

EL CAPITAN HIGH SCHOOL



General Catalog
2008 – 2009

Course Description Book

Dedicated to each student we are
privileged to serve

(Available on-line at <http://elcapitan.guhsd.net>)

TABLE OF CONTENTS

Chapter I

Principal’s Welcome Letter	1
Mission Statement	1
Who’s Who at El Capitan	2
Who Should Be Called If.....	3

Chapter II

General Information.....	4
Fire & Earthquake Drills	6
Athletics & Extracurricular Eligibility	7

Chapter III

Student Programs.....	9
Library	9
AVID Program.....	9
R.O.P.....	10
Special Education	11
504Accommodations	11
Adaptive Physical Education.....	11

Chapter IV

Student Services.....	12
Guidance Department	12
Lakeside Family Resources	13
Nurse’s Office/Medical Emergency	14
Speech & Language Therapy.....	14
School Psychologist.....	14
Site Support Tech/Registrar.....	14

Chapter V

Student Information – High School	15
Your Four-Year Plan	16
Good Study Habit Guide	19
Honors & Advanced Placement Courses.....	21
Valedictorian, Salutatorian, & Honor Graduates.....	22
Student Information – Post Secondary	23

Chapter VI

Course Descriptions.....	27
Agriculture Department	??
Visual Arts Department	??
Business Department	??
English Department	??
English as a Second Language Program.....	??
Foreign Language Department	??
Family & Consumer Science Department	??
Industrial Technology Department	??
Performing Arts Department	??
Mathematics Department.....	??
Physical Education Department.....	??
Science Department	??
Social Science Department	??
R.O.P. Department.....	??
Miscellaneous	??

Chapter I

MISSION STATEMENT

The mission of El Capitan High School is for our students to graduate as responsible citizens, prepared for post-secondary education, and a career.

Dear El Capitan Parents:

Welcome to El Capitan High School! The faculty and staff at El Capitan are committed to providing a positive and safe learning environment for all students. Since our opening, El Capitan has taken pride in its strong academic and extracurricular programs. We value not only high academic and behavioral standards, but encourage a diverse perspective within a framework of respect.

It is the goal of the administration, with the support of an outstanding staff, to continue to provide a *rigorous and relevant curricula aligned to the California State Content Standards*. Our commitment is to help every student reach their highest potential and prepare them for a successful transition to life after high school. We hope that you will use this catalog to assist you and your student in planning for a meaningful high school experience.

Recently the State of California has adopted the High School Exit Exam as a statewide requirement for high school graduation. This exam is based on the state content standards. Our *standards based instruction* will strongly prepare our students for success on this assessment.

With a collaborative team effort from parents, students, and staff, we can meet the challenge of preparing our students to compete in a global marketplace. The opportunities are endless.

Sincerely,

Bill Sullivan, Principal

Who's Who at El Capitan 2007-2008

School Phone (619) 938-9100

Principal	Bill Sullivan	89111	bsulliva@guhsd.net
Principal's Secretary	Marissa Vidger	89112	mvidger@guhsd.net
Assistant Principal (A-F)	Dale Sheehan	89120	dsheehan@guhsd.net
Assistant Principal's Secretary (A-K)	Juliana Snow	89124	jsnow@guhsd.net
Assistant Principal (G-M)	Jamie Holding	89121	jholding@guhsd.net
Assistant Principal (N-Z)	Lance Yocom	89122	lyocom@guhsd.net
Assistant Principal's Secretary (L-Z)	Sue Hyde	89125	shyde@guhsd.net
Attendance Clerk (A-K)	Carmen Cutler	89131	ccutler@guhsd.net
Attendance Clerk (L-Z)	Jewel Will	89132	jwill@guhsd.net
Counselor (A-F)	Carolee Villegas	89147	cvillega@guhsd.net
Counselor (G-M)	Jeannine Seitzzahl	89148	jseitzzahl@guhsd.net
Counselor (N-Z)	Christine Carroll	89146	ccarroll@guhsd.net
Counselor (Careers)	Susan Saunders	89145	ssaunders@guhsd.net
Academic Advisor (A-J)	Tammy Walters	89143	twalters@guhsd.net
Academic Advisor (K-Z)	Joe Herman	89141	jherman@guhsd.net
Academic Advisor (Spec. Programs)	Sheryle Stratton	89142	sstratton@guhsd.net
Counseling Secretary	Krista Santoro	89149	ksantoro@guhsd.net
Counseling Clerk	Cece Elliott	89140	celliot@guhsd.net
Community Liaison	Debbie Smith	89188	debsmith@guhsd.net
Finance Office	Annie Barnes	89137	abarnes@guhsd.net
Librarian	Pam Howard	89161	phoward@guhsd.net
Manager of School Facilities	Michele Storton	89151	mstorton@guhsd.net
Site Support Technician (Records)	Candice Christiansen	89130	christiansen@guhsd.net
School Nurse	Diane Mathis	89171	dmathis@guhsd.net
School Psychologist	Mary Dredge	89135	mdredge@guhsd.net
Speech Therapist	Fredda Schiffman	89200	fschiffm@guhsd.net
Textbook Clerk	Kathy Dizney	89166	kdizney@guhsd.net

Who should be called if.....

- My student must be excused from school..... Attendance Clerk
- My student will be out of school for over three days and needs to make up homework Counseling Clerk
- My student is having trouble in a specific classTeacher of that Class
- My student is having academic trouble in school..... Academic Advisor
- My student has a truancy problem..... Attendance Clerk/Assistant Principal
- My student is having problems with peer adjustment.....Counselor
- My student lacks motivation and shows no interest in school Counselor
- My student is having a problem with a particular teacher Teacher first/Assistant Principal
- My student's class schedule seems incorrect and inappropriate..... Academic Advisor
- We need information on colleges and careers Counselor
- I need an official copy of my high school transcriptSite Support Technician
- I have questions about my eligibility for extracurricular activities . Assistant Principal's Secretary
- My student needs a medical excuse from P.E.....School Nurse
- I did not receive a copy of my student's progress report..... Assistant Principal's Secretary
- My student needs tutoring..... Academic Advisor
- My student needs a weekly progress reportingCounseling Office on Friday
- I need to locate a lost item Attendance Clerk

Chapter II

GENERAL INFORMATION

Absence/Tardy Policy

El Capitan and the Grossmont Union High School District recognize the relationship between positive student attendance and academic success. We expect students to attend regularly and be on time. Truancy and tardiness result in a decreased level of learning and a disruption to others' learning process. Parents/guardians shall be notified in writing when accumulated absences during the semester reach five and ten hours of class time. In the event of extenuating circumstances, the guidance department/counselor should discuss the case with the teacher involved.

In accordance with Grossmont District policy, credit for a class will not be granted when a class is missed more than 30 times. There will be no automatic drop from class. Attendance time other than period truancy or all day truancy may be made up by attending Saturday School.

Excused Absence:

A. Work may be made up for full credit if the absence is due to illness, death of a family member, medical appointments, funerals, court appearance, or other reason approved by the principal.

Unexcused Absence:

- A. The school district and staff are released of all responsibility to the student when the absence is due to truancy, leaving school without clearing with attendance or nurse, car problems, and oversleeping.
- B. Students who face extended absence due to medical emergency should inquire in the Guidance Center about Independent Study Contracts. Students who will miss a week or more of school for non-medical reasons can apply for an Independent Study Contract through the Counseling Secretary if it is done at least 5 days in advance.
- C. Credit will not be granted when a student is truant from a class 11 or more times.

Absence Procedures/Homework Assignments During Absences

- A. When your student is absent, call the Attendance Office: 938-9100 (ex. 89131 or 89132) If unable to reach us by phone, leave a message in our voice mail or send a note when your student returns to school.
- B. It is the parent's responsibility to clear the absence within 48 hours of returning. All absences that have not been cleared by a telephone call or a note will be considered truant and a referral will be written to the vice principal for action.
- C. Any student who arrives to school after their first period begins (**7:10 for 1st period and 8:08 for 2nd period**) and has been ill that morning, or has been to a doctor or dental appointment, will be sent to class. Upon arrival to school, he/she should immediately report to the Attendance Office. A note or call from the parent will be required.

Students who have excused absences are able to make up missed work; however, it is the responsibility of the student to see his/her teacher to obtain the work. If you anticipate consecutive absences of three days or more, it is possible for homework assignments to be requested. Arrangements for this are made through the Guidance Department (ext. 89140 or 89149). Any student that is **truant will receive no credit** for work missed and **no make-up will be provided**. In addition they will place themselves in danger of not attending the necessary **time** required for credit in a class.

Special Permit To Leave Campus

If a student must schedule a doctor's appointment, dental appointment or court appearance during school hours he/she must bring a note to the Attendance Office **BEFORE SCHOOL** on the day of the appointment to receive an **"OFF CAMPUS PASS."** The attendance clerk may call home to validate this note before the student will be allowed to leave campus. Occasionally a student may have to leave school before the end of the school day due to certain circumstances. (i.e., medical appointments or family emergencies). **As El Capitan's last class of the day is over early in the afternoon, parents and students should endeavor to make all appointments after that time.**

Leaving campus without a special permit will be considered a truancy and treated according to the policy on truanancies. Phone calls after the fact by parents or guardians are appreciated, but do not excuse the student from being considered truant. In every instance of leaving early, students are responsible for completing any missed class work, homework, and /or tests.

If reason for leaving is valid, the teacher will set a reasonable period of time to complete the work. **STUDENTS ARE NOT TO LEAVE SCHOOL WITHOUT PERMISSION. STUDENTS NOT ASSIGNED TO CLASS MUST BE OFF THE CAMPUS OR REPORT TO STUDY HALL. UNSUPERVISED STUDENTS ARE NOT PERMITTED ON CAMPUS.**

Student Withdrawal Procedure

- A. Report to the Counseling Office with your parent/guardian and his/her proper I.D. to request to withdraw from school. We will need to know the name and address of the next school you will attend. The student will need to plan on attending at least one more full day of school after the Check Out form is signed by the parents.
- B. The counseling secretary will give the student a copy of the schedule which must be signed by all the teachers, as well as the finance clerk, book clerk, librarian, nurse, P.E. attendant, and attendance clerk, then returned to the Counseling Secretary before checking out of school.
- C. All books, equipment, and materials must be returned and /or all replacement costs paid in full before transcripts will be released.
- D. Early check out from school may result in a grade-to-date of leaving or a final grade if academic & attendance requirements are complete. It is the teacher's discretion to determine which condition applies.

Cafeteria

The cafeteria is open before school, and during lunch. There are also snack bar satellites open during lunch. Free and reduced price meals are available for students who qualify. See the Cafeteria, the Finance Office, or Counseling Secretary for an application. Please return the application to the cafeteria.

Visitors

The school policy is to accept only those visitors who have legitimate business at the school. Arrangements must be made at least 24 hours in advance. Students may not bring students from other schools to visit except for special events approved by the administration. All visitors must register at the principal's office. If a parent wants to sit in on a class with his/her student, arrangements must be made one day in advance. Teachers need to inform the receptionist or the principal's secretary of any incoming visitors prior to the visit.

Student Phone Messages/Public Telephones

We will not interrupt a class to deliver a phone message to a student except in the case of a bona fide emergency. If there is such an emergency, please call the Assistant Principal's office, state the nature of the emergency, and if approved by an Assistant Principal, we will deliver the message as soon as possible. **PLEASE DO NOT ASK US TO DELIVER A MESSAGE REGARDING WORK, BABY-SITTING, RIDES, CELEBRATIONS, OR OTHER NEEDS OF THIS TYPE.**

Guidance/Counseling

This department provides services to help students in a variety of areas, including:

1. Defining educational goals.
2. Choosing classes to meet those goals.
3. Assisting with career information and choices.
4. Planning for post-high school years.
5. Exploring scholarships and grants.
6. Understanding stated graduation requirements.
7. Explaining specially funded programs.
8. Assisting with academic or personal problems.

Student Identification Card

All El Capitan High School students will be issued a student ID card. **The students must carry this card to school activities and while attending school.** Student ID cards are provided without charge. The student ID card is also used as your library card and will have a special bar code on the back. You will not be able to check out books from the library or access the Internet without a student ID card (and the appropriate Internet Clearance Sticker). A replacement fee of \$ 5.00 will be assessed for lost or stolen ID cards, which may be purchased at the Finance Office.

Associated Student Body Card

Each student enrolled in El Capitan is a regular member of the Associated Student Body (ASB). The purchase of an ASB card makes you an active and participating member and provides the funds necessary to maintain student activities. All students representing our school in activities must have an ASB card. You can show your school spirit and save some money by purchasing your ASB card. This ASB card gives you free admission to all "HOME" athletic events and a reduced price on after game dances, and other school activities. Students may buy an ASB card at the beginning of the school year at registration or from the finance clerk. When the ASB card fee is paid, a sticker is attached to the student's picture identification card making the identification card an ASB card. **THE ASB CARD IS NOT REFUNDABLE.**

Athletic/Cheerleader Clearance

All athletes, cheerleaders, specialty corp, marching band, and dance **must be cleared by the following** in order to participate in any tryout, practice, or competition:

1. Physical examination
2. Insurance purchase or waiver
3. ASB card

Clearance forms can be obtained by, and must be returned to, the finance clerk. The finance clerk will issue a card that represents clearance for that student. The clearance card will be given to the coaches before the start of the season.

Parking

One large paved area is provided for student parking: the Student Parking Lot is located adjacent to the east entrance fence located off Ashwood Street. **Parking in the area directly in front of the school is reserved for staff and visitors.** There is also a special area by the tennis courts where students may lock up their bicycles, skateboards, and skates. Students who park in the staff or visitor areas will lose parking privileges, may have vehicles removed, and/or receive tickets from the Sheriff's Department. Campus speed limit is 5 m.p.h. Speeders and reckless drivers will lose their parking privileges. Automobile access to the main campus will be revoked if an auto is associated with a major behavior event. Anyone who uses school parking lots is deemed to consent to a complete search of the vehicle by school officials and/or law enforcement personnel for any reason whatsoever (cvc 21113).

Please note: THE SCHOOL IS NOT RESPONSIBLE FOR LOST OR DAMAGED VEHICLES.

Physical Education - Medical Excuse Policy

If for any reason you cannot participate in the full Physical Education program, a note must be brought from home stating the reason. If this disability extends for more than 3 days, a doctor's note must be submitted indicating the length of time you are to be excused from full participation. The note should be recorded and initialed by the Physical Education teacher, then brought to the Health Office to be recorded and filed by the nurse. The student then is to report to his/her Physical Education period unless otherwise instructed. Students unable to participate fully for four weeks or more may be dropped from their Physical Education class.

Under no circumstances are students with medical excuses allowed to participate in Physical Education activities. If indicated by the physician, the student may be able to participate in a modified program. Modified Physical Education forms are available in the health office.

Disaster Drills

Fire, earthquake and lock down disaster drills are necessary for the safety of the students and faculty. During a drill or actual emergency everyone must report to their assigned area. Drills will be practiced at least twice a year.

Athletics and Extracurricular Eligibility

ATHLETIC DIRECTOR Steve Vickery

ATHLETIC ELIGIBILITY

Students must maintain a 2.0 to be eligible to participate in athletics. They must also be enrolled in 5 classes that are for 5 credits each. We sometimes have students in 5 classes but one of them is Office Assistant, which is worth 2.5 credits. This student would **NOT** be eligible even with a 4.0 GPA. Students always need to consider eligibility when making class changes and notify the coach of any change they make during or immediately prior to the session.

BEFORE PARTICIPATION

Students must have a physical examination each calendar year that will extend through the sport. Insurance and/or waiver forms must be checked before a student may participate in any sport. Football insurance does **NOT** cover any other sport. All athletes are recommended to purchase an ASB card.

FALL SPORTS – Season Starts in August		
Girls Cross Country	Boys Cross Country	Junior Varsity & Varsity
	Football	Freshmen Junior Varsity & Varsity
Girls Tennis		Junior Varsity & Varsity
Girls Volleyball		Junior Varsity & Varsity
Girls Field Hockey	Boys Water Polo	Junior Varsity & Varsity
Girls Golf		Varsity
WINTER SPORTS – Season Starts in November		
Girls Basketball	Boys Basketball	Freshmen, Junior Varsity & Varsity
Girls Soccer	Boys Soccer	Junior Varsity & Varsity
	Wrestling	Junior Varsity & Varsity
Girls Water Polo		Junior Varsity & Varsity
SPRING SPORTS – Season Starts in February		
Girls Softball	Boys Baseball	Freshmen, Junior Varsity & Varsity
Girls Swim	Boys Swim	Junior Varsity & Varsity
Girls Track	Boys Track	Junior Varsity & Varsity
	Boys Golf	Varsity
Girls Gymnastics	Boys Volleyball	Junior Varsity & Varsity
	Boys Tennis	Junior Varsity & Varsity

Interscholastic Eligibility

Insurance – All students participating on athletic teams must carry adequate insurance coverage, as required by the Education Code, Section 32220 et seq.

Students in the Grossmont Union High School District are residentially eligible to participate in extracurricular athletics from the date of their enrollment until graduation unless:

- a) otherwise determined by the respective site administration, or
- b) they are not in compliance with the rules and regulations as stated in the Grossmont Conference Constitution, or
- c) they are not in compliance with the rules and regulations as stated in the Extracurricular Eligibility Book (yellow book), or
- d) a student transfers to a second school without a change of residence on the part of the student’s original custodial parent(s), legal guardian(s), or original caregiver(s). Said student shall be residentially ineligible to participate (summer school and/or off track are excluded) from the first date of attendance at the second school in sports in which the student has competed in any level of interscholastic competition during the 12 calendar months preceding the date of such transfer. [Ref; C.I.F. Green Book.]

Club Sports (Cheer, Dance, Band, Specialty Corp)

Participants in club activities and extracurricular activities are required to comply with all CIF eligibility guidelines and procedures. [Ref: CIF Green Book]

Clubs

Art Club	Color Guard	GSA	Press Club
Academic League	CSF	German Club	Science Club
ASB	Dance Team	Humanities Club	Space 1261
Auto Club	Drama	Key Club	Spanish Club
AVID	FFA	Marching Band	Woodchuck Club
Band	Faith	O Team	Yearbook
Book	Family & Consumer	Peer Mediators	
Cheer	Science	Photo Club	
Choral Club	French Club	Positive Movement	

Summer School

Summer School credits will count toward addressing scholastic and conduct deficiencies incurred in the preceding semester grading period. Grades received in a summer course of equal or superior level to that of a previous course shall replace the previous grade for purposes of determining academic eligibility. New courses will not replace previous course work and any grade received will be averaged with all course grades from the previous semester. Scholastic and conduct marks received in summer school courses shall not unfavorably impact eligibility. [Ref: CIF Green Book].

Eligibility

Students must be enrolled in at least five 5-credit courses within the regular school year and maintain this enrollment throughout each six-week period in order to be eligible. No student can be enrolled in less than 5 classes. Freshman and Sophomores must be enrolled in six courses. Such enrollment will constitute satisfactory progress towards meeting the requirements for graduation. Upon receipt of unsatisfactory conduct grades “U” in more than one course, the student will be declared ineligible for the next six-week school-wide grading period unless appealed to and subsequently placed on probation by the Administrator of Athletics following a student/parent contact.

Eligibility Appeal Process

Appeals for exemption from the loss of eligibility due to Interdistrict transfers must be submitted directly to the California Interscholastic Federation, San Diego Section (CIFSDS) for review. Parents and students who wish to appeal should discuss the matter with the school’s Administrator of Athletics, who will assist with the preparation of the proper forms and the delivery of same to the CIFSDS office.

For 9th grade students, appeals for probationary grading periods due to grade or conduct ineligibility are to be submitted directly to the Administrator of Athletics. There will be only one probationary six-week period granted to 9th grade students.

STUDENT PROGRAMS

Library

El Capitan's library is located on the same level as the main office, in the second building. It is open before school, throughout the school day, and after school until 3:00.

The library has approximately 25,000 fiction, non-fiction and reference books.

Students can check out up to 5 books at any one time and they can keep books for a period of 3 weeks. If books are not returned on time, they are considered overdue and the fine is \$.10 per book per day. A coin-operated copy machine is available for student use and it costs \$.15 per page.

The library also contains 2 computers labs - one PC lab and a Macintosh lab. Both labs are available for word processing, Internet research, creating PowerPoint presentations, etc. by classes or individual students. Multiple online resources databases are available - such as magazines and newspaper articles, online encyclopedias, career information, and others.

The El Capitan library wants to ensure that students are effective users of ideas and information. As part of the research process, students are instructed in defining the type(s) of information they need, selecting and locating the best sources, and then extracting relevant information. The tasks learned during research will be helpful and applicable in a variety of situations as life-long skills.

AVID Program

AVID (Advancement Via Individual Determination) is an elective program to ensure that all students, especially students who have average and above average academic ability and have not been previously successful in a college preparatory path, will increase their enrollment in four-year colleges. The three main components of the program are WICR (writing, inquiry, collaboration, reading), tutorial support, and motivational activities. The goal of AVID is to educate the "whole student." This is achieved by unifying six important elements of education: students, curriculum, faculty, tutors, parents, and community.

Students are selected according to the student's desire, teacher and counselor recommendation, interviewed by one of the AVID coordinators to determine student desire, and are eligible by grades and SAT 9 scores. Because parental support is vital, parental consent is required. This is a four-year program, usually beginning in grade 9, continuing through grade 12. The expectation is to be prepared for college admission by grade 12 and includes enrollment in AP courses in the junior/senior years. Students have an AVID class in their schedule, which meets every day.

Jdfklgjeio;avjio;hosjv;lijo;ahui;hkllnjklv'jd

R.O.P. (East County Regional Occupation Program)

ROP is a job skills training program for juniors, seniors, and students who are age 16 or older, which offers a wide variety of technical and occupational training. The program is designed to assist each student to gain entry-level job skills and to make career choices. Classes are also available to adults.

ROP classes are taught by credentialed instructors at job sites in commercial or industrial establishments, at high schools, at trade or technical schools, or at sites outside the district. Classes are conducted during or after school or on Saturday. High school credit is available; 5 or 10 credits each semester, depending on hours worked.

Classes now being offered in the East County area include:

- | | | |
|--|---|--|
| 1. Business Management/Agribusiness | 21. Graphic Design/Desktop Publishing, I, II, III | 43. Restaurant Service |
| 2. Floral Design | 22. Printing & Graphics Technology | 44. Air Conditioning/Heating/Refrigeration |
| 3. Landscape Maintenance | 23. Dental Assistant/RDA Eligible | 45. Auto Body Repair/Refinishing |
| 4. Veterinary Assistant I/II | 24. Health Unit Assistant | 46. Auto Engine Performance/Emission Control |
| 5. Veterinary Receptionist | 25. Healthcare Essentials | 47. Auto Engine Rebuilding |
| 6. Accounting/Computerized | 26. Medical Assistant, Administrative | 48. Auto Suspension/Steering/Brakes |
| 7. Apartment/Rental Management | 27. Medical Assistant/Clinical Assistant | 49. Auto Technology, Intro |
| 8. Business/Computers | 28. Medical Laboratory Assistant | 50. Block Masonry/Basic |
| 9. Computer 3-D Design/Animation | 29. Nurse Assistant/Home Health Aide | 51. Cabinetmaking I, II |
| 10. Computer Applications | 30. Optical Technician | 52. Construction/General |
| 11. Computer Applications/Basics | 31. Pharmacy Technician I | 53. Diesel Equipment Technician |
| 12. Computer Applications/Windows 2000 | 32. Pharmacy Technician II | 54. Electronics Technician |
| 13. Computer Repair/Net Prep. | 33. Pharmacy Technician III | 55. Furniture Manufacturing/Finishing |
| 14. Computer Repair Technology | 34. Phlebotomy Technician | 56. Machine Tool Technology |
| 15. Digital Art | 35. Sports Medicine | 57. Plastics/Composite Processing |
| 16. Multimedia Production I | 36. Sports Medicine II | 58. Plumbing Applications |
| 17. Multimedia Production II | 37. Child Care Occupations | 59. Truck Driving |
| 18. Virtual Enterprise | 38. Commercial Cleaning | 60. Welding Training/Testing |
| 19. Web page Design | 39. Cosmetology | |
| 20. Drafting Occupations/CAD | 40. Culinary Arts | |
| | 41. Fire Science/EMC | |
| | 42. Manicurist | |

A certificate of achievement, identifying each student's job proficiencies, is given to students who have completed a class. These certificates are useful in applying for work and for admission to advanced training institutions. See your Counselor for details on starting date days, and times.

R.O.P. Cooperative Vocational Education (CVE)

Students 16 and older participate in a combination of work and study. Eligible students have to be working in retail sales, food services, financial, feed store, carpentry, electronics, or office occupations to take a CVE class. Up to 10 credits are offered each semester according to working hours and classroom instruction. **CVE classes give career preparation credit toward graduation.** For more information and registration see your Counselor or Academic Advisor.

Classes in **bold** offered at El Capitan.

CTE (Career/Technical Education)

Our goal is to assist students in finding suitable career interests while developing a positive attitude toward work. We also work to develop the skills to make a successful transition from school to work, at well as across the life span. When a specific career interest involves the need for a college education, the student is appropriately directed. In 'Career Development' we work to help students understand the relationship between success in school and future success in the world of work.

Special Education

El Capitan High School offers a variety of special education services to students with special learning needs. They range from staff "monitoring" of students mainstreamed into the school's general education classes to self-contained individualized student instruction. Speech and language therapy, adaptive physical education and home instruction are examples of some of the other services available to students through the school's special education programs.

At El Capitan High School the Special Education Department follows written federal and state law, and district guidelines in making decisions about students that need special education services. To qualify for placement in a special education program, a student must exhibit specific problems that interfere with learning to the extent that the regular education program, even with accommodations, is not effective.

The law requires students to be placed in the least restrictive environment. If a student is exhibiting difficulty in general education classes, a referral is made to the counseling staff. Typically, the student would first be referred for review through the Student Study Team (SST). Teachers provide input. Parents are welcomed and encouraged to attend the SST meeting. Interventions would be recommended and implemented and the student would be monitored for progress. If the student is not progressing at an acceptable pace, despite good attendance and effort, the student would be referred by the counselor to the school psychologist, for special education assessment.

When a student is referred for special education assessment, the psychologist provides the parent with an assessment plan within 15 days of the referral. The assessment must be completed and a meeting held to discuss the results within 60 days of receipt of the signed assessment plan. If the assessment indicates that a student is eligible for special education, the IEP team develops the Individual Education Plan, and considers the extent of Specialized Academic Support (SAI) needed. Students requiring SAI are those ranging from diploma bound to those earning a certificate of completion. Diploma bound students with IEPs are required to take the California High School Exit Exam (CAHSEE).

If the student is not deemed appropriately placed at El Capitan, the IEP team will determine the most appropriate, least restrictive environment at other district sites. The signed assessment plan must be returned to the school/district before any individual assessment can begin.

504 Accommodations

Students that are not in the Special Education program but have an identified physical or learning disability that affects a major life activity may be eligible for accommodations in the general education classroom. If you have any questions about this, please call the Counseling office.

Adaptive Physical Education

A course designed for students with permanent disabilities of a physical, mental, or emotional nature as defined in the California Administrative Code, and who cannot be served by the regular or modified physical education program. In addition to the overall goals of improving and maintaining fitness and developing lifetime activity skills, each student will participate in activities related to specific goals and objectives related to his/her needs as identified by the IEP Team. Placement in this course cannot occur until the complete IEP has been developed and approved by parent/guardian and the IEP Team.

Prerequisite: A physical condition which makes it inadvisable to participate to the fullest in a regular physical education activity class and which qualifies under the specifications established by the State of California for admission to special physical education classes.

Chapter IV Student Services

Guidance Department

Mission Statement

The Guidance Department at El Capitan High School, in partnership with staff, parents and the community, will insure skills for ALL students in the following areas:

- ❖ Academic Achievement
- ❖ Career Planning
- ❖ Personal/Social Development
- ❖ All students will be prepared to be responsible and productive members of society.

Department Management

The Counseling and Guidance Department at El Capitan High School is committed to providing high quality service to our students, parents and teachers. We spend many hours working to improve the climate of our school and making our students' success a top priority. Every attempt is made to constantly improve communication so our clients make decisions based on accurate information. We expect our students to be prepared to compete in the job market of the 21st century.

The purpose of a counseling program in a school setting is to promote and enhance the learning process. To that end, our School Counseling Program facilitates student development in four broad areas:

- ❖ **Academic Development** - We work to enable students to experience academic success, maximize learning, produce quality work and prepare for a wide range of options after high school. This area includes acquisition of skills in decision-making, problem solving and goal setting, critical thinking and interpersonal communication.
- ❖ **Career Development** - Our goal is to enable students to develop a positive attitude toward work and to develop the skills to make a successful transition from school to work as well as across the life span. In this area we work to help students understand the relationship between success in school and future success in the world of work. We continued to promote college and careers as an important post-secondary option.
- ❖ **Personal/Social Development** - We endeavor to implement strategies and activities to support and maximize each student's personal growth and enhance his/her success in school. The Family Resource Center is a valuable asset on our campus to assist students and their families.
- ❖ **College Preparation** - Our goal is to prepare and encourage all students to attend a 2 or 4 year college of their choice after graduation. We have students research and visit colleges to prepare them for the decisions they must make in their senior year. We inform all students about when to take the SAT & SAT Subject tests, and the ACT so they have all the appropriate testing done to apply to 4 year colleges. We also strive to have every student enrolled in A-G (college preparatory requirements) throughout their years at El Capitan.

The Counseling and Guidance Department is composed of four Counselors teamed up with three Academic Advisors. The Manager, Counseling Secretary, and Counseling Clerk keep our active department organized.

This year the Counselors will manage four domain areas:

1. **Academics** - Ms. Villegas
2. **Career** - Mrs. Saunders
3. **Personal/Social** - Mrs. Carroll
4. **College** – Ms. Seitzzahl

The family resource center consists of a school social worker and a manager. Throughout the school year, the Counseling and Guidance staff visit the classrooms to inform students about testing opportunities and class selection. We offer the PSAT (practice SAT), PLAN (practice ACT), and ASVAB (Armed Services Vocational Aptitude Battery). Students have an opportunity to explore colleges through the district's "Got Plans" and through Grossmont and Cuyamaca Community Colleges admission workshops plus placement testing. Additionally, we offer financial aid information in January for seniors and their parents who are interested in learning more about financial assistance for college and technical schools.

Parents are welcome to meet with the Counselors and Academic Advisors at any time during the school year on an appointment basis. We make a special effort to conference with parents during the freshmen and end of the sophomore years and with those students who are not online for graduation. Parents are encouraged to contact the Counselor if the child is experiencing emotional difficulties or school adjustment problems. Lists of community resources are available upon request. Student Study Team and 504 evaluations are an opportunity for the Counselor, Academic Advisor, Administrator, the parent, the student and his/her teachers to meet and brainstorm strategies to help the student experience success in high school.

Students may drop by the office before school, at lunch, or after school to meet with their Counselor/Academic Advisor. Blue appointment request cards are located on the front counter for students to request to see their Counselor or Academic Advisor. Counselors are available to handle emergency appointments as needed.

LAKESIDE FAMILY RESOURCE CENTER

A school-linked social service program serving the needs of the families of El Capitan High School and the Lakeside community. The primary purpose of the center is to deliver social, health and counseling services for students and families.

Services Available:

A social worker is available to meet with students and/or parents regarding community resources and personal or social issues.

EPSDT:

Professionals from the San Diego Youth and Community Services are available on campus to provide individual, group and family counseling to students and families. Psychiatric evaluation and medications may also be available when appropriate. This program is designed for students and/or families who have or are eligible for Medi-Cal or those who have no health insurance.

Neighborhood Healthcare Clinic

Working in coordination with the El Capitan campus, the clinic offers educational outreach program to students and families in addition to coordinating medical referrals for all teens.

G.U.H.S.D. school health services

School health services are those activities within the school that will serve to promote and protect the health and welfare of students and staff. The primary purpose of school health services is to contribute to the correction or prevention of health problems that may have a significant impact on effective learning. Many functions unique to school health services are performed to help students and staff develop a healthy attitude, make intelligent decisions, and follow practices which will help them to live healthy and happy lives and to assume responsibility for their own health and that of their community.

EL CAPITAN HEALTH OFFICE

The GUHSD staffs its health offices with Licensed Vocational Nurses (L.V.N.) who work under the direction of the District Nurse (a Registered Nurse who also possesses a Health Service Credential). As L.V.N.s, we are aware we are employed by an agency whose primary task is to educate students. Thus the basic goal of the L.V.N. is to expedite the learning process by addressing health issues or incidents, which may distract the pupil from the learning process.

HEALTH OFFICE POLICIES

- ❖ All students must have a “pass to the health office” except in an emergency.
- ❖ The L.V.N. will establish priority for care of the students attending to emergencies first.
- ❖ Parents of students who have a fever or are vomiting will be contacted to make arrangements to pick up their ill student as soon as possible.
- ❖ Parents will always be contacted first in the event of illness or injury. Emergency numbers will be used for illness only if the parent cannot be reached within 30 minutes of determining the student’s need to go home. In the event of an emergency, if a parent cannot be reached immediately, all other numbers will be called until someone is contacted. Therefore it is extremely important that the health office be informed of any change in parent phone numbers, work and home, and any changes in emergency phone numbers.
- ❖ Students with minor symptoms may rest in the health office for 30 to 50 minutes in hopes they will be able to return to their classes. Students should not remain in the health office longer than one period.
- ❖ First aid is provided for students who are injured during the school day.
- ❖ The health office does not provide supplies to take care of body piercings or tattoos. Students should care for these at home.
- ❖ Feminine hygiene products can be purchased from a dispenser in the health office or from the girls P.E. attendant for 25 cents (tampons or pads). Students not having the money can borrow a quarter and pay back later.

READY TO LEARN

El Capitan has adopted Ready to Learn, an encompassing program to assist students wherever intervention is needed. This program includes a series of unique services that aid students with improvement in areas of attendance, behavior and/or academic achievement. The components incorporated in this process are research-based tools, skills, and support techniques involving brain learning, resiliency, and positive youth development asset models. This program is the umbrella utilized to assess and coordinate all services provided to students. Components of the Ready to Learn program are; INSIGHT class, peer leaders, adult mentors, group facilitation, and a Comprehensive Student Assistance Team. To learn more information contact Christine Carroll, Counselor 619-938-9146.

Nurse's Office/Medical Emergency

The Emergency Information Card is a vital part of our school records. Without a signed card on file in the nurse's office you will not be sent home because of illness or treated for any illness or injury. The authorization on the emergency Information Card completed by parent generally will be used to reach parents at home or at work. In the event that parents cannot be reached, the designated emergency person or the doctor will be notified. **As changes occur, students and parents are asked to file current emergency information with the nurse.**

The school LVN will give first aid to all students who become ill or are injured during school hours. If a condition is serious, the LVN will notify parents for transportation home or to their physician. Paramedics will be called if necessary for transport to a hospital. The LVN will not dispense medication unless prescribed by a doctor; including over-the-counter medications. All prescribed medications must be checked in with the LVN immediately upon arrival on campus. Students are not to self-dispense any medication while on campus or at a school function.

School Psychologist

The school psychologist is the case manager for students in the special education program. This includes educational assessment and program placement and planning. In addition, the School Psychologist is available to students and staff for crisis intervention and counseling.

Speech and Language Therapy

Through the GUHSD Special Education Department, El Capitan High School offers speech, language, and hearing services for students who are eligible. Therapy consists of individual, group, or collaborative lessons specifically designed to remediate deficits in language development (not related to a second language acquisition), sound production, voice problems, fluency problems (stuttering), comprehension, pragmatics (social language) and auditory processing deficits. A credentialed Speech, Language, and Hearing Specialist provide services. Usually sessions are one half-hour, one time a week during school hours.

Support Technician/Registrar

The Site Support Technician maintains all student records.

- A. Requests student records from previous schools attended in the United States. Students enrolling from a country other than the USA must furnish the Site Support Technician with an official transcript from their last school attended.
- B. Evaluates, along with the Counselors and Principal, records received from other schools or colleges.
- C. Inputs all student data onto the permanent student record, more commonly known as a transcript.
- D. Monitors the grading process six times during the school year and two times during summer school to be sure grades are accurate and entered on the transcript for the Fall, Spring, and Summer school semesters.
- E. Oversees the GPA and class ranking for all grades.
- F. Prepares and mails (if requested) official transcripts for colleges and employers for present and past students.
 1. Students must fill out a transcript request form (forms can be obtained from the records office.)
 2. Parent signature is required on the request if the official transcript is being mailed to a college or business and the student is not 18 years old.
 3. Plan ahead and request transcripts at least three days in advance.
 4. Transcripts are free for current students. For past or graduated students there is a \$2.00 processing fee for each official transcript.
 5. Transcripts may be withheld from the student and parent if there is an outstanding fine.
 6. Students are responsible for requesting FINAL transcripts to be mailed to colleges.
- G. Orders diplomas for graduates, which are given out after the graduation ceremony. We do not have duplicate diplomas so please keep yours in a safe place.

Chapter V

STUDENT INFORMATION

High School Graduation Requirements

CREDIT

A student receives 5 credits for a semester course except for Office Assistant, which is generally 2.5 credits. Credits may be earned in high school classes, ROP (16 or older), Adult School or Community College (11th or 12th grade). In order to receive credit the student must receive a D grade or above. Advanced courses taken at the middle school do **NOT** earn high school credit but help the student to advance to higher-level courses while in high school.

REPEATING COURSES

Courses in which a student has already earned credit may NOT be repeated for credit again. A student may wish to repeat a class in order to improve a grade or gain a better foundation of skills. In that case, the original course and the course that was repeated will both appear on the student's transcript. The higher grade will be used in the calculation of the GPA.

CREDIT/NO CREDIT OPTION

A student may, with **prior** administrative approval, enroll in elective courses on a Credit/No Credit basis. An elective course is a course that is **not** taken to meet a specific graduation course requirement. A maximum of 20 units of Credit/No Credit course work may be applied to the 220 unit graduation requirement. The Credit/No Credit option may only be exercised if the student is concurrently enrolled in at least **five other 5-credit courses** for which a letter grade will be issued. This requirement is waived for single courses offered in summer school. The student is cautioned that colleges and universities may decline to consider course work completed on a Credit/No Credit basis when evaluating the transcript of an applicant for admission.

REQUIRED CLASSES

English	40 credits
Mathematics	15 credits
Algebra 1C or Basic Algebra B	5 credits
Math beyond algebra	10 credits
Physical Education	20 credits
Life Science	10 credits
Physical Science	10 credits
Geography	5 credits
Life Management Skills.....	5 credits
World History	10 credits
U.S. History	10 credits
American Government	5 credits
Economics	5 credits
Fine Arts or Foreign Language.....	10 credits

Plus 60 elective credits to TOTAL a minimum of 220 credits

Additional Check-off Requirements

- ❖ Technology Foundations and First Aid
- ❖ Additionally, students will be expected to pass the California High School Exit Exam in order to receive a diploma.

Students have four years to complete all the requirements for graduation.

Your Four-Year Plan

PLANNING YOUR HIGH SCHOOL YEARS CAN MAKE A BIG DIFFERENCE IN THE BENEFITS YOU RECEIVE DURING YOUR HIGH SCHOOL YEARS AND WHAT YOU ACCOMPLISH AS AN ADULT.

Core Curriculum

The required high school classes build on what you learned in earlier grades and give you the basic tools you need to be successful in your adult life. Employers want to hire people who can write well, use mathematic skills and are computer literate. You will need to be able to get along with a variety of people from different cultures. Your ability to meet deadlines and to arrive to the job on time will help you to stay employed over the long term.

Each class in the core curriculum has a special purpose:

- ❖ **English** courses are designed to increase your reading, writing, speaking, and listening skills. Increasing your vocabulary and ability to express and organize your thoughts will give you an advantage in life.
- ❖ **Mathematics** courses sharpen your mind, develop problem-solving abilities, and improve your use of logic and analytical reasoning. Most entry-level jobs require mathematical knowledge.
- ❖ **Social Studies** courses include Geography, Life Management Skills, World History, World Studies, U.S. History, American Government, Agri-business and Economics. All prepare you for making important adult decisions as a family member, neighbor, voter and citizen of the community.
- ❖ **Science** courses help you to understand scientific questions that affect you and help you make informed decisions for the betterment of your family, your community and the health of the planet.
- ❖ **Physical Education** courses not only are necessary for good health but also are important in enhancing all areas of learning. Exercise is important for a healthy body and brain.
- ❖ **Fine Arts & Foreign Language** courses expand you understanding and appreciation of other cultures.

Activities to Consider in your Four-Year Plan

9th Grade:

- ❖ Become familiar with high school graduation requirements.
- ❖ Participate in school orientation to find out about activities available in high school.
- ❖ Do a minimum of one hour of homework each night.
- ❖ Know what you need to do to meet minimum college entrance requirements and do more. (A-G)
- ❖ Practice writing routinely throughout high school. Writing is essential for success in college and in life.
- ❖ Strengthen your reading skills - read books, newspapers and magazines.
- ❖ Join clubs or athletics and learn how to be a good leader and follower. Be involved at school.
- ❖ Earn extra money by baby-sitting, running errands, doing yard work, etc.
- ❖ Pursue clubs, hobbies, internships and activities that relate to careers.
- ❖ Familiarize yourself with career and tutoring opportunities.

10th Grade:

- ❖ Continue activities started in 9th grade.
- ❖ Take tests such as the PLAN and PSAT to become familiar with standardized tests.
- ❖ Review your plan with your counselor and your parents.
- ❖ Volunteer at school, a hospital, church, the Community Center, or the teen health clinic.
- ❖ Review college entrance requirements. (A-G)
- ❖ Visit several college campuses and take guided tours. Ask guides about their college experiences.
- ❖ Take academic enrichment programs, summer classes offered by universities in as many topics as possible and workshops offered by campuses in music, science, engineering, writing, filmmaking, theater, language and other subjects.
- ❖ Continue to access campus Web-sites to learn more, and request campus publications from colleges and universities that interest you.

11th Grade:

- ❖ Continue activities from the 10th grade.
- ❖ Read catalogs or search the net about post-secondary programs.
- ❖ High school Advanced Placement (AP) and honors courses are considered good preparation for university work and will give students an edge during their freshman year at college.
- ❖ Do at least two hours of homework each night.
- ❖ Attend College Night. Ask the campus reps questions about their school.
- ❖ Visit college campuses. Call ahead for campus tours and presentations about academic programs, admissions requirements and financial aid. Take your transcript.
- ❖ Take the PSAT in the Fall and the ACT and/or SAT I/SAT Subject Tests in the spring.
- ❖ Prepare for the SAT or ACT by using books, Web-sites or take a prep class.
- ❖ Take AP exams in the spring.
- ❖ Have a university essay reader evaluate writing skills and offer information about strengths and weaknesses.
- ❖ Stay involved with extracurricular activities, including volunteer work. Colleges appreciate well-rounded students.
- ❖ Explore new talents by taking an elective in music or industrial arts.
- ❖ Get a part-time job.

12th Grade:

- ❖ Continue activities from the 11th grade.
- ❖ View the senior year as a time to prepare for the first year of college. Schedules should include honors and AP courses that will strengthen overall preparation.
- ❖ Review your transcript to make sure you have taken all the required courses for graduation and to meet college entrance requirements.
- ❖ Retake the SAT/ACT in October, if necessary. Check to see if the college you are applying to requires the SAT Subject Tests.
- ❖ Meet the college application deadlines (October 1- November 30 for CSU and UC).
- ❖ Frequently check for local scholarships in the Career Center and on the Web.
- ❖ Apply for Financial Aid during the month of January and attend Financial Aid Night.
- ❖ Take AP tests in the spring.
- ❖ Participate in any college orientation programs for incoming freshmen.
- ❖ Interview with potential employers.

Other Information about High School

ELECTIVE CLASSES

Elective classes are offered so that you can explore special subjects, activities, and interests that can give direction to your future. This can include advanced courses in math, science or languages that are required for universities. You are also required to complete a competency check off requirement to meet Tech Foundations.

SUMMER SCHOOL AND CONCURRENT ENROLLMENT

Juniors and seniors may elect to pursue additional courses at the Community College, Adult School, ROP or in summer school to enrich their knowledge or to make up classes.

COLLEGE PLANS

Since your choice of college will be affected by your grades and your class selection, we encourage you to prepare by taking classes that will qualify you for admission to the college that is in your future. Aim high so that you keep all doors open.

NEED TO CATCH UP

Sometimes students get behind in credits or requirements. If you are interested in developing a graduation plan, please make an appointment with your Counselor. With very careful planning, it can be possible to “catch up” by going to summer school, ROP and concurrent enrollment in Adult School or Community College.

HOMEWORK REQUESTS

A homework request may be made for a student by calling the Counseling Clerk at 938-9140 as soon as it is known that the student will be absent for three days or more due to injury or illness. Teachers are given 24 hours to prepare the student's assignments. The homework may be picked up in the Guidance Office. If a student is absent for less than three days, he/she will need to contact the teachers immediately upon returning to school to obtain make-up work.

WEEKLY PROGRESS REPORTS

Students may obtain weekly progress reports by picking them up in the counseling office on Fridays. It is the student's responsibility to carry the report to each teacher. Requests for teachers to phone parents can be made through the receptionist by calling 938-9100.

CLASS CHANGE POLICY

Requests to change a class must be made in person, after school, in the Career Center during the first 3 days of each semester. After the first three days, students can fill out a class change request form (available in the guidance office). Those forms are distributed to counselors and academic advisors to process. No class changes are made after the first three weeks of the semester. Requests for teacher changes must go through the Assistant Principal.

Reasons for a class change:

- ❖ Schedules with less than 5 classes
- ❖ Student failed a course in the spring and cannot continue the next course level in the fall
- ❖ Change necessary to make up a graduation requirement
- ❖ A level change (for example College Prep English to Honors)
- ❖ Adding an ROP, Community College, Adult Education

Unacceptable reasons for a class change:

- ❖ Changing from one elective to another
- ❖ Change to a different teacher in the same course
(ALL REQUESTS TO CHAGE A TEACHER MUST GO THROUGH THE ASSISTANT PRINCIPAL)
- ❖ Change in the period order of classes
- ❖ Dropping a required subject
- ❖ Taking less than a 5 period day
- ❖ Dropping a class that will affect graduation status

CLASS WITHDRAWAL POLICY

Parent approval is required to withdraw from a class. After the ninth week all dropped classes will appear on the student transcript with a withdrawal passing grade (WP) or a withdrawal failing grade (WF). After the fifteenth week, any class dropped will appear on the transcript with a withdrawal failing grade (WF). Students who are required by the Assistant Principal to withdraw from a class because of disciplinary reasons will receive a WF. They will be placed in Study Hall for no credit. All WF's are figured into the GPA as an "F" grade.

HOME STUDY

If an illness or injury requires that your student miss four consecutive weeks or more of school, you may request that he or she be placed in Home Study. You will need a specific form signed by your doctor. If surgery is scheduled, you may even arrange for Home Study ahead of time. The Home Study teacher spends five hours a week with the student, helping the student keep up with his/her work. Every attempt is made to match the student's current schedule. The Home Study teacher is in contact with the regular school teachers for guidelines and materials.

CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE)

Passing the California High School Exit Exam is required to receive a diploma. We will continue to inform parents and students through newsletters and through the classroom presentations. Students in the 10th grade and above are eligible to take the exam.

GOOD STUDY HABIT GUIDE

For Class

Write assignments down. Keep a weekly log of assignments, due dates, and tests. If your assignment is not clear to you, ask your teacher to explain. Get a daily planner.

Preview your textbook. Find out what will be covered in class the next day and review the appropriate chapter the night before.

Complete your assignments on time. Finish all homework, including reading assignments, each day. For written work, remember to follow your teacher's specifications using correct paper, heading, etc.

Stay organized. Label your books, notebooks, and folders clearly, and store them in the same place each night so that they are easy to find as you leave for school.

Go to the head of the class. Find a seat near the front of the room whenever possible. You will see the board and hear the lecture better.

Take good notes during lectures. Use one notebook per subject. Listen carefully to what the teacher says, but do not take down every word. Pick out the most important points. Set up your own system of abbreviations.

Speak up. If there is something that you do not understand, raise your hand to ask for an explanation. Participating in class discussions and asking questions shows the teacher that you are interested in learning.

Type and review your notes. Take 10 minutes each day to read the notes you took in each class. This will help you locate and remember information, which will likely be on the exam. Discussing the notes with a study partner can help you both.

Study even when you don't have a specific homework assignment.

Get involved. Be an active learner. Take part in group activities. You will learn more!

For Term Papers

Start right away. Don't procrastinate! Go to the library, the Tutoring Center, the MAC/PC lab or the Internet immediately and begin researching your subject.

Do a little at a time. Read one magazine article or a few chapters of a book every night, taking notes on index cards. By spreading out the task over a longer period of time, it will not seem quite so overwhelming.

Prepare an outline. Decide on the most important points you want to make in your paper and determine the facts and quotes you will use to support them.

Write the paper with confidence. Put your note cards in order, and you should have everything you need for a good paper. After you have written your first draft, check for errors in spelling and grammar. Ensure that you have not left out important information. Make sure that you follow the format the teacher requires and **hand the paper in on time!**

HIGH SCHOOL SUCCESS TIPS

Test Taking Tips

1. Visualize yourself being successful. Use positive self-talk.
2. Prepare the week of the test rather than the night before.
3. Get enough sleep the night before and eat a good breakfast.
4. On multiple choice, see if you can eliminate the obviously wrong answers before choosing.
5. On True/False, when any part of the statement is false, the entire statement is false. Words such as "always" and "never" can indicate a false statement.
6. Make a quick outline prior to writing an essay question. Make sure you answer all points of the question.

Special Tips

- ❖ Take the highest level of math for which you qualify. Most high wage jobs require at least algebra and geometry.
- ❖ Take a foreign language for at least two years.
- ❖ Learn about the electives and ROP programs available at El Cap and at other schools in the District.
- ❖ Get involved in special activities, clubs, testing, sports, peer tutoring, peer leadership, the “O” team, peer mediation, community service and other opportunities that can make school more fun and meaningful.
- ❖ Get involved in student government.
- ❖ Talk over and review your plan with your parents, counselor and teachers.
- ❖ Be proud of your accomplishments.

Interpreting Student Transcripts

Student transcripts are available upon request and are sent home as a part of the report card and with the class selection laundry sheets. The following information is to help you interpret the information on the transcript:

GRADE POINT AVERAGE AND CREDITS

- ❖ This section displays information related to grade point average (*GPA*) and credits required for graduation. Courses for NC, CR, NM are NOT counted in the overall GPA. Courses completed for 9th graders are counted in the overall and ranking GPA's.
- ❖ Grade points are computed on a basis of A=4, B=3, C=2, D=1, F=0, multiplied by the classes completed. This grade point total is divided by the sum of the credits attempted. Giving the grade point average. If the grade received is an Honors or Advanced Placement course, then a weighted GPA is computed based on a 5 point system: A=5, B=4, C=3, D=1, F=0.
- ❖ The higher number of the two numbers in “rank in class” designates the total number of students in that class. The lower of the two designates the student's rank. The lower the number, the higher the student's rank.

COURSE REQUIREMENTS

This section lists the code number, subject area and number of credits needed to meet GUHSD graduation requirements. The last two columns indicate the number of credits earned and whether or not the course requirement has been met.

ADDITIONAL REQUIREMENTS

This section displays information about additional requirements needed for graduation: First Aid, Career Plan and Tech Foundations.

TEST DATA AND COMMENTS

This section displays test data such as SAT, ACT.

IMMUNIZATION DATA

The California School Immunization Law requires that a California School Immunization Record be completed for each student at the first California school of enrollment. This section reflects the information currently on file in the student's mandatory permanent record.

CALIFORNIA HIGH SCHOOL EXIT EXAM

This indicates whether or not the student has passed the math and English language arts sections of the CAHSEE.

SCHOOLS ATTENDED

This section displays the schools attended and the school's ID.

STUDENT DATA CHART

Student Name	Legal Name of student
Class Key	Indicates the calendar year of the student entered the 9 th grade. This establishes the set of graduation requirements the student must meet in high school
Intra	Intra-District school the student transferred from in order to attend El Capitan
Inter	Inter-District school (outside of GUHSD) the student transferred from to attend El Capitan
Current Date	Effective date of this report
Course Completion Date	Date the grading cycle ended
District Entry Date	Date the student entered GUHSD the first time
School Entry Date	Date the student currently enrolled in this school
Graduation	Date the student completed the District graduation requirements for certification or diploma

Honors and Advanced Placement Courses

Why should my son or daughter take an Honors or AP course?

- ❖ Preparation for the competitive process of college entrance.
- ❖ Requirement for University of California and California State University systems.
- ❖ Most rigorous course of study on a high school campus.

What Makes These Courses So Different from the College Prep Curriculum?

- ❖ College preparatory courses are aligned to the California Content Standards set by the State Department of Education. Honors courses are taught in greater depth and complexity and at a faster pace.
- ❖ Honors courses are a prerequisite to Advanced Placement, therefore they are offered at the 9th and 10th grade level. A few 11th grade courses are prerequisites to AP.
- ❖ Advanced Placement courses are college level courses taught on a high school campus, usually in the 11th and 12th grades. Students passing end-of-year AP exams may earn college credit for the course.

How Do I Decide?

1. Begin with the end in mind. What are the future goals of the student?
2. Consider prerequisite grades, extracurricular activities, and commitment to success and balance.
3. Communicate your plan clearly to a counselor.

Once Enrolled, What Next?

- ❖ Expect an added workload.
- ❖ Encourage balance; colleges are looking for well-rounded individuals.
- ❖ Students enrolled in AP classes will be expected to take their end-of-year exams in May. Only students taking these exams will be awarded the AP designation on their high school transcripts. Those not taking AP exams will receive an honors designation.
- ❖ Once a student is enrolled in an Advanced Placement course they will be expected to continue in the course until the end of the year. Any change in placement will require prior approval of the parents, involved teachers, department chair, and assistant principal.

Honors & AP Classes Offered

English H 1,2	Economics H 1	Physics H 1,2	AP Spanish 1,2
AP English 1,2,3,4	AP Economics 1	Geometry H 1,2	French H 5,6,7,8
Geography H 1,2	Biology H 1,2	Algebra II H 1,2	
World Studies H 1,2	AP Biology 1,2	Pre-calculus H 1,2	
AP Am. History 1,2	AP Environmental	AP Calculus AB 1,2	
Government H 1	Science 1,2	AP Art History 1,2	
AP Government 1	Chemistry H 1,2	Spanish H 5,6,7,8	

Note: Students who sign up for AP and Honors classes cannot drop to College Prep after the first three weeks of the semester. Room in college prep classes is limited.

Why Take the Advanced Placement Exam?

There are a number of reasons why it makes sense for you to take an Advanced Placement Examination at the end of your AP course:

- ❖ You may be awarded college credit for your performance on AP examinations.
- ❖ You increase your eligibility for entrance into competitive colleges.
- ❖ You can save money by getting credit for a college course while in high school.
- ❖ You will receive the AP designation on your high school transcript.
- ❖ Earlier registration for students with AP credit standing.
- ❖ May lessen college workload.

Valedictorian, Salutatorian and Honor Graduate

Valedictorian

A Selection Committee designates the valedictorian(s) from the top one percent of the senior class based on the transcript and the second semester 13-week progress report.

Criteria for valedictorian selection:

- ❖ District criteria which includes selection of the student with the top GPA
- ❖ GPA
- ❖ AP and Honors classes completed in semesters one through eight (minimum 28)
- ❖ SAT scores to be determined by new College Board criteria Fall 2005 or
- ❖ ACT score of 27 or higher

In choosing the valedictorian(s), it is recommended that the Valedictorian Selection Committee consider the following criteria:

- ❖ Academic achievement and curiosity, not school service
- ❖ Behavior that reflects the highest ethical standards
- ❖ Breadth and depth of program, to include number of courses completed and the number of AP and honors courses completed

Salutatorian

Criteria for Salutatorian selection:

- ❖ GPA
- ❖ AP and Honors classes completed in semesters one through eight (minimum of 28)
- ❖ SAT score to be determined by new College Board criteria Fall 2005 or
- ❖ ACT score of 27 or higher

DISTRICT CRITERIA

AR 5121(b)

Grades/Evaluation Of Student Achievement

Valedictorian, Salutatorian, Honor Graduates

A Valedictorian Selection Committee will select valedictorian(s) from approximately the top one percent of the senior class, based on the accumulated transcript at the eighth semester, second progress report. The individual(s) with the highest-ranking grade point average(s) shall be included as a valedictorian. Computation of overall grade point average(s) will include grades nine through twelve. It is not the intent of this regulation to exclude students from consideration for valedictorian for completing supplemental or elective coursework. The deliberations may include additional students beyond the top one percent.

It is suggested that the Principal chair the Valedictorian Selection Committee. It shall be composed of, but not limited to, representatives selected from the following departments and approved by the principal:

- ❖ English
- ❖ Social Studies
- ❖ Mathematics
- ❖ Science
- ❖ Foreign Language
- ❖ Guidance/Counseling
- ❖ Other interested departments

Honor Graduate

All students achieving a cumulative GPA of 3.5 or above, at the seventh semester, shall be recognized as Honor Graduates. Additional students who achieve a GPA of 3.5 or better, based upon the second progress report of the eighth semester shall also be Honor Graduates.

Student Information

Post-Secondary

How to choose a college

The choice of a college is a personal task that should begin early in the high school career. Several suggestions can be followed to make the final decision easier:

- ❖ Talk to as many people as possible who are attending, or who have attended college.
- ❖ Consider the many factors that influence college choice and make wise decisions regarding them.
 - ❖ A large or small college
 - ❖ A school near home or far away
 - ❖ A coeducational or other type of institution
 - ❖ A liberal arts or a highly specialized college
 - ❖ The cost of the school in relation to what you can afford
 - ❖ Rural or city location
 - ❖ Weather considerations
 - ❖ Majors offered
- ❖ Look at college catalogs. A library of catalogs is in the College and Career Center. You can find addresses for colleges on the web and write to request a catalog. Many colleges have their catalogs online to look at.
- ❖ Attend meetings scheduled in the College and Career Center with representatives of various colleges and universities.
- ❖ Attend the district Career and College night.
- ❖ Know admission requirements for your prospective colleges.
- ❖ By the end of the 11th grade, visit as many college campuses as possible on weekends and during vacation.

How to Apply for College Admission

Counselors will come to your class during your senior year to discuss college applications. California State University and University of California application's are submitted on line. These applications need to be submitted **no later than the end of November**. Workshops will be held in the College and Career Center to help you complete your application. No letters of recommendation or transcripts need to be sent with the application. Print out a copy of your online application for your records.

If you wish to apply to other colleges and universities outside of the CSU or UC system, send letters or e-mail to request that the admission information and applications be sent to your home or check to see if they offer an on-line application. If the application for admission requires information to be completed by your high school, take the school report form to your counselor with a stamped, addressed envelope. The counselor will fill out the form and return it to you to mail. You must fill out a transcript release form if the school requires a transcript. It is recommended you copy your application and obtain a certificate of mailing from the post office.

Request letters of recommendation from teachers and/or your counselor **at least two weeks before the due date**. Provide each with the recommendation form, a stamped addressed envelope, and the letter of recommendation information packet. Schedule an interview with the counselor. A helpful website is www.californiacolleges.edu.

Minimum College Admission Requirements

Community College

High School Graduate-**OR**-Equivalent-**OR**-18 years of age or older

The English/Reading/Math examination is required of students who plan to take English or Math classes. This test is used only in determining the appropriate course level for the student; it is not used to bar admission to the college.

Examples of these colleges are:

1. Grossmont Community College
2. Cuyamaca Community College
3. San Diego City/Mesa Community College
4. Southwestern Community College
5. Palomar Community College
6. Miramar Community College

California State University (CSU) or University of California (UC) (A-G Requirements)

- A. History includes U.S. History, American Government, and World History..... 2 years
- B. English (College Prep)..... 4 years
- C. Math to include Algebra I, Geometry, Algebra II (Math in Senior yr recommended) 3 years
- D. Laboratory Science (recommended 3 years; taken in grade 10 or after) 2 years
- E. Foreign Language (same language; recommended 3 years) 2 years
- F. Visual & Performing Arts..... 1 year
- G. College Preparatory Electives..... 1 year

❖ ALL REQUIRED COURSES MUST BE ON THE COLLEGE PREPARATORY LEVEL WITH A GRADE OF “C” OR BETTER

Entrance Requirements: Must be a high school graduate. Must meet the eligibility index of GPA to SAT/ACT scores. UC requires completion of 2 SAT Subject tests and the writing portion of either the SAT or ACT.

Examples of CSU schools: San Diego State University, Cal Poly – San Luis Obispo, California State University – Long Beach, Los Angeles, San Bernardino

Examples of UC schools: University of California – San Diego, Los Angeles, Santa Cruz, Santa Barbara

College Entrance Examinations

Most colleges and universities require either the ACT or the SAT Reasoning tests. Some schools like the University of California require taking the SAT Subject tests. The UC requires two SAT Subject tests: two different subject areas. Dates and applications are available in the Career Center. Beginning with the class of 2006 there is a new SAT and ACT with writing component.

It is recommended that all juniors take both the SAT the ACT, as most colleges and universities will accept the higher of the two scores. **The CEEB code for El Capitan is 051346.** This code is requested on many college and testing documents.

Financial Aid

You do not have to be from a low-income family to qualify for financial aid, but you must have “financial need.” Your need is the difference between what it costs to attend a particular college and what you and your family are expected to contribute from your own resources. Putting it in mathematical terms:

Cost of going to college (tuition, fees, books & supplies, room & board, transportation, personal expenses) *minus your family contribution* (the amount your family is expected to contribute) *equals your financial need.*

The financial aid system can help you meet college costs for the school year but it assumes that you will meet your own expenses over the summer and save some money for the next school year. You can control some of the costs of going to school, depending on whether you live with your parents, in the dorms, or off campus. The college’s financial aid office figures out what it costs to live under each of these circumstances. This amount is called, “the student expense budget.” The school measures your ability to pay against the appropriate student expense budget.

Although college costs vary greatly, the expected family contribution will stay about the same no matter where you go to school, and since the amount a family can afford to pay stays the same whether the costs are high or low, you can see that you would be eligible for different amounts of aid at different colleges.

How to Apply for Financial Aid

You will receive most of the financial aid information during the month of January in your senior year. That is when you will fill out the FAFSA (Free Application for Federal Student Aid). This is the most important document that is needed. A Counselor will go to the classroom to assist seniors with information on how to fill out the form. Another important form that will be given out at that time is a request to release your GPA to the California Student Aid Commission. If you are planning on attending a post-secondary school in California, this will be a way for you to get state money to assist you in your educational goals.

Chapter VI

COURSE DESCRIPTION BOOK

AGRICULTURE DEPARTMENT
 VISUAL ART DEPARTMENT
 BUSINESS DEPARTMENT
 ENGLISH DEPARTMENT
 ENGLISH LANGUAGE LEARNERS (ELL)
 FOREIGN LANGUAGE DEPARTMENT
 FAMILY AND CONSUMER SCIENCE
 INDUSTRIAL TECHNOLOGY DEPARTMENT
 PERFORMING ARTS DEPARTMENT
 MATHEMATICS DEPARTMENT
 PHYSICAL EDUCATION DEPARTMENT
 SCIENCE DEPARTMENT
 SOCIAL SCIENCE DEPARTMENT
 REGIONAL OCCUPATIONAL PROGRAMS
 MISCELLANEOUS

Course Classification	
A =	Applied Arts (basic skills)
C =	College Preparatory (grade level)
H =	Honors (above grade level) Weighted GPA if approved on the UC A-G approved list.
AP =	Advanced Placement (above grade level, specific preparation for the Advanced Placement test in that subject area) Weighted GPA if underlined on the UC A-G approved list.
**Graduation credits earned are 5 per semester unless otherwise noted.	

Note: Students who sign up for AP and Honors classes may NOT drop to College Prep after the first three weeks of the semester.

AGRICULTURE DEPARTMENT

A060 Animal Science 1/2

10,11,12

This course covers units in FFA, projects, nutrition, diseases, carcass evaluation, genetics, anatomy and physiology. This course, when taken with California Agriculture 1/2, will meet the one-year Life Science graduation requirement at the applied arts level OR a semester of this course and a semester of Plant Science 1/2, plus California Agriculture 1/2 will meet the one-year Life Science graduation requirement. In addition, this course, when taken with California Agriculture 1/2 AND Plant Science 1/2 will meet the two year Science graduation requirement. Must pass California Ag prior to taking Animal Science.

Prerequisite: California Agriculture 1/2

A070 California Agriculture 1/2

9,10,11,12

Introductory course covering such areas as FFA, animal science, vegetable and field crops, ornamental horticulture, natural resources, agriculture mechanics, and career opportunities in all areas of agriculture. FFA activities will be encouraged and a productive or work experience project will be required. This course, when taken with Animal Science or one year Plant Science will meet the one-year Life Science graduation requirement. Also, this course, when taken with a semester of Animal Science 1/2 AND a semester of Plant Science 1/2 will meet the one year Life Science graduation requirement. In addition, this course, when taken with Animal Science 1/2 AND Plant Science 1/2 will meet the two-year Science graduation requirement.

Must pass Cal Ag prior to taking Animal Science.

A100 Farm Shop 1/2

10,11,12

Students learn woodworking, cold and hot metal working, plumbing, electricity, gas, arc and mig welding, rope work, project construction, the care, maintenance and operation of power tools and farm machinery.

Prerequisite: A grade of "C" or better in Animal Science or past enrollment in industrial arts classes with teacher recommendation and animal science department approval.

T306 Landscape Management/Special Needs

This course is especially designed to prepare the developmentally disabled student to work in entry-level positions in the maintenance or residential and/or commercial yards and gardens. Jobs in the field include gardeners, grounds keeper, and tree/hedger trimmers. Students learn the course content through lecture/teacher demonstration (30%), individual self-directed instructions (10%), shop/lab experiences (50%), and field trips (10%). Some of the major equipment, tools, and instruments the students will use are shovels, hoes, loppers, hand and power lawn mowers, fertilizer spreaders, edger, trimmers, and weed eaters. Approximately 570 hours of attendance are needed for course completion. Prerequisite ; Students must apply through the ROP Site Specialist/Special Education (644-8115). Counseling Information: Students must be willing to wear work clothes and work shoes.

A205 Plant and Soil Science 1/2

11,12

This laboratory science course is designed for college bound students with career interests in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and inter-relationships among the following topics: the chemical and structural basis of life, taxonomy of plants, evolution of modern agricultural crops, growth and reproduction in plants, plant genetics and the ecological relationship between plants, humans, air, water nutrients and soil. The course is centered on an expensive laboratory and project component in order to connect the principals of life, earth and physical science with agricultural applications. Laboratories and practical application of land preparation, seeding, fertilizers, insect and pest control, herbicide, pesticides, and fertilizer safety, and harvesting of crops will enhance the student's educational experience. The course will also include a leadership component centered on FFA student activities and career development events. Activities will include public speaking, parliamentary procedure, project demonstration and exposition and oral reporting. This course when taken with California Agriculture and Animal Science will meet the District's two-year Science graduation requirement. The student must pass California Agriculture with a grade C or better to enter this course. This course is approved to meet UC "g" elective credit requirement.

A238 Large Animal Veterinary Science 1/2

11,12

This course is designed for students who are interested in pursuing a career in veterinary medicine, or animal husbandry and management. The course provides an advanced study of common diseases associated with livestock and the means of diagnosis, treatment, and prevention. Course work will include advanced anatomy and physiology of domestic farm animals; nutrition; reproduction; genetics; artificial insemination; embryo transfer; biotechnology involving farm animals; internal and external parasites; and disease diagnosis, prevention, treatment, and control. Advanced animal husbandry will be emphasized by the implementation of student research projects. Students will gain practical experience in veterinary medicine by conducting hand-on laboratories and activities with livestock. Visits to veterinary clinics, local farms, and ranches, plus demonstrations by practicing veterinarian will enhance the curriculum. The course will also include a leadership component centered on FFA student activities and career development events. Activities will include public

speaking, parliamentary procedure, project demonstration, and exposition and oral reporting. This class will meet one semester of the new UC/CSU “G” elective requirement. *Prerequisite:* Animal Science 1C/2C

A250/A251 Agriculture Biology

10,11,12

Agricultural Biology is a laboratory science course designed for the college-bound student. Students with ninth grade honors of GATE only and tenth through twelfth grade students who plan to enter a college and/or university with a major in agriculture. This is an elective course that meets life science graduation requirements and departmental major requirements, as well as University of California one-year laboratory science admission requirements. The course emphasizes detailed knowledge of the biological principles of the following areas: molecular and cellular aspects of living things, structure and function of agricultural plants and animals, genetics, physiology, plant and animal diversity and principles of classification, ecological relationships, and animal behavior. *Prerequisite:* California Agriculture

T037 Business Management/Agribusiness

12

This course is designed for the senior student interested in understanding the operations and institutions of economic systems as applied to our nation’s largest industry – agriculture. The course provides entry-level training in agribusiness management. Instruction covers basic economic principles, supply and demand, equilibrium price, record keeping, operation of cooperatives, budgeting, cash flow, planning and analysis, purchasing, marketing, and relevant laws and regulations relating to agribusiness. Students will also plan an agribusiness with respect to labor, equipment, financing and general management decisions. Students will use computers and software featuring spreadsheets, databases, journals, depreciation, accounting and record-keeping in their training. Students will also develop their leadership skills through participation in the FFA chapter and the many leadership activities that the chapter sponsors. Students can be involved in activities including public speaking, parliamentary procedure, project demonstration, and exposition and oral reporting. This class will meet one semester of the new UC/CSU “G” elective requirement. One year of this course will meet the district graduation requirement for economics.

Prerequisite: California Agriculture 1/2

T300 Floral Design 1/2

11,12

This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design; two- and three-dimensional design; history of floral art; arrangement styles and techniques; and seasonal, holiday, and occasional designs. Students will achieve this through creating, designing, identifying, explaining, and evaluating all topics of study. The course also provides students with entry-level training in the care and preparation of cut flowers and floral designs in silk and fresh flowers. Instruction is given in customer relations, the operation of cash registers, pricing, purchase of flowers, and supplies, and designing fresh and silk flower arrangements. Floral design 1/2 will meet the UC/CSU “F” requirement starting in 2008-2009 and the district graduation requirement for fine arts.

Prerequisite: Must be 16 years or older.

VISUAL ARTS DEPARTMENT

B010 Art 1/2

9,10,11,12

This two-semester course is offered to all students. The course is a studio class based on the development of: 1) aesthetic perception skills, 2) creative expression, 3) fine arts heritage, and 4) aesthetic discrimination. The focus will be on drawing, painting and visual organization including basic visual elements and principles. Instruction in the care and use of basic tools and equipment is included. This course meets the UC/CSU “F” requirement.

B020 Art 3/4

10,11,12

B030 Art 5/6

11,12

These advanced level art courses are for students who have passed the beginning level classes. This is a continuation of skill building with an emphasis on an exploration of media and advanced level concepts. Work outside of class is required, including an expectation of participation in exhibition. The next class in sequence after 3/4 would be Art 5/6 or AP Studio Art. These courses meet the UC/CSU “F” requirement.

Prerequisites: Teacher recommendation required.

B100 3-D Design 1/2

9,10,11,12

This course is offered to all students. Design is related to the basic principles and elements of art and historical background. The care and use of tools including the potters’ wheel is also covered. Emphasis is upon the relationship of materials to function and beauty. Materials used may include clay, wood, and metals. This course meets the UC/CSU “F” requirement.

B110 3-D Design 3/4

10,11,12

B120 3-D Design 5/6

11,12

These courses are open to students who have successfully completed the previous class. They include a study of natural material, a further development of skills, and a more detailed exploration of design. These courses meet the UC/CSU “F” requirement. *Prerequisites:* Teacher recommendation required.

B145 Advanced Placement Art History 1/2**11,12**

This course is designed to offer the junior or senior student the equivalent of an introductory college course in art history. Students will acquire an understanding and enjoyment of architecture, sculpture, painting and other art forms within a historical and cultural context. The curriculum is consistent with the A.P. History of Art course description. This course meets the UC/CSU “F” requirement and also the GUHSD Fine Arts graduation requirement. Completion of humanities is helpful.

B220 Photo 3/4**11,12****B230 Photo 5/6****11,12**

Advanced photography emphasizes the refinement of visual communication. This is done through a deeper exploration of photography media including color and alternative processes. These courses will meet the UC/CSU “F” requirement.
Prerequisites: Teacher recommendation required.

T260 Photo 1**T261 Photo 2**

Photography covers the fundamentals of the art and technique of black and white photography. Students learn to use various types of cameras, from 35mm to digital as they take their own photographs, develop film and print their own pictures in the photography-enlarging lab. Areas that may be covered include studio and product photography, digital photography-enlarging lab. Areas that may be covered include studio and product photography, digital photography, special effects in the camera, photo lab, or on the computer, and image retouching. Students develop an aesthetic appreciation of photography through the introduction of principles of composition and elements of design. The historical and cultural context of photography is investigated and career opportunities are presented. Photography meets the fine arts graduation requirement and the UC “F” VPA requirement. This is a laboratory class.

BUSINESS/TECHNOLOGY DEPARTMENT**T160 Accounting/Computerized****11,12**

Designed primarily for those students, who desire entry level bookkeeping skills or who are planning to enroll in a college business program. Emphasis is on accounting theory as it relates to business management. After learning about the role of accounting in our private enterprise economy, students are introduced to the basic accounting equations. They learn the rules of debit and credit and apply them as they work through the accounting cycle for a sole proprietor service organization. Special journals are then used with a merchandising business. Banking activities and payroll accounting are also covered. * Computers are integrated into the program. **This course meets the third year math graduation requirement. Students may receive community college credit at Grossmont/Cuyamaca College**

Prerequisite: Completion of 20 credits of math to include Algebra I.

Y520 Technology Fundamentals**9,10,11,12**

A one-semester interdisciplinary overview of technology targeted to the 9th grade level. The emphasis of this course is to provide students with integrated learning experiences. Technologies demonstrated will include the use of computers and multimedia tools such as scanners, CD-ROM, sound and video. This course will include introductory units in keyboarding, networking, multimedia, local and distant electronic research using the Internet, word processing, desktop publishing, spreadsheet and databases. This course will meet the graduation requirement for Technology Foundations.

Y842 Computer/3D Animation

This course will provide entry-level training in Computerized 3-D design and animation. This course will cover the following areas of instruction: computer graphics, desktop publishing web page design, multimedia authoring and presentations, computer animation, with an important emphasis on careers available in 3-D design and animation.

ENGLISH DEPARTMENT**E012 English 1A/2A**

This is a 9th grade course offering basic communication skill such as grammar, composition, spelling, reading, and library/study skills, as well as broadening students’ understanding of mankind through study of literature.

E011 Reading 1/2

A course offered to identify reading difficulties and improve student performance. Word attack skills, reading speed and reading comprehension receive the major emphasis. This course meets general elective credit and does **not** meet the English graduation requirements.

E012 English 1A/2A**9**

This is a 9th grade course offering basic communication skill such as grammar, composition, spelling, reading, and literary/study skills, as well as broadening students’ understanding of mankind through study of literature.

E014 English 1C/2C **9**
A 9th grade course emphasizing composition, vocabulary, grammar, library/study skills, and reading in a literature-based curriculum. Students focus on writing four types of essays, learning research skills, analyzing novels and experiencing Shakespeare's plays. This course meets the UC/CSU "B" and "G" requirements.

E016 English 1H/2H **9**
An enriched course enabling 9th grade students who are selected on the basis of tests, grades, and teacher recommendation to study literature and composition in depth. Honors English at El Capitan is qualitatively and quantitatively different from other levels of English. Simply put, the work is more difficult and there is more of it. The courses target the highest possible level of achievement in each class and demand a high degree of commitment from academically motivated students. Since these courses aim beyond meeting minimal standards, students are actively engaged in producing high quality work that reflects sophistication in depth, complexity, novelty, and acceleration of subject matter. This course meets the UC/CSU "B" and "G" requirements.

Prerequisites:

Some or all of the following will be used for placement in Honors English classes:

- ❖ Reading Comprehension test score (minimum 2 years above grade level)
- ❖ Teacher recommendation
- ❖ Grade from previous English class ("A" in College Prep/"B" in Honors)
- ❖ Successful completion of summer reading
- ❖ Acceptable writing sample

E022 English 3A/4A **10**

A 10th grade course that focuses on enhanced reading comprehension, improves expository writing skills, and mastery of Standard English (including grammar, library research, study skills and oral communication).

E024 English 3C/4C **10**

A 10th grade course offering increased application of communication skills, creative and expository writing as well as the study of world literature. This course meets the UC/CSU "B" and "G" requirements.

E032 English 5A/6A **11**

A partially literature-based course that continues the focus on critical reading, expository writing, and Standard English (includes oral communication).

E034 English 5C/6C **11**

An 11th grade course designed to emphasize American values through a study of American literature. Writing skills are emphasized. This course meets the UC/CSU "B" and "G" requirements.

E040 English 7A/8A **12**

An elective course designed for the student who realizes a need for greater skill in the use of standard English and a broader knowledge of literature.

E042 English 7C/8C **12**

A 12th grade elective course designed to lead to an understanding of our literary heritage through a study of English literature. College preparation and essay writing are emphasized. This course meets the UC/CSU "B" and "G" requirements.

E090 Journalism 1/2 **10,11,12**

A course, which emphasizes two kinds of experiences: (1) the practice of basic types of journalism, and (2) the role of the mass media in our society. This course earns general elective credit and does **not** meet the English graduation requirement.

Prerequisites: Teacher recommendation and interview

E092 Journalism 3/4, 5/6 **11,12**

A production course. Students enrolled in this class put out the school newspaper and perform auxiliary functions associated with their production responsibilities. This course earns general elective credit and does **not** meet the English graduation requirement.

Prerequisites: Completion of 9th grade English, Journalism 1/2, teacher recommendation, and interview

E590 Print Media 1C/2C **11,12**

This elective course offers students an in-depth examination of the journalistic style of writing, as well as practical experience in its various modes. Students will read and write straight news stories, opinion pieces, feature and investigative articles, and will be exposed to the rudiments of press ethics, libel law, advertising and propaganda, copy reading, layout,

and design principles necessary to produce a high school publication. Students will, as well, undertake frequent and regular practice in in-depth reading from writers of acknowledged merit, with associated written analysis. This course meets the UC/CSU “G” requirement. This course earns general elective credit and does **not** meet the English graduation requirement.

Prerequisites: Completion of 9th grade English, Journalism 1/2, teacher recommendation, and interview.

E100 Publications 1/2

10,11,12

A course for students interested in helping to produce the school year book. All phases of production, including advanced PageMaker 6.5 and financing, are covered. The students assume responsibility for collecting the materials, designing the pages, contacting the publisher, securing student payments, and delivering the completed year book. This course earns general elective credit and does **not** meet the English graduation requirement.

Prerequisites: Teacher recommendation and interview

E102 Publications 3/4

11,12

A year course open to Juniors and Seniors who usually assume positions of responsibility such as section editor, business manager, or editor-in-chief of the school year book. This course earns general elective credit and does **not** meet the English graduation requirement.

Prerequisites: Completion of 10th grade English, English teacher recommendation, and interview.

E104 Publications 5/6

12

A course open to seniors who assume major leadership positions for the school year book.

Prerequisites: Two years of previous enrollment in Publications 1-4 and teacher approval.

E280 Film as Literature 1C

12

A one-semester course providing an academic and laboratory study of motion picture film as an art form. The focus is on literary, dramatic, and cinematic aspects of this genre. Taking notes, discussing, and writing critical reviews on the films will be the format. This course meets the UC/CSU "B" and "G" requirements. **Must pass CAHSEE.**

Prerequisite: Completion of 11th grade English

E486 World Studies 1H/2H

10

This is a course designed for college preparatory honors 10th grade students. It is organized around major intellectual movements such as classicism, the Renaissance, the Enlightenment, and the rise of totalitarianism. The class requires extensive oral participation, expository writing, and research techniques. As an interdisciplinary history and English course, art, music, philosophy and architecture are also examined. This course is highly recommended for the student who plans to attend a four-year college or university. This two period class combines English (world literature) and social science (world history); five credits will be awarded for successful completion in each of the two subject areas. This course meets the UC/CSU “B” and “G” requirements. This course does not receive a weighted grade.

Prerequisite: See prerequisites for English 1H/2H.

E351 Advanced Placement English Literature 1/2

11

E353 Advanced Placement English Language 1/2

12

A course that teaches Advanced Placement English to juniors and/or seniors as outlined in the syllabus on Composition/Literature or Language/Composition published by the National Advanced Placement Program. The work is more difficult and there is more of it. The courses target the highest possible level of achievement in each class and demand a high degree of commitment from academically motivated students. Since these courses aim beyond meeting minimal standards, students are actively engaged in producing high quality work that reflects sophistication in depth, complexity, novelty, and acceleration of subject matter. Students taking this course have the opportunity to take the English Advanced Placement Test in May for a fee. This course meets the UC/CSU "B" and "G" requirements.

Prerequisites: Some or all of the following will be used for placement in Honors/AP level English classes:

- ❖ Reading Comprehension test score, (minimum 2 years above grade level)
- ❖ Teacher recommendation
- ❖ Grade from previous English class (“A” in College Prep “B” in Honors/AP)
- ❖ Successful completion of summer reading
- ❖ Acceptable writing sample

E481 Short Story 1C

12

A one-semester course designed to introduce students to the elements of classical and contemporary short stories. Students will read, analyze, discuss, and write expository essays about the stories. This class meets the UC/CSU “B” and “G” requirements.

Prerequisite: Completion of 11th grade English

ENGLISH AS A SECOND LANGUAGE PROGRAM

E660 ESL Beginning 1,2

9,10,11,12

This course provides the beginning level ESL instruction for the non-English speaking student. Emphasis is placed upon basic oral communication skills in English.

E670 ESL Intermediate 1,2

9,10,11,12

Intermediate level ESL instruction for the limited English-speaking student. Speaking, listening, reading and writing skills are developed.

E680 ESL Advanced 1,2

9,10,11,12

An advanced/transitional level of ESL instruction for the limited English speaker. Emphasis includes specific attention to English reading and writing skills required for graduation.

English Language Development (ELD)

E665 ELD Beginning 1,2

9,10,11,12

A beginning level course to be taken in conjunction with the ESL courses. This course will emphasize beginning levels of reading, writing and English language skills students need to be successful in school.

E675 ELD Intermediate 1,2

9,10,11,12

An intermediate level course to be taken in conjunction with the ESL courses. This course will emphasize intermediate levels of reading, writing and English language skills students need to be successful in school.

E685 ELD Advanced 1,2

9,10,11,12

An advanced level course to be taken in conjunction with the ESL courses. This course will emphasize advanced levels of reading, writing and English language skills students need to be successful in school.

FOREIGN LANGUAGE DEPARTMENT

G013 French 3C/4C

10,11,12

This course is a continuation and expansion of the basic language patterns of French 1C/2C. Emphasis is on increasing communicative skills and culture awareness of all French-speaking people. This course meets the UC/CSU "E" and "G" requirements.

Prerequisite: Completion of French 1C/2C with a "C" or better

G015 French 5C/6C

11,12

In this course, the student should attain a mastery of fundamental French grammar and should be able to converse with a minimum of grammatical errors. The students are expected to participate freely in all classroom activities. They will attempt simple compositions related to daily experiences or reading matter of the course. Reading selections include works by recognized French authors. This course meets the UC/CSU "E" and "G" requirements.

Prerequisite: Completion of French 3C/4C with a "C" or better

G026 French 5H/6H

11

A two-semester course conducted exclusively in French, which requires greater depth, quality, and linguistic acumen from the student than the college preparatory curriculum. Students should demonstrate above average command of sentence structure and all basic grammar in oral and written language by the end of the course. Course requirements include, varied and consistent oral participation, weekly addition of a significant number of words in the student's recognition and usage vocabulary, regular study of literary works of recognized merit, and writing development assignments. This course meets the UC/CSU "E" and "F" requirements.

Prerequisite: Completion of French 3C/4C, or equivalent, and teacher recommendation.

G017 French 7C/8C

12

An advanced study of the language with an emphasis on communication. Students read cultural materials, novels, short stories and plays, as well as newspapers and magazines in French. There is outside reading and conversational practice. Students prepare oral talks and skits in French. This course meets the UC/CSU "E" and "G" requirements.

Prerequisite: Completion of French 5C/6C with a "C" or better

G271 Spanish 1C/2C

9,10,11,12

This course serves as an introduction to the Spanish language by means of the communicative approach. The student encounters the basic grammatical structure of the language in its cultural context through a variety of activities, and carries on simple conversations. General emphasis is on listening and speaking. This course meets the UC/CSU "E" and "G" requirements.

G273 Spanish 3C/4C**10,11,12**

This course is a continuation and expansion of the basic language patterns of Spanish 1C/2C. Emphasis is on increasing communicative skills and cultural awareness of all Spanish-speaking people. This course meets the UC/CSU "E" and "G" requirements.

Prerequisite: Completion of Spanish 1C/2C with a "C" or better

G275 Spanish 5C/6C**11,12**

In this course, the student should attain a mastery of fundamental Spanish grammar and should be able to converse with a minimum of grammatical errors. The students are expected to participate freely in all classroom activities. They will attempt simple compositions related to daily experiences or reading matter of the course. This course meets the UC/CSU "E" and "G" requirements.

Prerequisite: Completion of Spanish 3C/4C with a "C" or better

G284 Spanish 5H/6H**11,12**

This class requires a greater depth, quality, and linguistic acumen from the student than the college preparatory curriculum. Students should demonstrate above average command of sentence structure and all basic grammar in oral and written language by the end of the course. Course requirements include varied and consistent oral articulation, weekly addition of a significant number of words to the student's recognition and usage vocabulary, regular study of literary works of recognized merit, writing development assignments and completion of an Honors project. This course meets the UC/CSU "E" and "G" requirements.

Prerequisites: Completion of Spanish 3C/4C with a "B" or better and teacher recommendation

G291 Advanced Placement Spanish Language 1/2**12**

A two-semester course in Spanish designed to provide the capable student with the opportunity to take part in a college-level course while attending high school. The curriculum is consistent with the Advanced Placement Course Description published by the College Board. Students taking this course will be given the opportunity to take the Spanish Advanced Placement Test in May for a fee. This course meets the UC/CSU "E" and "G" requirements.

Prerequisites: Completion of Spanish 5C/6C with a "C" or better and teacher recommendation

FAMILY AND CONSUMER SCIENCE DEPARTMENT**J010 Food Discoveries 1/2****9,10,11,12**

A course that develops knowledge and skills needed to meet individual food needs through nutrition and food preparation.

T433 Culinary Arts**11,12**

Learn the basics before entering a college level Culinary Arts program. This course provides an introduction to food and kitchen safety, and sanitation; basic knife skills; basic food preparation and cooking methods; equipment use; ingredient identification and use; hot and cold food preparation including meat, seafood, vegetable and dairy products; basic soups, stocks and sauces; baking, pastries and desserts; nutrition, healthy cooking and catering. Prior food class required or teacher recommendation.

This is an ROP course.

Prerequisite: Must be 16 years or older.

INDUSTRIAL TECHNOLOGY DEPARTMENT**K008 Automotive Technology 1/2****9,10,11,12**

Students will receive pre-vocational and consumer level instruction and develop practical skills in the operating systems of the automobile. Instruction on the basic service to both foreign and domestic vehicles will also be given. Each student will be given a practical knowledge of the engine systems, as well as "hands-on" working skills, in the safe and trade-like use of automotive hand tools and shop power equipment. Students will be given the opportunity to make basic minor repairs and service to vehicles.

K013 Automotive Technology 3/4**10, 11,12**

This course is designed to prepare students with advanced job-entry level skills in engine service, rebuilding procedures and techniques, valve reconditioning, engine tune-up, the use of electronic diagnostic equipment, lubrication and tire service. Students will be given instruction in the engineering and design features and the scientific principles of operation on a variety of different automotive engines and their related parts and systems. Students will have required lab work on their vehicles using shop hand tools, power equipment, and factory shop and parts manuals. Students will be required to make precision measurements, interpret specifications, machine parts, assemble and make adjustments. In addition, students will be required to prepare simulated shop work, orders of parts, and labor cost as part of the complete job.

Prerequisite: Automotive Technology 1/2 or instructor approval.

K315 Construction Technology 1/2**9,10,11,12**

Construction technology standards focus on general construction technology, cabinet-milling technology, furniture technology, building trades, heavy machinery, pattern-making, and entrepreneurship. The student's acquisition of new knowledge, development of awareness of individual interests and abilities, and application and transfer of skills learned in other disciplines are fundamental concepts in this cluster. The student of construction technology becomes familiar with historical, current and potential developments in industry and technology, as well as the effects of such developments on consumers and members of society.

T725 General Construction**11, 12**

This course provides entry level and upgrade training in building maintenance and building trades. Jobs in the field include maintenance person, carpenter, plumber, and electrician. The course will cover the following areas of instruction: framing walls, drywall installation and repair, electrical wiring, and installing plumbing fixtures. Some of the major equipment, tools, and instruments the students will use are: power saws, pneumatic staple gun, power plane surveying instrument, and numerous hand tools. Students must have the ability to understand linear measurements and decimal equivalents. Students will have the opportunity to be involved in job shadowing as well as possible apprenticeship training with the Association of General Contractors. ROP

Prerequisite: Must be 16 years or older.

K680 Visual Communications Technology: Drafting 1/2**9,10,11,12**

Visual Communications Technology: Drafting covers the development of drafting skills from the very general or exploratory to the entry-occupationally specific. The technical world employs drafting as its primary means of communication, and it depends on visual communications that affect virtually every walk of life. Drafting 1/2 meets the districts fine art graduation requirement and the UC/CSU "F" requirement.

T110 Visual Communications Technology: Drafting 1/2**11, 12**

This course is an introduction to computer-aided drafting and design systems. It is designed to prepare students for entry-level employment in the expanding computer design industries. Architecture, civil engineering, electrical and mechanical schematics, mechanical drafting and design are just a few of the subject areas covered.

Prerequisite: Successful completion of at least one year of drafting in the following areas: mechanical, architectural, civil or related professions, or work in the field.

T088 Auto Technology**10,11,12**

This course is a one-year course, divided into a basic and an advanced section. At the end of the course most students should be prepared to enter the trade as lubrication, and fast service mechanics, mechanic helpers, and/or apprentices. This is an ROP course.

Prerequisite: Must be 16 years or older

T130 Cabinet making / Guitar making

This course provides entry-level, upgrade and advanced training in cabinetmaking and finish carpentry. Employment possibilities include cabinetmaker and cabinet installer/finish carpenter. Instruction will cover the following area: cabinet carcass and face frame construction, cabinet estimating, cabinet design and layout. Students will use equipment which includes: table saws, routers, sanders, cutoff saws, power miter box saws, panel saw, sander/planer, jointer and planer. This is an ROP course.

Prerequisite: Must be 16 years or older

PERFORMING ARTS DEPARTMENT

L025 Cadet Band (beginning)**9,10,11,12**

Cadet Band is an intermediate step in the progress of the band musician toward a standard of high school musical maturity. Because of the performance nature of this class, participation in rehearsals and performances before, during, and after the regular school day, and on non-school days will be **mandatory** and is part of the course curriculum.

L040 Symphonic Band 1/2/Marching 1/2 (advanced)**10,11,12**

A course for advanced players. Strong emphasis is placed on performance, demonstrating the highest possible standards of playing ability and choice of music. Formal concerts, festivals, occasional trips and clinical events are listed on its schedule. During the fall semester, all symphonic band members should be enrolled in the Marching Band. Because of the performance nature of this class, participation in rehearsals and performances before, during, and after the regular school day and on non-school days will be **mandatory** and is part of the course curriculum. This course meets the UC/CSU "F" requirement.

Prerequisite: Teacher recommendation

L120 Orchestra 1/2 (strings) 9,10,11,12

A year course available to students who have little or no experience, but are interested in learning to play a string instrument. The school provides most instruments. Each student must budget his/her time for outside practice if he/she is to make progress. Promotion to the advanced orchestra is by conductor recommendation only. Because of the performance nature of this class, participation in rehearsals and performances before, during, and after the regular school day, and on non-school days will be mandatory and is part of the course curriculum. This course meets the UC/CSU “F” requirement.

L130 Stage Band (Jazz Band) 9,10,11,12

Stage Band is a semester class stressing advanced musical skills and improvisational techniques of the professional band idiom. This class is open to experienced brass, woodwind, rhythm, string bass, bas guitar, piano, drum set, vibes etc. by audition or consent of the director. (Wind and percussion players must also be members of another performing group within the department. Because of the performance nature of this class, participation in rehearsals and performances before, during, and after the regular school day, and on non-school days, will be mandatory and is part of the course curriculum. This course meets the University of California “F” VPA requirement.

L145 Colorguard 9,10,11,12

An advanced year course that develops sensitivity to the expressive qualities of music; encourages musical responsiveness; involvement and discrimination; develops awareness and understanding of the styles, idioms, performance media and purposes of music and dance that are a part of our multi-cultural heritage; and provides a sound basis of musical value. During the first semester, the Colorguard combines with the Marching Band and participates in competitions and various performances. During the second semester, the Colorguard competes in indoor court activities as well as other performances with the band. Because of the performance nature of this course, participation in rehearsals and performances before, during, and after the regular school day, and on non-school days, will be mandatory and is part of the course curriculum.

Prerequisite: Teacher recommendation and audition

L190 Choir 9,10,11,12

This is a selective group with membership dependent upon tryouts and the teacher’s recommendation. Generally a year’s previous experience in one of the other choral units is required. Attention is given to the performance of major choral works and participation in district and area festivals. Due to the performance nature of this class, participation in rehearsals and performances during and after the regular school day will be expected. This course meets the UC/CSU “F” requirement.

L200 Ensemble 10,11,12

Ensemble is a year course and may be for treble, bass, or mixed voices. Generally the class enrollment should not exceed eighteen persons. This is a select group requiring at least a year’s experience in another choral group. The students participate in festivals and perform for the school and local groups. Acceptance in the class is dependent upon tryouts and the teacher’s recommendation. Due to the performance nature of this course, participation in rehearsals and performances during and after the regular school day will be expected. This course meets the UC/CSU “F” requirement.

L215 AP Music Theory 10,11,12

This two-semester course is recommended for students that plan to major/minor in music in college. The course is designed to improve the student’s ear training, sight singing, rhythmic drills, and keyboard harmony. There is simultaneous work in ear training, visual analysis, and composition. The curriculum will follow advanced placement course requirement and students will prepare to take the advanced placement examination for college credit. This course meets the University of California Visual and Performing Arts “F” requirement.

Prerequisite: Teacher recommendation and proficiency in reading music.

L280 Percussion 9,10,11,12

This is a year course for percussion players. Rudiments, cadences, parade and field show music is emphasized in the fall. Solo and ensemble percussion literature and keyboard (mallet) instruments are stressed in the marching band. Because of the performance nature of this class, participation in rehearsals and performances before, during , and after the regular school day, and on non-school days, will be mandatory and is part of the course curriculum.

Prerequisite: Teacher approval

L334 Beginning Dance 9,10,11,12

This is a year course that introduces students to technique in many genres of dance, such as jazz, ballet, modern, hip hop, choreography and world dance forms. Students will have multiple performance opportunities and at least one concert for a public audience outside of school. Students will be given opportunities for both personal and group creative work. Good body mechanics and alignment techniques to develop muscle tone and cardiovascular fitness are emphasized. This course meets the UC/CSU “F” requirement.

L336 Intermediate Dance **10,11,12**
A continuation of Beginning dance with additional and slightly more advanced technique in different genres of dance such as jazz, ballet, modern, hip hop, choreography and world dance forms. Students will have more opportunities for in class performances and creation and a least one concert for a public audience outside of school. This course meets the UC/CSU "F" requirement.

Prerequisite: Completion of Beginning Dance or instructor approval.

L938 Jr. Company
A higher level dance course stressing pre-advanced movement techniques and more challenging choreography opportunities in several genres of dance including jazz, ballet, modern, hip hop and world dance. Formal concerts, trips and clinical events will be part of the course curriculum and schedule. Because of the performance nature of this class, participation in several rehearsals and performances before, during and after the regular school day and on non-school days will be mandatory and a part of the course curriculum. This course meets the UC/CSU "F" requirement.

Prerequisite: By audition only

L338 Advanced Dance **10,11,12**
The highest level of advanced dance offered. This course stresses advanced/pre-professional movement techniques and challenging opportunities in several genres of dance including jazz, ballet, modern, hip hop and world dance. Formal concerts, trips and clinical events will be part of the course curriculum and schedule. Because of the performance nature of this course, participation in several rehearsals and performance before, during and after the regular school day, and on non-school days will be mandatory and is part of the course curriculum. This course meets the UC/CSU "F" requirement.

Prerequisite: By audition only

MATHEMATICS DEPARTMENT

M150 Consumer Math 1/2 **12**
This course emphasizes the mathematical knowledge and skills needed to function in today's society and to solve real-life problems. Course content includes units on buying, transportation, personal and property insurance, Federal and State income tax, savings and investments, and financial planning.

Prerequisite: Completion of 20 credits of mathematics including Algebra I. **May only be taken in 12th grade.**

M270 Foundations For Algebra 1 **9**

M275 Foundations For Algebra 2 **9**

This is a two-semester course that emphasizes the mathematics and study skills needed to be successful in an Algebra 1 curriculum (either basic algebra or algebra 1C). The course content includes the Number Sense strand standards of computation involving the rational number system and percents, 2-dimensional Geometry strand standards of area, perimeter and the Pythagorean theorem, some Statistics and Probability strand standards, and algebra strand standards involving evaluation, simplification, solving one and two-step equations and limited graphing. Course instruction will include note taking, test taking and mathematics study skills. Students taking this course will be required to pass all benchmark exams with a 70% level of mastery in order to receive credit and continue on to Basic Algebra 1-4 or Algebra.

M400 Algebra 1C-1/2 **9,10,11,12**

This is a rigorous elementary algebra course. Course content includes the vocabulary of the algebra sets, and set operations, basic properties of the real number system, positive and negative numbers, polynomials, rational expressions, exponents and radicals, simple functions and relations, graphing, solving linear equations and inequalities, linear systems and quadratic equations. This course meets the UC/CSU "C" requirement.

M420 Geometry 1C-1/2 **10,11,12**

Course content includes inductive and deductive reasoning, the nature of proof, the relationships and properties of angles, parallel and perpendicular lines, congruence and similarity of triangles, polygons and circles, constructions, coordinate geometry, areas of polygons, circles and solids, and volumes of solids. This course meets UC/CSU "C" requirement.

Prerequisites: Completion of Algebra 1C or teacher recommendation

M430 Geometry 1H-1/2 **9,10,11,12**

A two-semester course for accelerated students who are college bound. This is a rigorous, traditional Euclidean geometry course. Material is covered much more extensively than presented in Geometry 1C. Additional topics of advanced Algebra and Geometry are considered as time permits. Course content includes inductive and deductive reasoning, the nature of proofs, the relationships and properties of angles, parallel and perpendicular lines, congruence and similarity of triangles, polygons and circles, constructions, coordinate geometry, areas of polygons, circles and solids, and volumes of solids. This course meets the UC/CSU "C" requirement. This course does not receive a weighted grade.

Prerequisite: Completion of Algebra 1 with a "B" or better and teacher recommendation

M440 Algebra IIC-1/2**10,11,12**

Course content includes sets and set operations, the properties of the real number system, linear functions and relations, graphing, systems of linear and quadratic equations, polynomials, rational expressions, fractional equations, exponents and radicals, quadratic functions and relations, exponential functions and logarithms. This course meets UC/CSU "C" requirement.

Prerequisite: Completion of Geometry 1C

M450 Algebra IIIH-1/2**10,11,12**

This is a rigorous intermediate algebra course. Material is covered more extensively than in Algebra IIC. Course content includes sets and set operations, the properties of the real number system, linear functions and relations, graphing, systems of linear and quadratic equations, polynomials, rational expressions, fractional equations, exponents and radicals, quadratic functions and relations, exponential functions and logarithms. This course meets the UC/CSU "C" requirement.

Prerequisite: Completion of Geometry 1H with a "B" or better and teacher recommendation

M520 Pre-Calculus IH 1/2**11,12**

A two-semester course for accelerated students who are college bound. This is a rigorous advanced algebra course. Material is covered much more extensively than presented in Pre-Calculus Mathematics IC-1/2. Additional topics of advanced algebra and calculus are considered as time permits. Course content includes polynomial, exponential, logarithmic, circular, and trigonometric functions, sequences and series, limits and continuity, induction, the binomial theorem, matrices, and logic. This course meets the UC/CSU "C" and "G" requirements.

Prerequisite: Completion of Algebra IIIH and teacher recommendation

M550 Advanced Placement Calculus 1/2**12**

A course for accelerated students who are college bound. This course prepares the student for the Advanced Placement examination in mathematics taken in May for a fee. The elements of analytic geometry and calculus are integrated. This course meets the UC/CSU "C" and "G" requirements.

Prerequisites: Completion of Pre-Calculus and teacher recommendation.

M565 College Prep Statistics 1/2**12**

This course is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: (1) Exploring Data: observing patterns and departures from patterns; (2) Planning A Study: deciding what and how to measure; (3) Anticipating Patterns in Advance; producing models using probability and simulation; and (4) Statistical inference; confirming models. Prerequisite: Algebra II. This course meets the University of California "C" and "G" requirements,

PHYSICAL EDUCATION DEPARTMENT**Note:**

- **All Physical Education classes are open to both males and females.**
- **Students may not be enrolled in two PE courses.**
- **Students must pass 5 out of the 6 Fitness tests to be exempt from PE for the next year.**

P109 Physical Education 9th**9**

A course required of students in grade 9. It is designed to provide students with an opportunity to have physical activity, learn some lifetime sports, and to develop individual fitness and skills. This class also provides instruction designed to satisfy the GUHSD First Aid requirement.

P141 Physical Education 10-12**10,11,12**

This course is open to students in grades 10-12. This course is designed to provide students with an opportunity to have physical activity, learn some lifetime sports skills and to develop individual differences in the teaching of team sports, and individual activities. (Physical Education may also encompass additional health related topics such as: HIV/AIDS, steroids, drug abuse, smoking, and eating disorders.)

P350 Aerobic Fitness**10,11,12**

A course including aerobic exercise designed to provide continuous movement, causing an elevated but safe heart rate for 30 to 45 minutes. Instruction in the relationship of cardiovascular health to overall fitness will be included.

Prerequisite: Must have "C" grade and a Satisfactory conduct grade or better in last PE class or instructor recommendation.

P475 Weight Training/ Conditioning**10,11,12**

This course is designed to add bulk and/or strength to the student. Instruction will be directed toward individual goals of the students. NOTE: Students may not be enrolled in two weight training courses.

Prerequisite: Must have "C" grade and a Satisfactory conduct grade or better in last PE class or instructor recommendation.

T830 Sports Medicine Aide**10,11,12**

This course is designed as an introduction to the basic principles of prevention, recognition, evaluation and management of athletic injuries. The course will focus on anatomy and physiology of muscle groups and skeletal system, vital signs, patient care and management, CPR and safety factors related to sports medicine, and sports medicine procedures. This is an ROP course.

Prerequisite: Must be 16 years or older

***PE EXEMPTION--** PARTICIPANTS IN ALL CIF INTERSCHOLASTIC SPORTS CAN BE EXEMPTED FOR PHYSICAL EDUCATION IF STUDENTS HAVE PASSED 5 OUT OF 6 MODULES OF THE FITNESS EXAM UPON THE COACH'S RECOMMENDATION.

After the 9th grade year, students may have their PE requirement met by participating in CIF sanctioned sports. Activity in one sport clears one semester of PE. This must be completed during the 10th and 11th grades. Two semesters of PE maximum exempted. **No grade or credit is issued, only the requirement is exempted.**

SCIENCE DEPARTMENT**R034 Earth Science 1A****10,11,12**

A one-semester course which overviews topics in astronomy, meteorology, and earth and space science will be covered in this activity based program. There will be selected laboratory experiences. This course will meet one semester of the Physical Science graduation requirement if taken with Physical Science 1A.

R038 Physical Science 1A**10,11,12**

A one-semester course covering overview of topics in physics, electronics, and chemistry in this activity based program. There will be selected laboratory experiences. This course will meet one semester of the Physical Science graduation requirement if taken with Earth Science 1A.

R062 Intro to Forensic Science 1/2**11,12**

This introductory forensic course includes the application of the scientific method of the field of criminal justice. It involves application of biology, anatomy, chemistry, physics, and earth science to examine physical and biological evidence, such as fingerprints, blood, DNA, hair, and fiber. The curriculum emphasizes complex reasoning, critical thinking, and problem solving. This course will meet the one-year Physical Science graduation requirement for high school (it will not meet the a-g college requirement for science). It is recommended that you have completed biology, chemistry or physics with a "C" or better to enroll in this course. Fun for the inquiring, curious mind! This course will meet the one-year Physical Science graduation requirement. *Prerequisite* One year Biology

R191 Biology 1C/2C**9,10,11,12**

This college preparatory biology course includes cell biology, genetics, human physiology, evolution, and ecology. This course meets the one-year Life Science graduation requirement and the UC/CSU "D" and "G" requirements.

R201 Biology 1H/2H**9,10,11,12**

This course is designed for students who have demonstrated both interest and ability in science. Honors Biology includes cell biology, genetics, human physiology, evolution, and ecology. It also incorporates performance based lab assessments and extended research projects. This course meets the one-year Life Science graduation requirement and the UC/CSU "D" and "G" requirements. *Prerequisites:* Teacher recommendation

R281 Chemistry 1C/2C**10,11,12**

This laboratory-oriented chemistry course includes atomic and molecular structure, chemical bonds, conservation of matter and stoichiometry, gases and their properties, acids and bases, solutions, chemical thermodynamics, reaction rates, chemical equilibrium, organic chemistry and biochemistry, and nuclear processes. This course will meet the one year Physical Science graduation requirement and meets the UC/CSU "D" and "G" requirements.

Prerequisites: Completion of Algebra I and Biology 1/2 with a grade of "C" or better

R291 Chemistry 1H/2H**10,11,12**

This laboratory-oriented chemistry course includes atomic and molecular structure, chemical bonds, conservation of matter and stoichiometry, gases and their properties, acids and bases, solutions, chemical thermodynamics, reaction rates, chemical equilibrium, organic chemistry and biochemistry, and nuclear processes. There is a more detailed and mathematical treatment of the content standards than in Chemistry 1C. An honors project will be required each semester. This course will meet the Physical Science graduation requirement, as well as the UC/CSU "D" and "G" requirements.

Prerequisites: Completion of Algebra I with an "A" and Honors Biology 1/2 with a "B" or higher.

R335 AP Environmental Science 1/2 This course is intended to present a survey of the field of environmental science. Topics to be included are global population, ecological principles and their applications, energy, land use and land management, water use and management, global issues and politics of science.

Prerequisites: Two years of science, biology and chemistry or coordinated science 1-4

R341 Physics 1C/2C

10,11,12

This laboratory-oriented course includes motion and forces, conservation of energy and momentum, heat and thermodynamics, waves, electric and magnetic phenomena. This course will meet the one-year Physical Science graduation requirement, as well as the UC/CSU "D" and "G" requirements.

Prerequisites: Completion of Algebra I and Biology 1/2 with a grade of "C" or better.

R351 Physics 1H/2H

11,12

A course for students who are academically talented in the area of mathematics. These students study the content covered in Physics 1C, but go beyond into concepts, which are difficult to grasp by the regular high school student. The latest developments in the field of physics are studied. This course will meet the Physical Science graduation requirement, as well as the UC/CSU "D" and "G" requirements.

Prerequisites: A grade of "A" in Algebra 1C, concurrent enrollment in an advanced math course, and teacher recommendation

SOCIAL SCIENCE DEPARTMENT

S003 Geography 1C

9

A required one-semester course designed for 9th grade students. The course emphasizes regional geography, with attention to the influence of physical features of the region on the lives of the people. Students review and engage in in-depth studies of three selected geographic regions. Students develop basic social science skills including use and interpretation of maps. Place name recognition and the ability to make practical application of geographical facts and principles to real life situations are stressed. Students are expected to do extended reading beyond the textbook and to pursue in-depth studies. This course meets the UC/CSU "A" and "G" requirements.

S004 Introduction to Geography Concepts 1H/2H

9

A required course designed for the honors level student. The course emphasizes regional geography, with attention to the influence of physical features of the region on the lives of the people. Students review the geography of Anglo America and engage in in-depth study of three selected geographic regions. Students develop basic social science skills including use and interpretation of maps. Place name recognition and the ability to apply geography facts and principles to real situations are stressed. Students are expected to conduct extensive research in geography and to analyze and evaluate abstract concepts. This course meets the UC/CSU "A" and "G" requirements.

S073 U.S. History and Geography 1C/2C

11

A two-semester course, with instruction of U.S. History in the 20th century, designed for the 11th grade student. The students develop a knowledge and understanding of the principles and forces that have shaped the history of their country's problems and achievements. The students are encouraged to develop critical thinking skills such as hypothesis formation, data gathering, and analytical questioning. Students are expected to do outside reading in addition to textbook assignments and be able to pursue in-depth research. It is the intent to follow, as closely as possible, the Master Curriculum Standards. This course meets the UC/CSU "A" and "G" requirements.

S086 Advanced Placement American History 1/2

11

This course is designed to provide the capable student with the opportunity to take part in a college-level course while attending high school. The curriculum is consistent with the Advanced Placement Course Description published by the College Board. Students will be given the opportunity to take an Advanced Placement test in May for a fee. This course meets the UC/CSU "A" and "G" requirements.

S145 Psychology 1H

11, 12

This course is designed for 12th grade students who are academically talented as revealed by test scores, achievement, and teacher evaluation. It is an introduction to the scientific study of human behavior, with students being introduced to the facts, principles, and concepts that are basic to an understanding to their own behavior and the behavior of others. This course has two basic thrusts: an entirely practical approach through a study of transnational analysis, and a survey of the traditional development of psychology as a discipline including the results of recent research in the field. This course is similar in approach to Psychology 1C except the pace is more rapid and more material is covered. In addition, the student is expected to read widely from varied sources and interpretations, and complete an individual or group project that involves a scientific study of some aspect of human behavior. This course meets the University of California "G" requirement.

- S180 American Government 1C** **12**
A required semester course designed for the 12th grade student, which examines origin, development, structure, and operation of all levels of government in the United States. Included in this course will be an intensive examination of the primary institutions of government and a critical analysis of changing aspects of traditional relationships among the institutions of executive, legislative and judicial at all levels. Emphasis will be placed on critical thinking and communicative skills such as hypothesis formation, data gathering, and analytical questioning in dealing with the subject matter of the course. This course meets the UC/CSU "A" and "G" requirements.
- S185 American Government 1H – Follows AP Economics** **12**
A semester course designed for students who are academically talented. It combines a study of American political, economic, and social institutions with a comparison of democratic and totalitarian institutions found in today's world. The course concentrates on American national, state, and local governments and analyzes other democratic and totalitarian political systems. A depth of concentration in one of the various areas of the course is expected, as is outside reading and in-depth research. This course meets the UC/CSU "A" and "G" requirements.
- S187 Advanced Placement American Government 1** **12**
An in-depth course of study involving the various institutions peculiar to the American political system and its history with an interpretation of specific governmental case studies. The focus will be on civil liberties and civil rights, policy processes, political parties and interest groups, various political beliefs and the constitutional background of our government and political being. Students must be able to successfully complete daily work, unit tests, the above case studies and investigations, and research term papers leading to the Advanced Placement test in May for a fee. Writing on a daily basis will be stressed in order to prepare students for not only the essay sections of the AP test but for successful completion of future social science college work. This course meets the UC/CSU "A" and "G" requirements.
Prerequisite: Teacher recommendation
- S215 Advanced Placement Economics 1** **12**
An intense, comprehensive course of study to enrich the student's understanding of the operations and institutions of economic systems. The course may include either microeconomics or macroeconomics. This course will encompass: the basic economic concepts, the nature and function of product markets, the factor markets, the efficiency, equity, and role of government, the measurement of economic performance, national income and price determination, economic growth, and international economics. This course is designed to stimulate thinking on economic issues and to develop analytical and writing skills necessary to successfully complete the Advanced Placement test for economics given in May for a fee. This course meets the UC/CSU "G" requirement.
Prerequisite: Teacher recommendation
- S220 Economics 1C** **12**
A required semester course for 12th grade students in which the principles of economic analysis, economic institutions, and issues of public policy are examined. The student will be encouraged to develop critical thinking and communication skills through study. The course will include allocation of resources, distribution of income money and banking, economics, as well as practical applications to consumer economics. The student will be expected to explore various conflicting theories of economic thought. This course meets the UC/CSU "G" requirement.
- S221 Economics 1H – Follows AP American Government** **12**
A semester course designed for the academically talented student in which the principles of economic analysis, economic institutions, and issues of public policy are examined. The student will be encouraged to develop critical thinking and communication skills through study. The course will include allocation of resources, distribution of income, money and banking, economics, as well as practical applications to consumer economics. In addition, students will be expected to explore various conflicting theories of economic thought, national and international issues, measurement concepts, and methods of analysis. This course meets the UC/CSU "G" requirement.
- S243 World History, Culture & Geography 1C/2C** **10**
A required course for 10th grade students designed to provide an introduction to world history and physical and cultural geography. This course satisfies district and state graduation requirements for two semesters of instruction in world history, culture, and geography. This course meets the UC/CSU "A" and "G" requirements.
- S265 Life Management Skills** **11**
This one semester course includes instruction related to designated district and California State guideline concepts. Students will demonstrate competencies in the areas of family studies, career planning, and consumer education. Included will be direct instruction in such crisis prevention and intervention topics as: stress management, chemical dependency, physical and emotional abuse, eating disorders, suicide, sexually transmitted diseases, pregnancy, and family planning. An overview of the life cycle is provided, emphasizing responsibility to self and society integration. Students will utilize critical thinking

skills to develop decision-making strategies, improve self-esteem, communication techniques, and goal setting actions. This course is required for graduation.

S482 World Studies 1H/2H

10

A 10th grade honors course that combines World History and World Literature. It uses a thematic approach to study the ideas, which have intrigued man from the beginning of time. These themes range from "The Nature of Man" to "The Role of the Leader in History and the Arts" and requires of the student extensive oral participation, expository writing, philosophy, architecture, and religion. This course is highly recommended for the student who plans to attend a four-year college or university. This is a two-period course, which combines the two subject areas. This course meets the UC/CSU "A" and "G" requirements. This course does not receive weighted grade.

Prerequisite: 9th grade English teacher recommendation

S315 Student Government 1

10,11,12

A course designed for student officers. Leadership principles and techniques are studied and interpreted as a means of guiding the students toward more mature leadership abilities. Through the development of activities, which promote school loyalty and spirit, student leaders learn how governmental policies evolve. Techniques of democratic problem solving are understood through participation. Students must meet the requirements set forth by the school before serving in student government.

Prerequisite: ASB teacher recommendation

REGIONAL OCCUPATIONAL PROGRAMS

T037 Agri- Business Management

See "Agriculture Dept"

T088 Auto Technology

See "Industrial Technology Dept"

T130 Cabinet & Guitar making

See "Industrial Technology Dept"

T160 Accounting Computerized

See "Business Technology"

T300 Floral Design

See "Agriculture Department"

T433 Culinary Arts

See under "Family and Consumer Science Department"

T830 Sports Medicine Aide

See under "Physical Education"

T260 Photography

See under "Visual Arts"

T725 General Construction

See under "Industrial Tech"

T110 Drafting Occupations/CAD

See "Industrial Tech Dept"

T303 Landscape Management

See "Agriculture" (Spec. Needs)

MISCELLANEOUS

Y341 Peer Tutor

10,11,12

A program in which students act as tutors to students needing special help. The student is given training in methodology, curriculum, materials, and equipment used in the classroom. (5 credits)

Prerequisite: Selection by teachers

Y485 AVID (Advancement Via Individual Determination)

9,10,11,12

This is a college preparatory program for students. AVID provides academic instruction and other support to underachieving or under-represented students to prepare them for admission to the University of California and California State University systems. AVID uses writing as a tool for learning, college tutoring, collaborative study, seminars in note-taking, and organizational skills; emphasizes mastery of concepts in all subject content areas and preparation for college admission. (5 credits)

Prerequisites: Students must qualify and meet teacher's selection for program criteria

Y520 Technology Fundamentals

9,10,11,12

See description under the Business Department section ("C" course numbers). (5 credits)

Y842 – Computer 3-D Design and Animation

10,11,12

See description under the Business Department section,