 12**3616 Year**

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

AP ENGLISH 12- Literature and Composition**3630 Year**

This college level course will prepare students to take the AP English Literature and Composition examination. Students in this course will learn techniques for the analysis of prose, poetry, and drama, including rhetorical devices, literary elements, literary devices, (such as metaphor and metonymy), sound devices, and literary modes of expression. The course will focus on analysis of style and thematic connections in major novels and poetry through a variety of genres including drama, fiction, narratives, nonfiction and persuasive essays, epics, and sonnets. Students write using a variety of prompts to hone upper level writing skills including thesis statements, organization, pacing, and mechanics. This course may serve as a substitute for first year college literature in some universities; therefore, it models a college course in both content and pacing.

Recommended: Students who pass the AP English 12 class may receive college credit. Therefore, this course models college level work in both content and pacing. It is recommended for students who are advanced on the CST in English/Language Arts, successfully pass AP English 11, and/or obtain a teacher recommendation. .

Prerequisite: Attendance at informational meeting in June of student's junior year and completion of summer homework are required.

ENGLISH ELECTIVES**JOURNALISM****3840 Year**

Students learn interviewing and reporting skills, in addition to the ethics, etiquette and rules governing journalistic procedures. Students write, edit, manage and produce Bellflower's student newspaper. Students will learn the fundamentals of journalism. They will be able to recognize a news story, feature story, and editorial. They will master interviewing and reporting skills. They will learn the ethics, etiquette, and rules governing journalistic procedures. Students will help in the writing and producing of Bellflower's student newspaper. They will learn the production side of journalism by proofreading, editing, writing headlines, and designing pages. *This course meets the UC/CSU a-g requirements in the following category: (g) - Electives.*

Course Prerequisite: English teacher recommendation and Journalism Advisor's approval.

CREATIVE WRITING

3820 Year

Students in this course will explore and produce short stories, drama, poetry, and screenplays. Students will keep a portfolio of their original work and participate in the publication of a creative writing portfolio.

Course Prerequisite: Grade 12; C or better in English

CAHSEE ENGLISH ACADEMY

3271 Year

This course offers students who have not passed the California High School Exit Examination (CAHSEE) additional support in reading for comprehension and language arts skills. This class reviews the key concepts and skills covered on the test and provides extensive practice on questions in the testing format to reinforce learning. In addition, students focus on test-taking tips and strategies. Course may be repeated for credit with permission.

FOREIGN LANGUAGE

The focus of the Foreign Language program is on meaningful and useful communication in the language. Each language is taught within the contemporary cultural context of countries where the language is spoken. The cultures and customs are explored along with learning to speak the language. Foreign Language classes meet the Foreign Language/Fine Arts graduation requirement when taken in grades 9-12.

SPANISH

SPANISH I

9000 Year

The purpose of this class is to give students the ability to function in real-life situations that they might encounter in a Spanish-speaking environment. Students will learn to talk about themselves, their families, and their friends; they will learn how to get around in towns, use public transportation, and give directions; they will learn how to make purchases in stores; and they will learn to use the appropriate language in a variety of social interactions. Students will be exposed to the various cultures of Spanish-speaking people, including geography, history, traditions, and daily life. Students will acquire a basic living vocabulary. This course is not intended for students whose first language is Spanish. *This course meets the UC/CSU a-g requirements in the following category: (e) – Foreign Language.*

Course Prerequisite: C or better in English

SPANISH FOR SPANISH SPEAKERS I

9045 Year

This course is for students whose first language is Spanish or for those bilingual students whose dominant language is Spanish. This course is taught entirely in Spanish dealing with grammar, reading and writing as its main focus. Students will read work by Hispanic authors, analyze the reading by critical analysis and write essays based upon the reading or discussion. *This course meets the UC/CSU a-g requirements in the following category: (e) – Foreign Language.*

Course Prerequisite: Teacher or counselor approval

SPANISH II

9010 Year

Students will further develop their abilities to function in situations they might encounter in a Spanish-speaking environment. Students will learn to appreciate Latino customs and history. Students will be expected to participate in class activities using Spanish. This course is not intended for students whose first language is Spanish. *This course meets the UC/CSU a-g requirements in the following category: (e) – Foreign Language.*

Course Prerequisite: C or better in Spanish I.

SPANISH FOR SPANISH SPEAKERS II

9050 Year

This course is a continuation of the content covered in Spanish for Spanish Speakers I. Students will review grammar from the previous year. Students will continue with grammar dealing with all tenses, read short essays of Spanish authors, analyze the reading by critical analysis and write essays based upon the reading or discussion. *This course meets the UC/CSU a-g requirements in the following category: (e) – Foreign Language.*

Course Prerequisite: Satisfactory completion of Spanish for Spanish Speakers I.

SPANISH III

9020 Year

Students will further develop their abilities to function in situations they might encounter in a Spanish-speaking environment. Students will learn to speak of the past and future and express desires, emotions, and beliefs. They will learn to order food and to express their tastes in food; they will learn to travel on public transportation in Spanish speaking countries. They will expand their knowledge and vocabulary of fashion and clothing. Students will study art and art history of the Spanish-speaking world. Students' cultural knowledge will expand as they learn customs, art and points of interest in the Spanish-speaking world. Students will be expected to participate in class using the Spanish language. *This course meets the UC/CSU a-g requirements in the following category: (e) – Foreign Language.*

Course Prerequisite: C or better in Spanish II and/or teacher recommendation

ADVANCED PLACEMENT (AP) SPANISH IV - LANGUAGE**9030 Year**

The purpose of this course is to give students a continuing opportunity to refine their speaking, listening, and writing skills. Students will use Spanish in real-life situations. Students will participate in all activities using the Spanish language. Students will be expected to take the A.P. examination. *This course meets the UC/CSU a-g requirements in the following category: (e) – Foreign Language.*

Course Prerequisite: Satisfactory completion of Spanish III

FRENCH

FRENCH I**9100 Year**

The purpose of this class is to give students the ability to function in real-life situations that they might encounter in a French-speaking environment. Students will learn to talk about themselves, their families, and their friends; they will learn how to get around in towns, use public transportation in Paris, and give directions; they will learn how to make purchases in stores; they will be able to talk about the city of Paris and its attractions; and they will learn to use the appropriate language in a variety of social interactions. *This course meets the UC/CSU a-g requirements in the following category: (e) – Foreign Language.*

Course Prerequisite: C or better in English

FRENCH II**9110 Year**

Students will further develop their abilities to function in situations they might encounter in a French-speaking environment. Students will learn to describe people and things, how to talk about their residence and be able to get lodging (hotel), interact with others about their leisure-time and vacation activities, and talk about health concerns. The students' cultural knowledge will expand to include all of France and its varied customs, traditions, landscapes, and points of interest. *This course meets the UC/CSU a-g requirements in the following category: (e) – Foreign Language.*

Course Prerequisite: C or better in French I

FRENCH III**9120 Year**

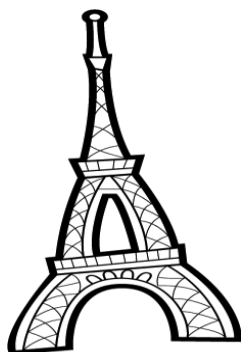
The purpose of French III is to further develop the students' abilities to function in situations they might encounter in a French-speaking environment. Students will learn to discuss jobs and the workplace; they will learn to talk about and to purchase clothing; they will learn to make travel plans using trains, planes, and cars; they will learn more about French food and how to act appropriately both in a restaurant and at a family dining table. Students' cultural knowledge will expand to include the Francophone world with its varied customs and points of interest as well as some aspects of France's cultural past. *This course meets the UC/CSU a-g requirements in the following category: (e) – Foreign Language.*

Course Prerequisite: C or better in French II

ADVANCED PLACEMENT (AP) FRENCH IV -LANGUAGE**9130 Year**

The primary goals of French IV are: (1) the refinement of communicative skills in the four skill areas (listening, speaking, reading, writing); (2) the enhancement of strategic competence (communicative strategies); (3) the enhancement of grammatical competence (review of previously learned structures and acquisition of new structures and uses); (4) the refinement in understanding of French and Francophone culture. French IV builds on themes, structures, vocabulary, and skills learned in French I-III; however, the course aims at moving the student to a more abstract level of language usage at which they learn to work with more extended discourse and cultural and sociological (as well as the practical) aspects of the topics studied. A major emphasis in French IV is the preparation of the students to take the A.P. examination. *This course meets the UC/CSU a-g requirements in the following category: (e) – Foreign Language.*

Course Prerequisite: A grade of A or B in French III and/or teacher approval recommended



MATHEMATICS

The Mathematics Department courses provide a sound analytical foundation for citizenship, college and the work place. The Math Department provides the skills and experiences necessary for students to be computationally competent and mathematically powerful.

ALGEBRA READINESS

7022 Year

This class falls between Pre-Algebra and Algebra I in the sequence of math classes and is a 9th grade course. Its focus is to help prepare students who need extra support and review before entering Algebra I. The course includes number sense, fractions, decimals, and other basic math skills and facts necessary to be successful in Algebra I.

ALGEBRA 1

7460 Year

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

Prerequisite: 9th Grade: C or better second semester of Algebra Readiness or Pre-Algebra

Minimum Course Requirement for 10th Grade Students

GEOMETRY

7480 Year

GEOMETRY HONORS

7487 Year

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

Geometry Prerequisite: C or better second semester of Algebra

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

ALGEBRA 2

7465 Year

ALGEBRA 2 HONORS*

7470 Year

This discipline complements and expands the mathematical content and concepts of Algebra I and Geometry. Students who master Algebra II will gain experience with algebraic solutions of problems in various content areas including the solution of systems, quadratic equations, the binomial theorem, the complex number system, polynomial functions, conics, matrices, logarithmic and exponential functions.

Algebra 2 Prerequisite: C or better second semester of Geometry

Honors Algebra 2 Prerequisite: B or better second semester of Geometry and teacher recommendation

MATH ANALYSIS

7495 Year

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

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

Graphing calculators are strongly recommended.

MATH ANALYSIS HONORS

7496 Year

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

Prerequisite: B or better both semesters of Algebra 2 recommended

A TI-84 Graphing Calculator is required.

ADVANCED PLACEMENT (AP) CALCULUS A/B

7500 Year

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

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

Graphing calculator required.

ADVANCED PLACEMENT (AP) CALCULUS B/C**7501 Year**

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

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

BUSINESS MATHEMATICS**7201 Year**

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

Prerequisite: Students must have completed Algebra 1

CAHSEE MATH ACADEMY**7606 Year**

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

PHYSICAL EDUCATION

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

PHYSICAL EDUCATION 9**8110(Fall)/8115(Spring)**

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

PHYSICAL EDUCATION 10**8140(Fall)/8145(Spring)**

Physical Education for grade ten will allow students to become confident, independent, self-controlled, and resilient. Students will develop positive social skills, set and strive for personal, achievable goals. Students will also learn to assume leadership, cooperate with others, accept responsibility for their own behavior, and ultimately, improve their academic performance. Students will add to the standards learned and achieved in grade nine and will be asked to demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. *Students may be placed in classes that have both 9th and 10th graders depending on availability.*

FITNESS AND CONDITIONING**8210 (Fall)/ 8536 (Spring)**

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

Course Prerequisite: Students must be in grades 11 or 12.

WEIGHT TRAINING**8536 Semester**

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

Course Prerequisite: Students must pass P.E. in both grades 9 and 10.

ATHLETICS/TEAM SPORTS

Semester

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

Course Prerequisite: Academic eligibility, coach approval, and athletic director approval.

AEROBICS

8202 Semester

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

SCIENCE

The science department offerings are designed to meet the needs of all students with the primary goal of teaching scientific literacy, so that students learn basic concepts, facts, and processes of science, develop an appreciation for science in everyday life, and use thinking skills for lifelong learning.

OCEANOGRAPHY

6370 Semester

This course includes an introduction to ecology (living things and their environment, food and energy in the environment, and cycles in nature), an exploration of human impact on the environment, and a community service project in an area of environmental concern. Half the semester will emphasize life forms found in the ocean and their relationship to their physical environment. This course may be used for either life or physical science credit.

Course Prerequisite: Grades 11 and 12

ENVIRONMENTAL SCIENCE

6380 Semester

The course combines general life science and general physical science, with emphasis on the environment. Students will observe nature in an attempt to better understand the relationships and interactions between organisms and the environment. Emphasis will be placed on current topics pertaining to the environment such as energy use, pollution, and human impact. Environmental science provides useful information that will allow students to make educated decisions for our community, country, and the planet. This course does not satisfy college lab-science requirements but meets graduation requirements as an additional year of science or for elective credit.

Prerequisite: Grade 11 or 12

ADVANCED PLACEMENT (AP) ENVIRONMENTAL SCIENCE

6383 Year

This course is a college level science course that prepares students for the Advanced Placement exam in Environmental Science. The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Writing and math skills are critical. There are numerous laboratory activities that require extended commitments beyond the normal school day. Extensive study is required.

Course Prerequisite: Grade 11 or 12; It is recommended that students earn a grade of B or better in Biology and/or Chemistry and obtain teacher recommendation. Students must also complete a summer assignment.

EARTH SCIENCE

6249 Year

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

Prerequisite: Eighth grade Physical Science

FORENSIC SCIENCE

6280 Year

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

CRIMINALISTICS**6281 Year**

This course builds upon academic themes in Physics, Chemistry, and Biology. Students will be exposed to lecture, demonstrations, problem-solving, experiments, and research in order to develop a better understanding of Forensic Science - the application of hard science and technology to the solution and prosecution of crime. The course is designed to follow the history of Forensic Science from the simplest crime solving techniques to today's DNA technology.

Course Prerequisite: Grade 11 and 12

SURVEY OF BIOLOGY**6202 Year**

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

Prerequisite: Grade 10

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

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

Biology Prerequisite: Grade 10 pre-requisites: must pass Algebra I with a grade of C or better or be concurrently enrolled in Algebra 1 having passed the previous course with a B or better. Have a 9th grade science teacher recommendation. Grade 9 pre-requisites: must be concurrently enrolled in Algebra I or high mathematics, must earn a B or better in 8th grade science and have an 8th grade science teacher recommendation.

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

ADVANCED PLACEMENT (AP) BIOLOGY**6210 Year**

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

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

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

CHEMISTRY**6300 Year****CHEMISTRY HONORS****6305 Year**

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

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

Honors Course Prerequisite: Satisfactory completion of Algebra with a grade of B or better recommended; completion of Biology or Honors Biology with a grade of B or better and/or recommendation from the Biology or Honors Biology teacher recommended.

ADVANCED PLACEMENT (AP) CHEMISTRY**6330 Year**

This course is for students interested in deepening their background in the physical sciences and prepares students to take the AP exam in Chemistry. The course presents an extension of some topics studied in Chemistry and introduces advanced topics in Chemistry. The course challenges students with learning activities equivalent to those of a first-year college Chemistry class. Lectures, demonstrations, and student-performed laboratory exercises are used to deepen students' understanding of advanced topics. Successful students will attain an in depth understanding of chemical concepts, laboratory experience and some knowledge of current directions in chemical research. This course will include laboratory classes outside of normal school hours to be scheduled after school or at other suitable times.

Course Prerequisite: Grade 11 or 12; Algebra with B or better; 1 year chemistry with B or better; Physics with a grade of B or better (or current enrollment in Physics) strongly recommended; teacher recommendation.

A summer assignment is required for students enrolled in this course.

PHYSICS

6350 Year

PHYSICS HONORS

6355 Year

In this course, science students study major areas that make up physics: mechanics, electricity and magnetism, thermodynamics, sound and fluid dynamics. Emphasis on laboratory work, combined with completion of quarter projects will help the student study and understand natural phenomena in physics.

Honors Course Prerequisite: Completion of Geometry and Algebra II with a grade of B or better. Concurrent enrollment in Math Analysis or AP Calculus is also required.

ANATOMY/PHYSIOLOGY

6170 Year

ANATOMY/PHYSIOLOGY HONORS

6171 Year

This is an advanced course designed to study the structure and function of the human body. Students will gain an in depth knowledge of cells, tissues, organs, organ system design and the diseases associated with each. Students will use current research to analyze articles and explore careers that involve the human body. Dissection specimens are used to model anatomical structures. Students perform thorough examination of the eleven systems of the body including the integument, skeletal, muscular, nervous, endocrine, circulatory, lymphatic, respiratory, digestive, excretory, and reproductive system and the diseases associated with each one. Key anatomical and physiological concepts are emphasized during organ system analysis. In addition, lab activity summaries and research projects are also required.

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

SCIENCE ELECTIVES

INTRODUCTION TO HEALTH CAREERS

6855 Year

Introduction to Health Careers is designed to expose students to 17 different healthcare career fields. Students will complete modules in bio-medical engineering, biotechnology research and development, clinical lab practices, dentistry, emergency medical technician, environmental medical technician, forensics, health information management, medical imaging, mental health services, nursing, ophthalmology, pharmacology, speech therapy, sports medicine, therapeutic services, and veterinary medicine. The goal of this course is to expose students to the diverse career opportunities available in the health care field, and increase and reinforce related academic skills.

Prerequisite: Grade 10, 11, or 12 only

HISTORY/SOCIAL SCIENCE

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

9TH GRADE

WORLD GEOGRAPHY

4140 Semester

WORLD GEOGRAPHY HONORS

4175 Semester

World Geography is a semester class dedicated to the study of the five geographic themes of location, place, interaction, movement and regions. This course includes rigorous assignments and special projects.

Honors Prerequisite: Students must earn a B+ or better in United States History 8 and obtain a recommendation from 8th grade social science teacher.

10TH GRADE

MODERN WORLD HISTORY

4200 Year

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

ACADEMY MODERN WORLD HISTORY

4117 Year

Academy Modern World History is a rigorous social science class that incorporates all the elements of previous academy social science classes. Additionally, integrated mastery projects are developed with the English, mathematics, and technology departments. Heavy emphasis will be placed on the production of high quality products.

ADVANCED PLACEMENT (AP) WORLD HISTORY

4211 Year

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

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

11TH GRADE

UNITED STATES HISTORY

4300 Year

The year begins with a selective review of United States history with an emphasis on two major themes: the nation's beginnings and the industrial transformation of the new nation. The remainder of the course emphasizes the major turning points in American history in the twentieth century.

ACADEMY UNITED STATES HISTORY

4299 Year

Academy United States history is a rigorous social science class that incorporates all the elements of previous academy social science classes. Additionally, integrated mastery projects are developed with the English, mathematics, and technology departments. Heavy emphasis will be placed on the production of high quality products.

ADVANCED PLACEMENT (AP) UNITED STATES HISTORY

4360 Year

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

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

12TH GRADE

UNITED STATES GOVERNMENT/POLITICAL SYSTEMS

4415 Year

This course will provide students with an overview of the general principles, concepts, theories and actual operations of the American political system and contemporary issues. Emphasis is placed on the characteristics of American government and its interactions with the global community. Successful completion of this course satisfies state graduation requirements and prepares college-bound students for an introductory course in political science and develop a better understanding of their economic needs in society.

ACADEMY UNITED STATES GOVERNMENT/POLITICAL SYSTEMS

4479 Year

Academy American Government/Political Systems is a rigorous social science class which incorporates all the elements of previous academy social science classes. Additionally, integrated mastery projects are developed with the English, mathematics, and technology departments. Heavy emphasis will be placed on the production of high quality products.

ADVANCED PLACEMENT (AP) GOVERNMENT/POLITICAL SYSTEMS

4430 Year

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

ECONOMICS

4500 Semester

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

ADVANCED PLACEMENT (AP) ECONOMICS

4499 Year

This college level course will prepare students for both the Advanced Placement Examination in microeconomics and the Advanced Placement examination in macroeconomics. This course has been designed to help students develop critical-thinking skills through the understanding, application, and analysis of fundamental economic concepts.

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

NON-DEPARTMENTAL

HEALTH

6875 Semester

This required course is a contemporary field of study on today's health issues. The issues covered in this semester course are proper nutrition, physical fitness, communicable and non-communicable diseases, abuse, human sexuality, personal safety, life-saving techniques, mental health concepts and some human anatomy.

YEARBOOK

3830 Year

Students selected for this class are involved in the design, layout, and production of the school's yearbook, writing of stories and captions, photography, candid and group events, design and layout of section pages and the overall editorial theme of each year's book. Course may be repeated for credit with permission.

Course Prerequisite: Grades 9-12; Advisor's signature needed, GPA of 3.0 or above; high student motivation; positive attitude

PSYCHOLOGY

4600 Semester

This course will provide a study of personality, thinking, learning, heredity and environment, emotion, mental illness, perception, child development, and other aspects of behavior of human beings. *This course meets the UC/CSU a-g requirements in the following category: (g) - Electives.*

Course Prerequisite: Grades 11-12

OFFICE AIDE

1809 Semester

Students that desire to be an office aide must have good grades, attendance, and no disciplinary entries on their student screen. Students in these positions are asked to assist in the day-to-day operations of the offices on our campus. This includes answering phones in a polite and professional manner, taking passes out to classes without disturbing classes, and assisting in the numerous other tasks that an office manager is asked to do. A maximum of fifteen credits may be counted towards graduation.

Course Prerequisite: Counselor approval, Grades 11-12

LIBRARY AIDE

1802 Semester

Students are trained to file books correctly in the Dewey System and to read shelves. They assist other students in finding both casual reading books and research materials. Students assist peers in using online and other computer resources. Students assist library clerks with other tasks including textbook processing, stocking, deliveries, book mending, cleaning and other related tasks. A maximum of fifteen credits may be counted towards graduation.

Course Prerequisite: Counselor approval; Grades 11-12

TEACHER AIDE

1805 Semester

Students in these positions assist teachers in the instruction of students in various subjects. Students may be asked to translate for students, to tutor students in a one on one fashion, or be asked to lead small group lessons teaching various subject matters. They may also assist the teacher in organizing teaching materials or in the collection and distribution of teaching supplies and materials. Students are not asked to grade student work or enter grades into the computer.

Course Prerequisite: Counselor and teacher approval, Grades 11-12

DRIVER EDUCATION**6840(Fall)/6841(Spring) Semester**

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

ASB/LEADERSHIP**4825 Year**

This course is mandatory for all student body officers and ASB appointed positions. These students serve as the student government for Bellflower High School and should be role models for their peers. Their role as leadership students should embody school spirit and BUC Pride. The course will introduce students to the elements of sound organizational and administrative skills and the preparation to implement them with integrity and forthrightness. This course is open to a limited number of students.

Course Prerequisite: Students need a 2.0 G.P.A.; good attendance and have no discipline issues.

PEP SQUAD**8254 Year**

Students develop skills in yell leading, song, mascots, and precision drill team. They will develop routines for games, rallies, assemblies, half-time shows, and competitions. The group also develops routines for the next year's tryouts.

Prerequisite: Tryout the previous spring and physical exam on file. Students considering this course should be aware of the requirement of a commitment of time – mornings, evenings, and some weekends.

Fee is required for uniforms taken home.

LINK CREW**6801 Year**

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

REGIONAL OCCUPATION PROGRAM (R.O.P)



The ROP program continues to offer over 200 student's hands-on experiences in the community in the career areas of banking, retail marketing, food services, medical services, emergency services, graphic arts, computer animation, and computer technology. Many of these courses lead to certification, others to workplace experience. The Microsoft Office Specialist (MOS) Certification prepares students to take the online exam in specific areas such as Word, Excel, PowerPoint, and Access.

ROP A+ CERTIFICATION OPERATING SYSTEMS

2699 Semester

This course provides PC service technicians with industry recognized certification as defined by CompTIA (the largest non-profit certification body). Students will learn about the history of computer operating systems such as pre-installing, installing, and configuring DOS, Windows XP), BIOS configurations, boot order, file systems, upgrades, peer-to-peer networking, domain and models, dual boots, virtual memory, IRQ and DMA, labs, and much more. Both A+ Certification classes offer field learning experiences and possible employment in related fields. To earn college credit from Cerritos College, please see ROP counselor for details.

ROP ANIMATION/GRAPHIC DESIGN

2738 Semester

Students will learn the basic tools and fundamentals of basic art elements in creating graphic design and basic cartooning. Students will use standard industry software like Adobe Photoshop and Adobe Illustrator. Students will begin in graphic design to understand the process and time of each program to work toward animation. Students will work on individual portfolios to expand their knowledge of the field.

ROP AUTO SPECIALIZATION

2725 Year

This course is designed to introduce the student or adult to the basics of automotive diagnostics and repair. This course is also designed to prepare students for entry-level positions in the automotive field such as tire person, oil-lube person, brakes and alignment technician, and tune-up technician. This class includes hands on instruction, written assignments, and projects.

ROP BUILDING AND MAINTENANCE

2698 Semester

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

ROP CAREERS IN EDUCATION

2876 Semester

Students will be introduced to careers in education with a focus on careers in teaching. Students will work with teachers and students at the elementary, middle and/or high school levels in a variety of subject areas, including classes for students with special needs. They will learn instructional strategies and how to apply them in the classroom to meet the needs of all students. The program includes both classroom instruction and on-the-job training opportunities

ROP CAREERS WITH CHILDREN (Includes Internship)

2691 Semester

Students in this course will receive entry-level training in the field of child care and nursery school occupations (infant and elementary school). Students may be placed on internships and/or possible employment at infant centers, nurseries, and elementary schools. Training in CPR, safety, and first aid is included in this course.

Requirements: Students must like working with young children. Students must also have a positive attitude and good attendance. Patience and creativity is also a must!

ROP CATERING AND BANQUETS CC (Includes Internship)

2710 Semester

Student will receive training in customer relations, food service techniques, operating principles, and procedures.

Requirements: Must have transportation to internship site.

ROP COMPUTER-AIDED DRAFTING (CAD)**5620 Year**

Students will learn to create architectural and various engineering designs on the computer using the CAD program such as Solidworks as a tool for these designs. Opportunities will be provided for students to participate in contests and events, and field trips to view various companies and colleges. Employment opportunities may be offered in the field of design & drafting for select students who master the program.

ROP CISCO NETWORKING**2689 Semester**

This is a four-course sequence that qualifies students to take the CISCO CCNA Certification Test. It covers the fundamentals of computer internet including safety terminology, protocols, network topology and standards, cabling, electrical considerations, the OSI models, IP addressing, bridges, switches, hubs, routers, and basic networking design. Upon completion of the course, students may apply for certification with a voucher.

Prerequisites: Students should have successfully completed the ROP Computer Repair class and have teacher approval prior to enrolling in this course.

ROP COMMERCIAL ART/ADVERTISING**2763 Semester**

This course is designed to introduce advertisement, brand, and product design. Students will use Adobe Photoshop and Illustrator for class projects. This class will cover storyboarding, illustration, photography, art history, and contemporary art. Students will be graded on their portfolio, improvement, and participation.

ROP COMPUTER APPLICATIONS**2700 Year**

This course is designed to prepare students for entry-level jobs in businesses that use microcomputers for a variety of functions. Training with microcomputers will include application problems in word processing, presentation, spreadsheet, and database using Microsoft Office software.

Prerequisite: Keyboarding knowledge of at least 25 words per minute is preferred.

ROP CONSTRUCTION TECHNOLOGY**2728 Year**

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

Materials fee required.

ROP DESKTOP PUBLISHING**2737 Year**

Students enrolled in this course will use publishing software to learn the desktop publishing elements of design. Students will learn to create publications using desktop publishing software. Students will be introduced to Photoshop, Web Development. Students will also compile an electronic portfolio.

Prerequisite: Keyboarding knowledge of at least 25 words per minute is preferred.

ROP DIGITAL ART/GRAPHIC DESIGN**2682 Semester**

Students in this course will learn the basic tools and fundamentals of Adobe Photoshop and Adobe Illustrator while designing layouts and logos for individual portfolios. Projects will be designed to enhance student understanding of graphic design and illustration.

ROP FIRE SERVICE OCCUPATIONS**2743 Semester**

Students in this course will experience intensive, hands-on learning. Students will explore careers in rescue services, learn fire prevention and mitigation skills; use and care of fire-fighting tools, gear, and equipment; fire science; first aid; and CPR. Possible field trips to forest service, fire service, fire station, industrial fire department, city fire department, and private fire academy.

ROP GRAPHIC COMMUNICATIONS CC/CVE**2684 Semester**

Students will be placed in a classroom setting for 30 hours to build on their knowledge and review the skills they have learned from previous Graphic Design classes. Students will then be placed on an unpaid internship for at least 40 hours where the student will gain valuable hands on experience in a graphic design/graphic communications business. Internships may lead to paid employment.

ROP HEALTH OCCUPATIONS**2774 Semester**

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

ROP UC FILM/VIDEO PRODUCTIONS 1**2770 Year**

This course is designed to introduce students to concepts and principles used in film and video production. This course exposes students to the basics of visual storytelling through the creation of storyboards, script writing, basic

shot types, camera movements, lighting, audio, and techniques of editing. Students will learn the skills necessary for jobs within the industry such as producer, director, art director, set design, camera operator, script supervisor, editor, etc. *See also ROP section. This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.*

ROP UC FILM/VIDEO PRODUCTIONS 2

2771 Year

This course is designed to introduce students to concepts and principles used to pursue a career pathway in film and video production. This course exposes students to the basics of visual storytelling through the creation of storyboards, script writing, basic shot types, camera movements, lighting, audio, and techniques of editing. Students will learn the skills necessary for jobs within the industry such as producer, director, art director, set design, camera operator, script supervisor, editor, etc. *See also ROP section This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.*

Prerequisite: ROP UC Film/Video Productions 1

ROP UC GRAPHIC DESIGN

2755 Year

This course will explore the ever-changing trends in the global field of design. Students will understand the impact of the arts and design throughout history and in various cultures. This course is UC approved and is eligible for elective credit. Students will learn methods and theory such as elements and principles of design to enhance their artistic vision and style. *This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.*

ROP LAW ENFORCEMENT/CRIMINAL JUSTICE

2720 Semester

This course is designed to prepare students for entry-level jobs in the law enforcement field. This course enables students to examine a wide variety of career opportunities in public and private law enforcement. Students will receive an introduction to law enforcement, public safety dispatcher, records clerk, police cadet, and security guard.

ROP OFFICE OCCUPATIONS (GENERAL OFFICE CLERK)

2704 Semester

This course is designed to train students for entry-level positions in the business/clerical area. Classroom instruction will include introduction to computers, word processing, keyboarding techniques, printing, using a calculator, filing, telephone etiquette, penmanship, proofreading, listening and speaking skills, regulations relating to sexual harassment, and time management. Units on employment preparation and positive work habits and attitudes will be covered. Students may earn college credits from Cerritos College, but must see ROP office for additional details.

Prerequisite: Keyboarding knowledge preferred but not required.

ROP OPTICIAN

2765 Year

Students will learn how to read and interpret prescriptions, make glasses from start to finish, learn frame repair, designs, and styles, learn eye anatomy, customer service skills, and get real work experience in an optical lab.

ROP PHARMACY TECHNICIAN

2741 Year

The American Institute of Health Sciences in Long Beach is offering this course through the Los Angeles County ROP as a private, post-secondary site. This course offers hands on training and internships. This is an 11-month course. It is held off-campus. Please see the ROP counselor for additional details.

Course Prerequisite: Students enrolled in this course should be high school seniors interested in the field and have a GPA of 3.0 or above

ROP RETAIL MARKETING CC (includes Internship)

2705 Semester

This course provides students with the opportunities to prepare for and achieve careers in the retail/marketing industry. Learning experience will include advertising, fashion trends, communications, business plans, and basic sales techniques. Internships and possible employment in related fields. Students should possess a positive & mature attitude and have good attendance. Students must also be trustworthy, honest, and dependable! Businesslike clothing is necessary. Students in this course have experienced a 90% hiring rate.

Prerequisite: Students must have a minimum GPA of 2.0 and a work permit approval from his/her high school counselor.

ROP RECREATION OCCUPATIONS CC/CVE (includes Internship)

2733 Semester

This course trains students to lead organized recreational activities such as arts and crafts, games, dance, camping, and sports. Students will plan, organize, and direct these activities in playgrounds, recreation areas, parks, community centers, and theme parks. Students will learn how to schedule lessons, classes, and facilities in a recreation program, and will organize and direct program participants. Students will also be taught how to keep records of equipment to ensure that equipment is used properly.

ROP ROBOTICS**2744 Semester**

This course is about robots and electronics. Students will use basic electronic skills to design and program a robot to find its way through mazes and other challenges. Working in teams students will construct a working robot, write computer programs to control it and work with advanced electronic circuits to solve navigation and science problems. Students will study the connection between applied physics principles and several branches of engineering. Students will investigate the creation and uses of robots in NASA exploration, industrial manufacturing, engineering design, hazardous duties, maintenance, firefighting, surgery, and military robots. This course trains students for post-secondary education and/or entry-level positions in a variety of related occupations, such as robotics technician, computer programmer, and robot machine operator.

ROP SPORTS MARKETING**2759 Semester**

This class requires hands-on experience conducting research and developing marketing strategies, promoting and advertising products and services related to the sports industry. Students will learn the fundamental concepts of marketing and business principles in the scope of amateur, college and professional sports.

ROP TV & VIDEO PRODUCTIONS**2742 Semester**

This is a comprehensive program that introduces students to the television (video) industry. It also introduces students to the skills necessary for jobs such as producer, director, assistant director, editor, videotape operator, technical script supervisor, grip, floor manager, etc. On-the-job experiences are provided through organized laboratory activities. This course also acquaints students with the broad spectrum of career opportunities in the film and video industry.

ROP ADVANCED VIDEO PRODUCTION**2772 Semester**

This is a comprehensive program that introduces the students to the television (video) industry. This also builds upon the skills necessary for jobs such as producer, director, editor, video tape operator, technical script supervisor, grip, floor manager, etc acquired in ROP TV and Video Productions. On-the-job experiences are provided through organized laboratory activities. This course will also continue to familiarize students with the broad spectrum of career opportunities in the film and video industry. Students will work on BUC T.V.; this course will satisfy the Academy Technology requirement. *See also ROP section.*

Prerequisite: Satisfactory completion of ROP TV and Video Productions (BUC TV) and/or teacher recommendation

ROP UC ANIMATION**2683 Year**

This course is designed to introduce students to the elements of art and how they relate to animation. Students will be able to demonstrate the ability to simplify human and animal images into cartoon characters. A loop animation will be created utilizing a bouncing ball to create a complete animation from storyboard to character and object design to filming. A variety of tasks ranging from the use of the computer to input pencils/drawings to preparing 2D and 3D animation for computer imagery to expressing feelings and emotions through animation. The development of cartooning and animation in the United States will also be covered in this course. *This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.*

ROP UC DIGITAL PHOTOGRAPHY**2756 Year**

This course trains students for entry-level employment in the photography field. Students learn types and operations of cameras and accessories common to the photography industry. This course will include black and white film processing, proper printing techniques, studio lighting equipment, exposure meters, print finishing, and portfolio presentations. *This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.*

ROP UC GRAPHIC DESIGN**2755 Year**

This course will explore the ever-changing trends in the global field of design. Students will understand the impact of the arts and design throughout history and in various cultures. Students will learn methods and theory, such as elements and principles of design to enhance their artistic vision and style. Through two and three-dimensional design projects, students will develop problem-solving skills, artistic perception, critical thinking, and self-direction. *This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.*

COOPERATIVE VOCATIONAL EDUCATION

Cooperative Vocational Education (CVE) classes is a program for students who are already working for pay and would like high school credits and additional instruction. Students who are 16 or 17 years old must be registered in an approved CVE class in order to qualify for an extended work permit. Students must also attend related instruction for a minimum of 2 ½ hours per week in order to receive credit for their work.

ROP FOOD SERVICES CVE

2714 Semester

This course will emphasize food preparation, customer relations, food services technicians, operating principals and procedures, operations of cash registers, order taking, inventory and supply, marketing and display. Students will have the opportunity to earn a Serve Safe Certification upon successful completion of course.

ROP BUSINESS OCCUPATIONS CVE

2878 Semester

This program trains students for entry-level positions in office work. This course is focused on business-related skill development including business communications, employability skills, information technology, leadership development, and administrative functions. Students may also be placed in community classroom worksites and/or paid employment related to office occupations.

Requirements: Must have transportation to internship site. Keyboarding knowledge required. Must be able to type 25 wpm or have taken Computer Applications, Office Occupations or MOS Certification with a passing grade of C or better preferred

SPECIAL SERVICES

SPECIAL EDUCATION

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

Bellflower offers a broad spectrum of special education services for those students who have active IEP's. Services range from RSP full inclusion to SDC and OHI self contained.

GIFTED AND TALENTED EDUCATION (GATE)

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

ADVANCED PLACEMENT PROGRAM (AP)

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

CAREER CENTER

The Career Center, with a computer for each student, has expanded the methods of providing students with a bridge between school, college and the world of work by using *Choices* software to describe colleges and universities as well as to discuss career and interest opportunities. Each year, under the supervision of the Career Center technician and high school counselors, the Career Center processes over 2,000 students, guiding them through resume writing and in-depth career planning. In addition, each student receives a career-planning packet containing a LACOE career handbook.

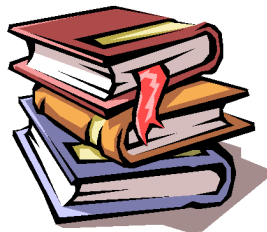
CONCURRENT ENROLLMENT

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

2+2+2 START PROGRAM/CERRITOS COLLEGE

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

LIBRARY MEDIA CENTER



The library is the hub of curricular activity on campus. A wide range of appropriate print, audio-visual, electronic and human resources are available. The library media program facilitates resource-based learning where students access, evaluate and use resources to affect their own learning. Several computers are available for research and academic use. Teachers and the librarian and staff work together to provide research skills, information analysis, technology skills, reading motivation and cultural literacy to all students. Curriculum development, an ongoing evaluation of materials and equipment, and direct work with students are also integral functions of the library media program.

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

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

NATIONAL HONORS SOCIETY



The National Honor Society (NHS) is the nation's premier organization established to recognize outstanding high school students. More than just an honor roll, NHS serves to honor those students who have demonstrated excellence in the areas of scholarship, leadership, service, and character. These characteristics have been associated with membership in the organization since its beginning in 1921.

CALIFORNIA SCHOLARSHIP FEDERATION



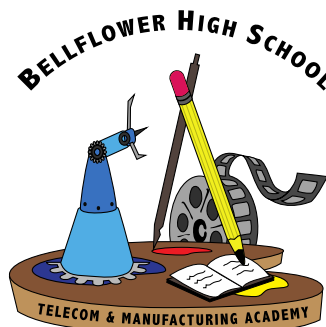
CSF is a statewide honor society founded in 1921. It fosters a high standard of scholarship, service and citizenship. To qualify for membership each semester, a student must receive 10 points based on a formula that weighs academic and non-academic classes differently. When a student qualifies, he/she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

Membership for four of a student's last six semesters, including one semester in his/her senior year in high school entitles him/her to:

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

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

BELLFLOWER HIGH TECH MANUFACTURING AND TELECOMMUNICATIONS ACADEMY



Bellflower High School's academy follows the California Partnership Academy model, and it serves students in grades ten through twelve. It is structured as a school-within-a-school and creates a close, family-like atmosphere, integrating academic and career technical education. Emphasis is also placed on student achievement and positive post-secondary planning. One of the main intents of the program is to prompt students to consider future career possibilities and focus on career interests in tandem with their academics. It is our hope to increase your student's academic motivation and preparedness by providing context for what your student is learning in this/her core academic subjects. Additionally, all of the courses offered as part of our academy program also meet the California state content learning standards for all subjects.

Our academy program is comprised of a team of teachers who work together to plan and implement the program. As a result of the teacher collaboration, students also have opportunities to participate in motivational activities to further encourage academic, occupational and post-secondary preparation. Students are exposed to integrated and project-based curriculum, mentor programs, classroom speakers, field trips, and exploration of post-secondary and career options.



ATHLETIC DIRECTOR: *Mr. Bryce Christensen*

FALL SPORTS	COACH	WINTER SPORTS	COACH	SPRING SPORTS	COACH
Cross Country	R. Weiman	Boys' Basketball	R. Sears	Boys' Baseball	K. Tripp
Football	D. Brown	Boys' Soccer	B. Norman	Boys' Golf	K. Meeks
Girls' Golf	K. Meeks	Girls' Basketball	C. Reuter	Boys' Tennis	T. Vo
Girls' Tennis	T. Vo	Girls' Soccer	J. Schroeder	Girls' Softball	
Girls' Volleyball	H. Chen	Wrestling		Boys' Volleyball	H. Chen
Cheer	C. Darling			Track & Field	D. Pope
				Swimming	



CLUBS



CLUB	ADVISOR	CLUB DESCRIPTION	MEMBERSHIP CRITERIA
AA Auto Club	Mr. Mario Miranda	This club helps promote Career Technology Education, Academics and the Automotive Industry.	Open to all students.
ASB/Leadership	Mr. Robert Spencer	These students are the student government for Bellflower High School and should be role models for their peers. Their role as leadership students should embody school spirit and BUC Pride.	Students need a 2.0 G.P.A.; good attendance and have no discipline issues.

Band Council	Mr. Omar Vidana	The Band Council is responsible for helping the director make decisions about the activities of the high school instrumental music department. Membership in an organization such as this one is a remarkable opportunity to both work as a team and gain individual recognition, to experience leadership and follow the lead of others, and to learn discipline, cooperation and responsibility while at the same time engaging in a creative activity.	Member of the Instrumental Music Program and selection criteria process
California Scholarship Federation	Mr. Adam Smith	A statewide honor society and recognition for high achieving academic students. The organization fosters a high standard of scholarship, service, and leadership.	Acceptance is based on a point system. See advisor for details.
Club Eternal	Mrs. Jo Fisher	Provides common ground for Christian students.	All are welcome.
Classic Rock Club	Mr. Michael Hunter	The Classic Rock Club studies and reflects on popular culture of the 60's-90's by listening to and discussing the Rock music of those eras; promoting a sense of community through music appreciation and discussing historical events of the popular culture.	Open to all. Participants should be willing to share and discuss different genres and decades of popular Rock music with an open mind.
Computer Club	Mr. Lin Thompson	This club explores the many aspects of computers and its applications from education to game programs.	All are welcome.
Ensemble	Ms. Carolyn Kelley	This club works to promote and raise money for all of the choral programs at BHS.	Open to all students who enjoy singing and music.
Fashion Club	Ms. Fashion Delgadillo	This club is geared towards students interested in becoming designers, models, make up artists, photographers, or set designers. Students will share their passion for style and learn aspects of the fashion industry.	Open to all students.
FHA - HERO	Ms. Pam Seamster	This club promotes and participates in activities and competitions relative to home making, communication, and leadership.	Open to any interested student.
Filipino Club	Mr. Robert Spencer	Promotes the heritage and culture of the Philippine Islands.	All are welcome.
History Club	Mr. Lin Thompson	This club studies and celebrates history and historical events that influence our lives. Members raise money for worthy causes around BHS.	All are welcome.
Key Club (Kiwanis Educating Youth)	Mr. Michael McConn	Volunteers willing to participate in various service activities in school and the community.	25 hours of community service and attend weekly meetings.
Latinos United	Mr. Paul Aleman	Offers opportunities for students to attend motivational and leadership events. Promotes a better understanding of Latino heritage. Fundraisers are held in order to attend cultural museums. The club is also involved in International Day providing cultural food and dances	All are welcome.

Le Club Français (French Club)	Ms. Lauley Anguile	Acquaints students with the various francophone cultures and encourages the learning of the French language.	All are welcome. Officers are in a French class or have completed one and must be a junior or a senior.
Leo Club	Mr. Brian Ahumada	A service club affiliated with Lions International Club, focusing on benefits to the community	All are welcome
National Honors Society	Ms. Anna Fujimoto	A national honor society and recognition for high achieving academic students. The organization fosters a high standard of scholarship, service, and leadership.	Acceptance is based on a point system. See advisor for details.
Pacific Islanders Club	Mrs. Alisha Medina	Promotes the cultures and languages of the Pacific Islands	All are welcome
Parent Teacher Student Association (PTSA)	Mr. Joseph Perry	Supports the education and welfare of children and youth. Partnership of parents, educators and students working together for the success of all students.	\$10 membership dues. Seniors must be a PTSA member to be eligible for a PTSA Scholarship.
Photo Club	Ms. Haide Gamboa	This club raises money for and promotes activities surrounding photography and builds photography skills.	Open to any interested student
Roots and Shoots Environmental Science Club	Mrs. Melissa Ellis	A program of the Jane Goodall Institute, is a powerful, youth-driven, global network of more than 8,000 groups in almost 100 countries. Together, youth of all ages are taking action to improve our world through service learning projects that promote care and concern for animals, the environment and the human community.	Open to any interested student.
The Society	Mr. Tom Hogan	This club focuses on high academic achievement and the importance of continued education.	Open to any interested student in good academic standing
Spanish Club	Mrs. Rogelia Mendez	This clubs works to promote the Spanish language and Spanish culture.	Open to any interested student.
Speech Club	Mr. Lin Thompson	This club prepares students for speech competitions	All are welcome.
Yearbook Club Treasure Chest	Mr. Sean Alice	This club oversees and promotes the yearbook and is committed to documenting and taking pictures in order to capture the wonderful events around our school.	Teacher permission (interview).
Young Black Scholars (YBS)	Ms. Dana Kidd	Assists in preparing students for admission to a four-year college/university. Activities include college tours, community service and guest speakers.	Members are encouraged to maintain a 3.0 GPA.

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