



**HIGH SCHOOL
ACADEMIC POLICY and
CATALOG OF CLASSES
2018-2019**

Dear AAE High School Students and Parents

It's time to choose classes for next year!

Thank you for entrusting you child's education to the AAE. We take this trust very seriously, and work every year to refine our offerings to best meet the needs of our students.

We will once again use the Illuminate program to communicate course information, and choose classes electronically. The following information will guide you through the upcoming steps.

1. The first step is to complete the *Intent to re-enroll form* found on the Lewis Center website.
2. During the week of April 23rd, students will meet in grade level assemblies for specific information regarding the course work for next year.
3. The course selection window will open in Illuminate on April 27th and close on May 7th. Students are expected to make choices during this time frame.
4. The following pages will provide all the details of course offerings in the High School program.

Additionally, there will be a High School Orientation for all current 8th grade parents and students on Monday, April 16, 2018 at 5:00pm in the gym. This meeting is designed to introduce students and parents to opportunities and expectations of High School. Please mark your calendar; you don't want to miss this valuable hour of information!

Sincerely,

Brenda S. Day

School Counselor

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Typical Course of Study for AAE High School Students

<p>Grade 9</p> <p>Intro to Lit Integrated Science I Math Language other than English (LOTE) 1 Physical Education Elective/VPA</p>	<p>Grade 10</p> <p>World Literature World History Integrated Science II Math Language other than English (LOTE) 2 Physical Education</p>
<p>Grade 11</p> <p>American Literature American History Integrated Science III Math LOTE or Elective Elective</p>	<p>Grade 12</p> <p>British Literature Government-Economics Science or Elective Math or Elective LOTE or Elective Elective</p>

- Electives provide opportunity for visual and performing arts, upper division math, science, and language other than English.

Preparation for Four-Year Colleges

Four-year college-bound students must fulfill college entrance requirements for specific colleges in addition to high school graduation requirements. While the specific requirements differ among institutions, many private schools and all University of California and California State schools require a certain number of approved courses from categories called A-G pattern courses which include: A. History, B. English, C. Mathematics, D. Laboratory Science, E. Foreign Language, F. Visual and Performing Arts, and G. Electives.

University of California 'a-g' SUBJECT AREA REQUIREMENTS

WHAT IS THE PURPOSE OF THE a-g SUBJECT AREA REQUIREMENTS?

The purposes of the a-g subject area requirements are to ensure that entering students...

- ◆ Can participate fully in the first year program at the University in a broad variety of fields of study;
- ◆ Have attained the necessary preparation for courses, majors and programs offered at the University;
- ◆ Have attained a body of knowledge that will provide breadth and perspective to new, more advanced studies;
and
- ◆ Have attained essential critical thinking and study skills.

WHO IS RESPONSIBLE FOR ESTABLISHING THE a-g REQUIREMENTS?

The Board of Admissions and Relations with the Schools (BOARS) establishes the subject areas and pattern of courses required for minimum eligibility for freshman admission to the University of California. BOARS is a committee of the University's Academic Senate and includes faculty representatives from each campus of the University. The Academic Senate has been given the responsibility from the UC Regents to set the conditions for admission, subject to final approval of the Board of Regents.

The California State University system has agreed to accept courses certified by the University of California to meet its subject area requirements, which, beginning with students entering in the fall of 2003 are the same as California State University's requirements.

WHAT ARE THE GENERAL CRITERIA FOR COURSES USED TO SATISFY THE REQUIREMENT?

- ◆ Be academically challenging
- ◆ Involve substantial reading and writing
- ◆ Include problems and laboratory work, as appropriate
- ◆ Show serious attention to analytical thinking as well as factual content
- ◆ Develop students' oral and listening skills

VALEDICTORIAN / SALUTATORIAN

The valedictorian and salutatorian are designed to recognize the highest achieving students in each graduating class. The following criteria will be considered for the selection of each:

- 1) Academic Rigor – has the student engaged them self in academically challenging coursework (i.e. at least 2 Advanced Placement courses)?
- 2) Total Academic Weighted GPA – is the student in the top 10 of the class when ranked according to a cumulative weighted GPA based on the first seven semesters of high school otherwise defined as through the first semester of the student’s senior year of high school?
- 3) School Involvement – has the student been involved in leadership capacities within the school in one of the following areas:
 - a. School Sponsored Club: either for multiple years (two or more) with the same club or with multiple clubs (at least two) or
 - b. Sports: either one sport for multiple years (two or more) or with multiple sports (at least two) or
 - c. Visual and Performing Arts performance groups (two years or two different groups)
- 4) AAE Code – has the student demonstrated Courage, Generosity, and Honor
- 5) Additional consideration will be given to students who complete all high school core classes at the AAE.

Recommendations and Announcement of students being honored will be brought forward as follows:

- 1) School Counselor will bring possible names forward to Department Chair team for recommendation to the Academic Team.
- 2) Academic Team will then determine the Valedictorian(s) and Salutatorian(s).
- 3) School officials reserve the right to rescind the offer of this honor due to a breach of the above criteria in the final semester of the student’s senior year.
- 4) The Principal will have final say as necessary.

ACADEMIC AWARDS

Graduates of each graduating class will be honored as follows:

- Valedictorian and Salutatorian will have specially designated cords or ribbons.
- Students with a cumulative GPA of 4.0 or above through the first semester of the senior year will have gold cords.
- Students with a cumulative GPA of 3.6 to 3.99 or above through the first semester of the senior year will have silver cords.

Each semester students will be recognized for their academic accomplishments for the previous semester as follows:

- Principal’s Honor Roll = 3.6 GPA or above
- Honor Roll = 3.3 to 3.59 GPA

- An academic letter can be earned when a student earns a Principal’s Honor Roll for two consecutive semesters. A chevron will be earned for each semester they are on Principal’s Honor Roll thereafter.

A weighted GPA will be used for the above awards. If a student believes he/she qualifies for an award listed above, they should contact the school registrar.

GRADING / UNIT STRUCTURE

All classes (on campus and independent study) are awarded 5 units of credit for the successful completion of each semester. The one exception to this is homeroom, which is 2.5 units/credits per semester. All semester grades are a permanent record on the student's transcript.

For the purposes of calculating a grade point average the following applies:

1) Unweighted GPA

- A = 4 points
- B = 3 points
- C = 2 points
- D = 1 point
- F = 0

2) Weighted GPA

Same as above with the following academic courses given extra weight as indicated:

(a) Honors (b) Advanced Placement (c) VVC courses that are UC/CSU transferable.

- A = 5 points
- B = 4 points
- C = 3 points
- D = 1 point
- F = 0

Note: Core academic classes (English, Math, Science, Social Science) and all other courses on the AAE University of California Course Approved list the grades will be as follows: A, B, C, & F. There will be no D grades given.

RANK IN CLASS

Rank in class will be determined based on the student's total GPA.

SCHOLARSHIPS

We are committed to keeping up to date information regarding scholarships, grants, and loans. Students and parents need to start their scholarship search early in the senior year. Local scholarships are sent to the school with applications, eligibility and deadlines. Students need to check for new scholarships throughout the year. The Counseling Department can help guide you through this process.

WORK PERMITS

The State of California mandates Work Permits for all minors seeking employment. The student's grades, attendance, and good standing with the school determine the issuance of a Work Permit. A student's age is the determining factor in the amount of hours and how late he/she may work. Applications are available in the Registrar's Office, extension 225. During summer months, work permits can be picked up from the Lewis Center for Educational Research Administration Office.

VICTOR VALLEY COLLEGE

CONCURRENT ENROLLMENT PROGRAM (CEP)

What is Concurrent Enrollment?

Concurrent Enrollment is a system provided by the Community College System that allows students to be concurrently enrolled in college courses, while still attending high school. Concurrent Enrollment is a privilege and a wonderful opportunity provided to AAE students and must be handled responsibly. The purpose for the program is to provide:

- An opportunity for a student to be challenged by college-level coursework
- An opportunity for students to be better prepared for transition into the college atmosphere

What are the advantages and concerns of Concurrent Enrollment?

Concurrent Enrollment has many advantages for the *motivated* student. Some **advantages** are:

- Challenging coursework above the high school level
- Earning college credits before high school graduation
- Earning high school credits in addition to college credits for each college course
- Cost for college coursework is very reasonable

Some issues of concern would be:

- Grades achieved through CEP are **permanently** part of the student's **college** transcript
- College coursework for concurrently enrolled students is **not** modified for content and is created for "adults"
- The college campus is an "**adult**" atmosphere
- CEP students are **last** to receive classes/ difficult to get desired courses

What courses may be taken at VVC?

Subject to change per VVC

- All academic courses eligible for transfer to the CSU or UC systems (provided student meets course prerequisite).
- All vocational/technical courses that are associate degree applicable (provided student meets course prerequisite).

What does the AAE expect?

Student Responsibilities

The AAE and Victor Valley College have a wonderful partnership that includes the concurrent enrollment program. VVC is excited to be helping students' transition into college. However, this program is a privilege and the AAE student wishing to participate will be expected to:

- Represent the AAE in "Courage, Generosity and Honor." (Please see the Student/Parent Handbook for the definitions and expectations)
- Attend **all** classes
- Complete **all** assignments *on time!*
- Write all **class times, study times** and **assignment due dates** in the student's "Student Success Planner"
- Write the grade or percentage of all returned assignments on the course syllabus provided by the college instructor
- Spend adequate time studying (3 hours of study for each unit of college coursework is recommended by VVC)

- If the class does not meet the student’s need, the student will **drop** the course by the drop date

Parent Responsibilities

Yes, even your SENIOR needs guidance! Parent, please understand that your child’s attendance at VVC does not mean that you are no longer responsible as *Primary Facilitator* to keep informed of your child’s progress in college courses. There are several recommendations that are encouraged for parents to consider:

- Be supportive and **guard** your student’s VVC class and study time. (Check your student’s planner before scheduling events)
- **Weekly** review the student’s work for progress
- Check course syllabus to see that grades for assignments are being recorded

Help your student understand that the decisions he/she is making *today* can have *repercussions* for the rest of his/her life. The college transcript will follow your student forever!

How do I enroll in the Concurrent Enrollment Program?

The student must schedule a meeting with an AAE Counselor. A student’s participation in CEP depends on:

- VVC Assessment test
- Past performance in VVC courses
- Past performance in AAE classes
- Signed “Confirmation of Concurrent Enrollment Program Responsibilities” form (both parent and student signature must be on the form)

These items must be verified before a concurrent enrollment form can be issued. The counselors will give the student all information and forms needed to begin the concurrent enrollment process. Please, **do not** ask for a concurrent enrollment form without scheduling this appointment. The process takes time, so please schedule early and do not wait until the last minute. It will be difficult enough to get the desired classes without being late in the process. To receive a concurrent enrollment form, bring the signed “Confirmation of Concurrent Enrollment Program Responsibilities” form back to the counselor along with any other required paperwork. Be prepared to complete the concurrent enrollment form at that time. A counselor will then sign the form and, at that time, the student will begin the VVC Registration process.

Class Limitations and Credit

CEP is designed to give students the challenge of **college level** coursework. AAE issues high school credit for **college level** coursework at the following rate:

VVC Units	=	AAE Credits
1	=	3.3
2	=	6.7
3	=	10
4	=	13.3
5	=	16.7

To preserve the integrity of the program only those classes that are UC or CSU approved in the VVC catalog will be accepted for GPA “weighting.”

VVC College Textbook Procedure

The concurrent enrollment tuition and parking permit fees are not paid by the AAE. The cost of the books is the student’s responsibility and will encourage the responsible choice of classes.

**Comparison of The Lewis Center for Educational Research /
Academy for Academic Excellence Graduation Requirements with
a-g Entrance Requirements for the UC and CSU Systems**

SUBJECT AREA	AAE GRADUATION REQUIREMENTS	ENTRANCE REQUIREMENTS FOR UNIVERSITY OF CALIFORNIA (UC) AND CALIFORNIA STATE UNIVERSITY (CSU)
a	3 Year-long courses World History 1 year US History 1 year Amer. Government ½ year Economics ½ year	2 years: World History 1 year US History 1 year or World History 1 year US History ½ year Amer. Government ½ year
b	4 year-long courses Intro to Lit World Lit American Lit or AP Eng Lang British Lit or AP Eng Lit	4 years: Intro to Lit or Honors World Lit or Honors American Lit or English Language AP British Lit or English Literature AP
c	3 year-long approved courses including: Integrated Math I OR Algebra I and Geometry	3 years: College-preparatory mathematics that includes the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement 4 years recommended
d	3 year-long approved courses Including: Integrated Science I, 2, and 3 OR Three years including: Physical Science 1 year Biological Science 1 year	2 years: 2 years Lab Science 3 years recommended
e	See Fine Arts Beginning with the class of 2020: 2 years of a language other than English	2 years: Must be same language for both years. 3 years recommended
f	1 year-long course May be met with 1 year of Language other than English or 1 year of Visual or Performing Art Beginning with the class of 2020: 1 year of UC approved Visual or Performing Art	1 year: Visual and Performing Arts: Art, Drama/Theater, Music or Dance Class
g	7 year-long courses (70 credits in 4 years)	1 year: Any additional courses on the current UC Approved Course list
PHYSICAL EDUCATION	2 years	None
OTHER	Above total = 23 year- long courses	Minimum 15 year-long courses required 18 year-long courses recommended

COLLEGE ENTRANCE EXAMS

UC: SAT or ACT with writing **CSU:** SAT or ACT *without* writing
Writing requirement varies for independent colleges. Check websites for specific requirements.

It is strongly recommended that college entrance (SAT Reasoning and ACT) exams be taken by the end of the student's junior year. UC and CSU typically will not take test scores, if dated later than December of their senior year.

- ◆ Please refer to the most recent copy of AAE UC Approved Course list
- ◆ UC and CSU require a "C" or better in all required subjects
- ◆ Always check for additional information. Please ask your counselor for details

Credit acceptance for transfer or summer school work from other institutions is based on PRIOR APPROVAL from the Counseling Office. Please make an appointment with your counselor prior to enrolling in outside courses to meet graduation and/or A-G requirements.

Add/Drop Process

A two-week window is provided at the beginning of each semester for students to adjust their schedule of classes. All AAE classes are considered year-long in nature, therefore, second semester changes are for the purpose of correcting problems only. Students should follow the established procedure for schedule change requests through the Counseling Office. A course dropped after four weeks of the semester will result in a failing grade for that course.

Participation in Commencement Exercises requires that all Graduation Requirements have been satisfied prior to the graduation ceremony.

Senior students who have not completed all of the necessary coursework for graduation, upon administrative approval, may be granted an extension. This extension will expire on the first day of the following fall semester.

STUDENT SERVICES PROGRAM

SERVICES	ACTIVITIES
<div style="border: 1px solid black; display: inline-block; padding: 2px 5px; margin-right: 5px;">1</div> ACADEMIC COUNSELING	<p>High School Planning and Implementation Each new student will develop an education/career plan with the help of the homeroom teacher and counselor and the cooperation of his/her parent Assist students with their post high school plans and decisions and advise them of options available</p> <p>Scheduling Scheduling and orientation of new students Annual course selection(individual appointments and/or group conferences) 8th grade parent/student orientation</p> <p>Communication with Parents Phone / email contacts Grade checks as requested – progress reports Letters of recommendation for employment, college entrance, and scholarships Graduation status reports</p>
<div style="border: 1px solid black; display: inline-block; padding: 2px 5px; margin-right: 5px;">2</div> COLLEGE COUNSELING	<p>Post-High School Planning College fair information Help students learn the sources and types of financial aid Provide scholarship applications for seniors Provide a post high school/College Awareness Workshop Provide articulation with colleges and universities</p>
<div style="border: 1px solid black; display: inline-block; padding: 2px 5px; margin-right: 5px;">3</div> CAREER DEVELOPMENT COUNSELING	<p>Help students develop an awareness of career opportunities through vocational information and planning Develop awareness of the student’s interests, abilities, and aptitudes Provide students with opportunities for career awareness</p>
<div style="border: 1px solid black; display: inline-block; padding: 2px 5px; margin-right: 5px;">4</div> PERSONAL COUNSELING	<p>Personal Assistance and Academic Achievement Support Students will be encouraged to seek counselor assistance to further interpret and clarify topics covered in the guidance program Counseling by student request Personal/social problems Address issues of life when they become an obstacle to learning Class/school problems Drugs and alcohol-related problems Referral to the School Psychologist as necessary</p>
<div style="border: 1px solid black; display: inline-block; padding: 2px 5px; margin-right: 5px;">5</div> ACADEMIC ASSESSMENTS	<p>Academic Assessment SBAC EAP – Early Assessment Program through California State University The PSAT is given to each student in grades 9th – 11th ASVAB career exploration for grade 10 Inform students of the SAT, SAT Subject Tests and ACT</p>

LANGUAGE ARTS DEPARTMENT

PHILOSOPHY

Every student should graduate from high school with communication skills that enable the student to write and speak clearly and concisely. Further, it is important for every student to have a greater appreciation of literature through improved reading and critical thinking skills. With these skills and appreciation, a student may realize a greater capacity for future success.

GOALS

Members of the English Department strive to assist students in improving their ability to use written language effectively and enhancing their academic success through better reading and critical thinking skills. These skills will enable the student to communicate in a variety of means while increasing their knowledge and appreciation of literary works.

COURSE OFFERINGS

University College Preparatory/General Education

Grade 9: Introduction to Literature and Composition or Intro to Lit Honors

Grade 10: World Literature and Composition or World Lit Honors

Grade 11: American Literature or English Language AP

Grade 12: British Literature or English Literature AP

Elective: Yearbook
Journalism

COURSE DESCRIPTION

71150 INTRODUCTION TO LITERATURE AND COMPOSITION		**UC APPROVED
* Required for all Freshman Students		
Grade Level: 9	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of 8 th grade English		
<p>Course Description: This course is for students entering the ninth grade. It will help students' understanding of literature. They will read texts covering four genres: short story, non-fiction, poetry, and drama and will analyze recurrent patterns and themes in historically or culturally significant works. Students will read at least two novels and respond with a compare/contrast essay and character analysis. Students will gain skills necessary for competent writing and reading by focusing on the mechanics of language, vocabulary development and directed reading and writing. Students will complete a variety of writing activities, including narrative, expository, persuasive, informational, and descriptive writing that demonstrates research, organization, and drafting strategies. Students will respond orally to the literature in all genres.</p>		

71160 INTRODUCTION TO LITERATURE AND COMPOSITION HONORS		**UC APPROVED
Grade Level: 9	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion and strong performance in 8 th grade English		
<p>Course Description: This course is for students entering the ninth grade. It will help students' understanding of literature. They will read texts covering four genres: short story, non-fiction, poetry, and drama and will analyze recurrent patterns and themes in historically or culturally significant works. Students will read at least two novels and respond with a compare/contrast essay and character analysis. Students will gain skills necessary for competent writing and reading by focusing on the mechanics of language, vocabulary development and directed reading and writing. Students will complete a variety of writing activities, including narrative, expository, persuasive, informational, and descriptive writing that demonstrates research, organization, and drafting strategies. Students will respond orally to the literature in all genres.</p> <p>Although this honors course guides students to develop the same skills as <i>Into to Literature</i>, here the pace of the work, the sophistication (and thus difficulty) of literature studied, the need for independent learning, and the expectation of work quality (depth and breadth) increase.</p>		

71250 WORLD LITERATURE AND COMPOSITION		**UC APPROVED
*Required for all Sophomore students		
Grade Level: 10	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of college prep 9 th grade English		
<p>Course Description: This course will guide students through a progression of reading, analysis, and writing skills, building on the foundation of Intro to Literature (9th grade) and preparing students for the challenges of future coursework both in high school and in college. Systematic, progressive writing projects sharpen students' writing skills as they focus on structure, unity, coherence and the logic/psychology of effective argumentation. The study of culturally significant literature, both fiction and non-fiction, provokes both contemplation of the essential questions literature asks and comprehension of reading itself as we explore each author's purpose and craft.</p>		

71260 WORLD LITERATURE AND COMPOSITION HONORS		**UC APPROVED
Grade Level: 10	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion and strong performance in college prep 9 th grade English		
<p>Course Description This course will guide students through a progression of reading, analysis, and writing skills, building on the foundation of Intro to Literature (9th grade) and preparing students for the challenges of future coursework both in high school and in college. Systematic, progressive writing projects sharpen students' writing skills as they focus on structure, unity, coherence and the logic/psychology of effective argumentation. The study of culturally significant literature, both fiction and non-fiction, provokes both contemplation of the essential questions literature asks and comprehension of reading itself as we explore each author's purpose and craft.</p> <p>Although this honors course guides students to develop the same skills as <i>World Literature</i>, here the pace of the work, the sophistication (and thus difficulty) of literature studied, the need for independent learning, and the expectation of work quality (depth and breadth) increase.</p>		

71350 AMERICAN LITERATURE		**UC APPROVED
*Required for all Junior students unless taking AP English Language & Composition		
Grade Level: 11	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of college prep 10 th grade English		
<p>Course Description Students will study works by American authors from Puritan times to the present. Literature will include fiction and nonfiction selections, including works seminal to American history. Student compositions will be based on the readings and will encourage students to make precise, knowledgeable assertions about the readings, establishing the significance of the claims and substantiating them with evidence. Students will refine their use of research skills, which will be put to use in writing essays and making oral and electronic presentations. Students will work to develop and strengthen writing by planning, revising, editing, and rewriting. Students will write routinely over extended time periods.</p>		

71360 AP ENGLISH LANGUAGE & COMPOSITION		**UC APPROVED
Grade Level: 11	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion and strong performance in college prep 10 th grade English		
Advanced Placement courses have the expectation of a \$93 (cost may change) end of year exam.		
<p>Course Description: Students will read a variety of fiction and non-fiction works of literature. They will identify and explain an author's use of rhetorical strategies, speculating about authorial purpose in employing them. Students will increase their ability to apply effective strategies in their own writing; they will create and sustain arguments based on readings, research, and/or personal experience; they will demonstrate understanding and mastery of standard written English, as well as stylistic maturity in their own writings; they will write in a variety of genres and contexts, both formal and informal, employing appropriate conventions; they will produce expository and argumentative compositions that introduce a complex central idea and develop it with appropriate, specific evidence, cogent explanations, and clear transitions; and they will move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review. The AP exam will be offered in the Spring.</p>		

71450 BRITISH LITERATURE		**UC APPROVED
Grade Level: 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of college prep 11 th grade English		
<p>Course Description: This course will follow a historical progression from the first writings of early England through the present day, covering a survey of important genres, including essays, poetry, novels, and dramatic literature from the important authors, as well as experimentation of these forms by the student. This class will prepare students to work at a college level in all aspects of reading, writing, speaking and listening. Students will produce several research papers, in addition to in-depth analysis of various literary genres of British literature.</p>		

71460 AP ENGLISH LITERATURE & COMPOSITION		**UC APPROVED
Grade Level: 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion and strong performance in college prep 11 th grade English		
Advanced Placement courses have the expectation of a \$93 (cost may change) end of year exam.		
<p>Course Description: This course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Such reading is accompanied by thoughtful discussion and writing about those books in the company of classmates. Writing is also an integral part of this course. Assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Writing instruction includes attention to developing and organizing ideas in clear, coherent, and persuasive language. The AP Exam will be offered in the Spring.</p>		

79320 YEARBOOK		
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Familiarity with various computer design programs would be helpful, but not required. Students must be self-motivated, committed to excellence, able to follow directions, meet deadlines, and support out-of-class projects and activities.		
<p>Course Description: This is a year-long elective course. Students will learn and experience cutting edge Desktop Publishing, Graphic Design, and Typography using the latest publishing software. Students will research a market, create a product (yearbook), and produce and sell their product. Students will also learn photography, journalism, sales, advertising, public relations and teamwork. Students of advanced skills will be selected to serve as editors and thus assume additional time/commitment responsibilities. These students will be required to meet twice weekly for an editorial staff meeting, in addition to attending regular class meetings. Participation in additional fund-raising activities may be required.</p>		

71910 JOURNALISM		**UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
<p>Course Description: This is a year-long elective course that introduces students to media studies where they will learn principles and develop knowledge of Journalism including investigation and research, evaluating information, writing news, editing and editorializing, formatting, fonts, and feature writing. It will help students become more affluent in their analytical reading, expository writing, and oral communication.</p>		

LANGUAGE OTHER THAN ENGLISH DEPARTMENT

PHILOSOPHY

The world is rapidly changing, especially in terms of technology, communication, politics and culture. Clearly, language is the connection that better enables us to identify, express, tolerate cultures, and share our ideas and self with each other. At the Academy for Academic Excellence, the study of a second language allows students to successfully compete in an ever-changing world.

Two years of study of a second language are required starting with the class of 2020. The California State College system, and the University of California system recommends three years of the same language.

GOALS

The study of a second language allows students the opportunity to prepare themselves to successfully compete in today's world. We will assist your son or daughter to accomplish the following goals:

Develop an understanding and appreciation (oral, written comprehension, listening) of the second language. Various forms of technology will be employed including CD ROM language programs, the Internet, tapes, E-mail contacts and multi-media to refine these skills.

Encourage insight and appreciation of the second language as well as an understanding of the history, culture and people of that land.

Prepare your child to be successful in a dynamic world of the 21st century where communication, acceptance, and tolerance of others are necessary for success and a peaceful co-existence.

COURSE OFFERINGS

Spanish I
Spanish II
Spanish III
Spanish IV

COURSE DESCRIPTIONS

75110 SPANISH I		**UC APPROVED
Grade Level: 9,	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
Course Description: Spanish I is an introductory course for students who wish to learn a foreign language. It is intended to develop limited facility in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak fluently with accurate pronunciation and intonation, while fostering an appreciation of the culture.		

75120 SPANISH II		**UC APPROVED
Grade Level: 10,	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Spanish I		
Course Description: This course is designed to teach students listening, speaking, reading, and writing skills in preparation for advanced work. Students will be able to express themselves at a basic level in present and past tenses. Additional emphasis will be focused on reading comprehension and verbal expression in Spanish.		

75130 SPANISH III		**UC APPROVED
Grade Level: 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Spanish II		
Course Description: Spanish III is an advanced course in which students move towards fluency in the Spanish language by continuing to expand their vocabulary and making a more in-depth study of language structure. Spanish language literature is introduced.		

75140 SPANISH IV		
Grade Level: 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Spanish III		
Course Description: Spanish IV Honors is available to the student who has demonstrated proficiency in Spanish III. Prior to requesting this course, a conversation with the Spanish III teacher is advisable, to determine potential for success. This course expands and covers communicating in three modes: understanding Spanish when you read or hear it (interpretive communication), being able to present information in Spanish either by speaking or writing it (presentational communication), and communicating back and forth with someone else in Spanish (interpersonal communication). The following curriculum is presented: Vocabulary and expression in context, grammatical features, various listening, speaking, reading and writing activities. In addition to new material taught students are expected to use/recognize vocabulary and grammar structures from previous years. Cultural themes are also presented through literature which provides historical, geographical and political information. A final term paper or project will be required.		

MATHEMATICS DEPARTMENT

PHILOSOPHY

We believe in creating learning environments where students practice and acquire the knowledge of mathematics. We believe that students should be able to proficiently apply a range of numerical, algebraic, geometric, and statistical concepts and the skills to formulate, analyze, and solve real world problems. The learning environment will facilitate inquiry, use of technology and the exploration of real world phenomena. It will support continuous development of mathematical skills and the appreciation of mathematics as a discipline. Our mathematics program seeks to graduate students who will possess a sense of numbers, data analysis, spatial relationships, symbolic representations, and the ability to communicate mathematics with others.

GOALS

1. To help the student perform and master mathematical skills and algebraic processes.
2. To encourage students to seek precise solutions and use logical thinking.
3. To help students develop problem solving strategies and critical thinking skills.

COURSE OFFERINGS

Foundations Math
Integrated Mathematics 1A
Integrated Mathematics 1B
Integrated Mathematics I
Integrated Mathematics I Honors
Integrated Mathematics 2
Integrated Mathematics 2 Honors
Integrated Mathematics 3
Integrated Mathematics 3 Honors
Trigonometry Honors
AP Calculus AB
AP Statistics
Business Math

DEPARTMENT POLICIES

1. Students passing one level of mathematics may not enroll in courses at a lower level.
2. Students in courses designated as year courses must pass both semesters in order to advance to the next level.
3. Students in college prep math courses must maintain at least a C average in order to advance to the next level. Any grade lower than 70% indicates deficiencies that have been observed to cause failure in subsequent math courses.
4. It is recommended that 9th grade students take only one level of advanced math during their freshman year. If a student wishes, however, to petition for two levels of math coursework during the first year of high school then the student must request approval from Department Chair.

COURSE DESCRIPTIONS

72117 INTEGRATED MATHEMATICS 1A		**UC APPROVED
Grade Level: 9, 10, 11	Course Length: Year	Credits: 5 per semester
Prerequisites:		
<p>Course Description: Integrated Mathematics 1A is the first year of the Mathematics 1 A/B four semester course which builds and strengthens students’ conceptual knowledge of functions, linear functions, equations, inequalities, sequences, and basic exponential functions.</p> <p>The purpose of this four semester course is to develop students’ ability to think mathematically and develop their conceptual understanding of mathematics and procedural fluency in mathematics. The course builds upon the basic algebraic and arithmetic knowledge that students gained in middle school. Students continue reviewing and developing skills to understand and apply concepts graphically, numerically, algebraically, and verbally. The essential topics covered in this course will deepen students’ understanding of linear relationships by comparing them with exponential and quadratic relationships by allowing them to utilize skills that deal with data collection, graphical representations, and analysis of numerical relationships. Additional critical areas will provide students with a formalized view of mathematics by extending students’ knowledge of geometrical figures that were learned in prior grades. Students will apply properties of theorems of congruence to geometrical figures in order to develop skills that deal with justifying steps and communicating logically when solving a problem independently or cooperatively. The course will tie together algebraic and geometrical concepts so that students experience mathematics as a comprehensible, logical, and applicable topic that will be a useful tool when solving problems in the real world.</p>		

72118 INTEGRATED MATHEMATICS 1B		**UC APPROVED
Grade Level: 9, 10, 11	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Integrated Mathematics 1A		
<p>Course Description: Integrated Mathematics 1B is the second year of the Mathematics 1 A/B four semester course which builds and strengthens students’ conceptual knowledge of functions, systems of linear equations, systems of linear inequalities, one variable descriptive statistics, correlation and residuals, analyzing categorical data, mathematical modeling, and both coordinate and transformational geometries.</p> <p>The purpose of this four semester course is to develop students’ ability to think mathematically and develop their conceptual understanding of mathematics and procedural fluency in mathematics. The course builds upon the basic algebraic and arithmetic knowledge that students gained in middle school. Students continue reviewing and developing skills to understand and apply concepts graphically, numerically, algebraically, and verbally. The essential topics covered in this course will deepen students’ understanding of linear relationships by comparing them with exponential and quadratic relationships by allowing them to utilize skills that deal with data collection, graphical representations, and analysis of numerical relationships. Additional critical areas will provide students with a formalized view of mathematics by extending students’ knowledge of geometrical figures that were learned in prior grades. Students will apply properties of theorems of congruence to geometrical figures in order to develop skills that deal with justifying steps and communicating logically when solving a problem independently or cooperatively. The course will tie together algebraic and geometrical concepts so that students experience mathematics as a comprehensible, logical, and applicable topic that will be a useful tool when solving problems in the real world.</p>		

72110 INTEGRATED MATHEMATICS 1		**UC APPROVED
Grade Level: 9, 10, 11	Course Length: Year	Credits: 5 per semester
Prerequisites: Math 8 or equivalent		
<p>Course Description: Integrated Mathematics 1 is the first of a three-year sequence of courses designed to prepare students for a rigorous college curriculum. It uses a problem-based approach with concrete models. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts using the Eight Mathematical Practices and meets all of the California Common Core State Standards. Units of study include relationships between quantities, linear and exponential relationships, reasoning with equations, descriptive statistics, congruence proof and construction and connecting Algebra and Geometry through coordinates. Integrated Mathematics I uses the Carnegie Learning curriculum, which is researched, based, promotes conceptual understanding, provides rigor and is in alignment with the Common Core State Standards.</p>		

72115 INTEGRATED MATHEMATICS 1 HONORS		**UC APPROVED
Grade Level: 9,10	Course Length: Year	Credits: 5 per semester
Prerequisites: Math 8 Honors or equivalent		
<p>Course Description: Integrated Mathematics 1 Honors is a 3-year course of study that blends Algebra, Geometry, Algebra II and Statistics. Its emphasis is on students building conceptual understanding and making connections across the mathematics spectrum. The pace, rigor and expectations for students in Integrated Mathematics I Honors are higher. Students will be assigned semester projects and be required to keep an interactive notebook. Areas of study include Quantities and Relationships, Graphs, Functions, Equations and Inequalities, Sequences, Systems of Equations and Inequalities, Mathematical Modeling, Data Analysis, Coordinate and Plane Geometry, Congruency and Logic. Integrated Mathematics I uses the Carnegie Learning curriculum, which is researched, based, promotes conceptual understanding, provides rigor and is in alignment with the Common Core State Standards.</p>		

72120 INTEGRATED MATHEMATICS 2		** UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion and strong performance in Integrated Mathematics 1 or equivalent		
<p>Course Description: Integrated Math 2 is the second course in the three-course Integrated Mathematics series. This course focuses on increasing students' complete mathematical understanding as they work with geometric relationships, coordinate planes, trigonometric ratios, and quadratic functions.</p>		

72125 INTEGRATED MATHEMATICS 2 HONORS		**UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion and strong performance in Integrated Mathematics 1 Honors or equivalent		
Course Description: Integrated Math 2 honors is the second course in the three-course Integrated Mathematics Honors series. This course focuses on increasing students' complete mathematical understanding as they work with geometric relationships, coordinate planes, trigonometric ratios, and quadratic functions. As this is an honors course, students will be expected to analyze, synthesize and problem solve at a higher level. Advanced projects and problem-solving assignments will be used to encourage students to think more in-depth about the mathematical concepts.		

72130 INTEGRATED MATHEMATICS 3		**UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Integrated Mathematics 2 or Integrated Mathematics 2 Honors with a "C" or better.		
Course Description: Mathematics 3 is the third course of a three course integrated math sequence. For the Mathematics III course, instructional time will focus on the following critical areas: extend the laws of exponents to rational exponents; apply methods from probability and statistics to draw inferences and conclusions from data; expand understanding of functions to include polynomial, logarithmic, rational, and radical functions; expand trigonometry to include general triangles, radian measure, trigonometric functions whose domain is all real numbers; and consolidate functions and geometry to create models and solve contextual problems. In this course, students delve deeper into the mathematics presented in Mathematics 2. Students are introduced to rational functions and learn to compare them to linear, exponential, and quadratic functions that were studied in Mathematics 1 and 2. Students will study trigonometric functions and apply this knowledge to model simple periodic phenomena. As students study higher mathematical topics, they focus on fluency and understanding of mathematical concepts graphically, numerically, algebraically, and verbally. This course pushes students to comprehend theoretical knowledge as well as applications of where and how they will be able to use their math knowledge as a tool for problem solving. Students who successfully complete this course will be prepared to take AP Statistics, pre-calculus, or calculus.		

72130 INTEGRATED MATHEMATICS 3 HONORS		**UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Integrated Mathematics 2 or Integrated Mathematics 2 Honors with a “C” or better and teacher recommendation.		
<p>Course Description: Mathematics 3 Honors is the third course of a three-course sequence directly leading to Calculus by incorporating pre-calculus standards throughout the Mathematics III honors course. The instructional time will focus on the following critical areas: extend the laws of exponents to rational exponents; apply methods from probability and statistics to draw inferences and conclusions from data; expand understanding of functions to include polynomial, logarithmic, rational, and radical functions; expand trigonometry to include general triangles, radian measure, trigonometric functions whose domain is all real numbers; and consolidate functions and geometry to create models and solve contextual problems. In this course, students delve deeper into the mathematics presented in Mathematics II. In Integrated Math 3 Honors Students will be immersed in a problem solving environment that will allow them to consider solutions through algebraic, graphical or computer based, and tabular or recursive based evidence. Projects will be incorporated to develop a deeper understanding of the concepts and provide an additional challenge to the honors environment. Students are introduced to rational functions and learn to compare them to linear, exponential, and quadratic functions that were studied in Mathematics I and II. Students will study trigonometric functions and apply this knowledge to model simple periodic phenomena. As students study higher mathematical topics, they focus on fluency and understanding of mathematical concepts graphically, numerically, algebraically, and verbally. This course pushes students to comprehend theoretical knowledge as well as applications of where and how they will be able to use their math knowledge as a tool for problem solving. Students who successfully complete this course will be prepared to take AP Statistics, or calculus.</p>		

72760 TRIGONOMETRY HONORS		**UC APPROVED
Grade Level: 11,12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Integrated Mathematics 2 or Integrated Mathematics 2 Honors with a grade of “B” or higher		
<p>Course Description: This is an advanced course that covers all basic topics of Trigonometry, in addition to Statistics, Probability, Analytic Geometry, and Algebra II. Minor topics include Complex Numbers, Radical Equations, Inductive and Deductive Reasoning, Rectangular and Polar Coordinate Conversion, Formal Proofs, Advanced Word Problems, Reciprocal Functions, Logarithmic and Anti-logarithmic Equations, Trigonometric Equations, Factorial Notation, Unit Circle, Vector Mathematics, Summation Notation, Radian Measure, Unit Multipliers, Matrix Manipulation and Conics.</p>		

72860 AP CALCULUS AB		**UC APPROVED
Grade Level: 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion and strong performance in Trigonometry Honors. Advanced Placement courses have the expectation of a \$93 (cost may change) end of year exam.		
Course Description: The AB Calculus course covers the basic concepts of Calculus, including limits of a function, continuity slope, multiple derivatives, and indefinite and definite integrals. Applications include the ability to compute area, volume, arc length, rate of change, related rates, force and work; all under dynamic conditions. Strong Algebra, Trigonometry and Geometry skills will be used to examine functions graphically, numerically, analytically, and verbally. The course will prepare students for the Calculus AB test, which can earn college credits with successful scores.		

72900 AP STATISTICS		** UC APPROVED
Grade Level: 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion and strong performance in Algebra II Advanced Placement courses have the expectation of an \$93(cost may change) end of year exam.		
Course Description: The topic for Statistics is divided into four major themes: exploratory analysis, planning and conducting a study, probability and statistical inference. The course is an activity-based course in which students actively construct their own understanding of the concepts and techniques of statistical analysis.		

72920 BUSINESS MATH		**UC APPROVED
Grade Level: 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Integrated Math 1 or equivalent		
Course Description: The goal of this course is to guide students in building a strong foundation in logical thinking and problem solving that will enable them to make good decisions concerning matters of money and finance in their daily lives. Students will use technology that will allow them to present the skills and knowledge they gain from this course and apply them to real-life situations. Students are introduced to such everyday life skills as calculating retail discounts, budgeting expenses, making cost comparisons, buying and renting a home, calculating the cost of operating a motor vehicle, and many others related to real-world finances. Basic business matters, including borrowing money, investing, and calculating business profits and losses, accounting, ROI, finance ratios, beginning marketing statistics, and market elasticity are also included.		

SCIENCE DEPARTMENT PHILOSOPHY

Science is an important part of education in the life of each of our students. We encourage parents and students to keep in mind that studying science is not merely an excellent way to prepare for a career, but also represents an opportunity to gain a better understanding and a fuller appreciation of the world in which we live. Such knowledge protects us from being misled and allows us to make informed decisions. Informed decision-making must surely be one of the most vital responsibilities of citizenship in a democratic society.

As important as science is, it is often *misunderstood and misused* in our society and *by society*. In society today there are many theories that have largely been accepted by the general public as scientific fact, when in actuality, they are attempts to explain nature, the past, present natural phenomenon, possible future events; models that help scientists explain laws, facts, and observations in order to make *useful* predictions about the natural world. *Theories can never be proven*. Scientific laws, on the other hand, describe natural phenomenon and are based on empirical support (experimentally derived evidence). Laws help us predict facts. *Neither theories nor facts become laws*. Facts are detailed descriptions of patterns or trends. *Laws do not become facts*. Theories, laws, and facts do not evolve one into the other, they are created using the scientific method through investigation, trial and error. The true scientists accept theories with the idea that there could be another explanation or model that can explain some aspect of the natural world. At the AAE we encourage students to carefully practice the art of scientific inquiry as they internalize the body of knowledge that science as provided them in the hope that it will provide useful guidance throughout their lives.

GOALS

In each course, the Science Department provides:

1. A stimulating rigorous and thought provoking curriculum
2. Investigations, laboratory experiences, outdoor activities and inquiry based projects that emphasize the development of science-based skills (procedural knowledge), working within and among the greater community of scientists (i.e. with Mojave Water Agency, California Turtle and Tortoise Club, National Fish and Wildlife, California Department of Fish and Wildlife, NASA, JPL, BLM), critical thinking, and the scientific method
3. Encouragement to consider education as a lifelong experience
4. A scientific knowledge base (declarative knowledge) that will lead to successful career choices
5. Reasons to respect the balance between humanity and the natural environment
6. Opportunities to use a variety of technologies related to science.

COURSE OFFERINGS

Integrated Science I
Integrated Science I Honors
Integrated Science 2
Integrated Science 2 Honors
Integrated Science 3
Integrated Science 3 Honors
Human Anatomy & Physiology
Biology Honors
Introduction to Observational Astronomy

COURSE DESCRIPTION

73110 INTEGRATED SCIENCE I		**UC APPROVED
Grade Level: 9	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Middle School Science		
Course Description: The 9 th grade high school science course, is based on an integrated grouping of Next Generation Science Standards (NGSS) that will introduce students to life, earth, space and physical sciences. Students will be learning to define and delimit engineering problems while being asked to develop possible solutions and considering how their solutions can be optimized.		

73112 INTEGRATED SCIENCE I HONORS		**UC APPROVED
Grade Level: 9	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Middle School Science		
Course Description: The 9 th grade high school science course, is based on an integrated grouping of Next Generation Science Standards (NGSS) that will introduce students to life, earth, space and physical sciences. Students will be learning to define and delimit engineering problems while being asked to develop possible solutions and considering how their solutions can be optimized. Required component to be completed each semester: A student-led, independent STEAM (Science, Technology, Engineering, Arts or Mathematics) activity that is determined through a written hypothesis and is problem/research-based, The resulting product or products must be a publishable report and/or a competition ready experiment-based conclusion(s) and/or a competition ready product/prototype that could/would be entered in a school, county, state or special interest-based science competition.		

73120 INTEGRATED SCIENCE 2		**UC APPROVED
Grade Level: 10	Course Length: Year	Credits: 5 per semester
Prerequisites: Completed or enrolled in Integrated Math I		
Course Description: This science course continues to build on the integrated grouping of Next Generation Science Standards (NGSS). Topics covered will include: The Universe and it's stars, The Nature of Energy from the Sun, Cellular Energy. Climate Change, Nutrition,- and Genetic Technology/GMO's.		

73122 INTEGRATED SCIENCE 2 HONORS		**UC APPROVED
Grade Level: 10	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Integrated Science 1 or Integrated Science 1 Honors with a B or better. Completed or enrolled in Integrated Math I		
<p>Course Description: This science course is based on an integrated grouping of Next Generation Science Standards (NGSS) that introduce students to life, earth, space and physical sciences. Students will be learning to define and delimit engineering problems while being asked to develop possible solutions and considering how their solutions can be optimized.</p> <p>Required component(s) to be completed each semester: A student-led, independent STEAM (Science, Technology, Engineering, Arts or Mathematics) activity that is determined through a written hypothesis and is problem/research-based. The resulting product or products must be a publishable report and/or a competition ready experiment-based conclusion(s) and/or a competition ready product/prototype that could/would be entered in a school, county, state or special interest-based science competition.</p>		

73130 INTEGRATED SCIENCE 3		** UC APPROVED
Grade Level: 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Integrated Science 2, completed or enrolled in Integrated Math I		
<p>Course Description: This science course continues to build on the integrated grouping of Next Generation Science Standards (NGSS). Topics covered will include: (1) the roles that fusion and fission play in converting matter into energy and energy into matter, (2) theories related to Earth formation and change over time, (3) the carbon cycle and co-development of Earth systems, (4) climate and climate change, (5) the advancement and survival of life on a changing planet, (6) the impact of human activity of Earth systems, (7) the value Earth's biodiversity and the challenges of protecting it.</p>		

73132 INTEGRATED SCIENCE 3 HONORS		** UC APPROVED
Grade Level: 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Integrated Science 2 or Integrated Science 2 Honors with a grade of B or above. Completed or enrolled in Integrated Math I		
<p>Course Description: This science course is based on an integrated grouping of Next Generation Science Standards (NGSS) that introduce students to life, earth, space and physical sciences. Students will be learning to define and delimit engineering problems while being asked to develop possible solutions and considering how their solutions can be optimized.</p> <p>Required component(s) to be completed each semester: A student-led, independent STEAM (Science, Technology, Engineering, Arts or Mathematics) activity that is determined through a written hypothesis and is problem/research-based. The resulting product or products must be a publishable report and/or a competition ready experiment-based conclusion(s) and/or a competition ready product/prototype that could/would be entered in a school, county, state or special interest-based science competition.</p>		

73270 ANATOMY & PHYSIOLOGY		**UC APPROVED
Grade Level: 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion and strong academic performance in Integrated Science 2		
Course Description: Human Anatomy and Physiology explores the systems comprising the human body by emphasizing physiological mechanisms and a thorough understanding of human anatomy. An emphasis is placed on the inter-relatedness of such systems as the skeletal, muscular, nervous, and circulatory. This course is recommended for those pursuing a career in the health sciences. This course will largely be structured around lecture/discussion/group-work activities that will support a developing but substantial laboratory component, including a fetal pig dissection.		

73255 BIOLOGY HONORS		* UC APPROVED
Grade Level: 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion and strong academic performance in Integrated Science 2 & 3. If taking as a Junior, must take concurrently with Integrated Science 3		
Course Description: Honors Biology has been designed to prepare an 11th or 12th grade student for the content, rigor and pace of a typical college freshman biology course (this course is modeled after elements common to the University of California's intensive freshman biology course BIOL 005) which covers the biochemical, structural, metabolic, and genetic aspects of cells (BIOL 005A), developmental biology, physiology, and regulation at the level of the organism (BIOL 005B and finally population dynamics, community ecology, population genetics, and evolutionary theory (BIOL 005C). The text be used is commonly used for AB Biology and college introductory freshman biology courses like UCR's BIOL 005. This course will include lab work and student-led research opportunities. The pace of this course will proceed at the pace that students naturally and successfully master the necessary fundamental concepts that the advanced concepts are based on.		

73945 INTRODUCTION TO OBSERVATIONAL ASTRONOMY		* UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
<p>Prerequisites: Successful completion Integrated Science 1 & 2. If taking as a Sophomore, must take concurrently with Integrated Science 2. If taking as a Junior, must take concurrently with Integrated Science 3, but otherwise there are no formal prerequisites.</p>		
<p>Course Description: This course is designed to provides learners with a “hands-on” introduction to observational astronomy applying all the math, science, reading, writing and research skills typically covered and used during high school. The course objective is to learn how we know what we know about the universe, and to learn how to observe the universe using binoculars, optical telescopes and radio telescopes. Coursework will include a mix of reading, discussion and direct observation. Evening observations opportunities at the Apple Valley Center for Innovation’s Luz Telescope will depend on each students area of declared interest (optical, solar, radio). Planned exercises include five or six observational activities using binoculars, an 8” telescope, using the Goldstone Apple Valley Radio Telescopes (DSS-28 & DSS-13) starting with some star gazing and constellations and progressing to observations of star clusters, nebulae, black holes, quasars, pulsars, solar system objects, solar observations, and lunar photography. The in-class labs and homework includes a selection of exercises such as: experiments in navigating by the stars; construction and use of simple instruments such as optical spectrosopes; laboratory spectroscopy; experiments in optics; experiments in planetary cratering; collection and study of micrometeorites; analyses of planetary, solar, and lunar images obtained by the class and measuring the diameter of Earth and the distance to the sun.</p>		

73940 SPACE SCIENTIST		ELECTIVE
Grade Level: 9,10,11,12	Course Length: Year 5 credits per semester	
<p>Prerequisites: Recommendation from previous math and/or science teacher.</p>		
<p>Course Description: This is a year-long elective course. This course will explore topics in Astronomy and Space Exploration. Requirements include the developing of an Astronomer’s Journal, researching current events in Astronomy and Space Exploration of a project of individual interest. In addition Public Viewings and observations of the night sky will be required which may be in the late evening or early morning hours. An emphasis of this course is becoming proficient in operation of radio telescopes and active participation in GAVRT projects that support NASA/JPL missions.</p>		

SOCIAL SCIENCE DEPARTMENT

PHILOSOPHY

Helping students understand their relationship to the world, nation, and local community is the primary concern of the Social Science Department.

Courses in history and government are designed to broaden the individual's awareness of how various human social systems have developed and presently function.

GOALS

Students will develop a better understanding of:

1. Their obligation to the world, nation, and local societies to which they belong.
2. The interrelationships that exist between all peoples in the world – and the necessity that exists for cooperation between all peoples;
3. How our country has developed into a world leader and the obligations that go along with that status.

COURSE OFFERINGS

World History Culture and Geography

AP World History

United States History

AP US History

American Government

AP American Government

Economics

AP European History

Psychology

COURSE DESCRIPTIONS

74250 WORLD HISTORY, CULTURE AND GEOGRAPHY		**UC APPROVED
Grade Level: 10	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
<p>Course Description: This course provides an in-depth study of World History from the Enlightenment to the 1960's. Students will study Western and non-western cultures with stresses in critical thinking, analytical skills, and exploring primary and secondary sources with emphasis on writing. Political, geographic, social, and cultural events are incorporated into the historical cause and effects. The main themes of the 10th grade World History will be: 1 The Enlightenment and its effect on democracy, which include readings from the great Enlightenment thinkers. 2 The rise of industrialization and its impact on society and various cultures and how the rise of global industrialization developed the different political, economic, and artistic thoughts. 3 The conquest of the world by western countries and the spreading of Western thought and economies through imperialism and the competition for these colonies. 4 The causes, development, and results of WWI in terms of the governments' implementation of total war, the heroic efforts of the individual soldiers, and the modernization of military. 5 The rise of totalitarianism as a result of WWI, the Great Depression and the development of the demise of the relationship between democracies and totalitarianism. 6 The causes, course, and results of WWII in terms of the magnitude of war, technology, and crimes committed during the war, and the major theaters of the war. 7 The Cold War and the policies instituted as a result of the different ideologies between capitalists and communists (example: Korea and Vietnam).</p>		

74250 AP WORLD HISTORY		* UC APPROVED
Grade Level: 10	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion and strong performance in college prep courses.		
Advanced Placement courses have the expectation of a \$93 (cost may change) end of year exam.		
<p>Course Description: In this course students will investigate significant events, individuals, developments, and processes in historical periods ranging from approximately 8000 B.C.E. to the present. Students will analyze primary and secondary sources, develop historical arguments; make historical comparisons; and use reasoning about contextualization, causation and continuity and change over time. Students will explore five themes throughout the course making connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansions, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.</p>		

74350 UNITED STATES HISTORY		**UC APPROVED
Grade Level: 11	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
<p>Course Description: This course provides an in depth study of US History and the major events of the 20th century. Following a review of the nation’s beginning and the impact of the Enlightenment of US democratic ideals, students build upon their study of 10th grade global industrialization and understand the emergence and impact of new technology and a corporate economy, including its social and cultural effects. Students will examine the emerging role of the US as a world power (example: World War I, World War II). The internal struggle of the US in its movement towards equal rights for racial minorities and women. The change in the ethnic composition of American society. The expanding role of the federal government and federal courts in American society. Philosophy: Helping students to understand their relationship to the world, nation, and local community is a primary concern of the Social Science Department. Courses in history and government are designed to broaden the individual’s awareness of how various human social systems have developed and presently function.</p>		

74360 AP U.S. HISTORY		**UC APPROVED
Grade Level: 11	Course Length: Year	Credits: 5 per semester
Prerequisites: Strong performance in previous college prep courses.		
Advanced Placement courses have the expectation of a \$93(cost may change) end of year exam.		
<p>Course Description: The AP program in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.</p>		

74450 AMERICAN GOVERNMENT		**UC APPROVED
Grade Level: 12	Course Length: Semester	Credits: 5 per semester
Prerequisites: None		
<p>Course Description: Students will look at government beyond the textbook. Studies will be structured to evaluate government from a problem area approach that will break our Federal system down into sections of study (the legislative process, role of the Supreme Court, political parties, foreign affairs, etc). Individual research and supplementary reading will be required, and students will tie their previous knowledge of United States and the World History to the problems and successes of our American system of Government. Students will take a detailed academic journey into the study of the representative republican form of democracy known as the United States of America, from 1585 to present. Students will read and demonstrate an understanding of the Mayflower Compact, selected readings from the Federalist Papers, the Constitution, Declaration of Independence, Bill of Rights and other historic documents. They will demonstrate academic Knowledge of the historic, economic, political and religious influence associated with this time period and the ramifications these actions incorporated into the fabric of American life. This course requires a higher level of written and oral expression than most classes and is designed to be helpful in preparing students for college and for life as American Citizens.</p>		

74460 AP AMERICAN GOVERNMENT		**UC APPROVED
Grade Level: 12	Course Length: Semester	Credits: 5 per semester
Prerequisites: Strong performance in previous college prep courses Advanced Placement courses have the expectation of a \$93(cost may change) end of year exam.		
<p>Course Description: This course provides an analytical perspective on government and politics in the United States. The course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality.</p>		

74550 ECONOMICS		**UC APPROVED
Grade Level: 12	Course Length: Semester	Credits: 5 per semester
Prerequisites: None		
<p>Course Description: This course will provide students with an understanding of basic economic concepts and theory. Emphasis is placed on the study of Microeconomics. Topics covered will include scarcity, allocation of resources, economic systems, supply and demand analysis, firms, and the market structure. Students will master fundamental economic concepts and apply the tools (graph, statistics, equations) from other areas to the understanding of the operations.</p>		

74270 AP EUROPEAN HISTORY		** UC APPROVED
Grades: 11,12	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
Advanced Placement courses have the expectation of a \$93 (cost may change) end of year exam.		
Course Description: The study of European history since 1450 introduces students to cultural, economic, political and social developments that played a fundamental role in shaping the world in which they live. The goals of the AP program in European History are to develop (a) an understanding of some of the principle themes in modern European history, (b) an ability to analyze historical evidence, and historical interpretation, and (c) and ability to express historical understanding in writing.		

74950 PSYCHOLOGY		**UC APPROVED
Grades: 10,11,12	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
Course Description: This is a year-long elective course. In this course, students are introduced to the basics in Psychology. During this year-long course, students will be expected to gain a basic understanding of some of the fundamentals in Psychology in hopes that they will be familiar with terms and concepts if taking a similar introductory course in college. Topics covered will include but are not limited to: human behavior and development, the scientific method in Psychology, surveys, collecting data, analyzing results, sensation and perception, consciousness, learning, memory, cognition, intelligence, personality, social influences, motivation, abnormalities, and psychological disorders.		

AP Capstone

AP Capstone™ is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.

AP Capstone is comprised of two AP courses — **AP Seminar** and **AP Research** — and is designed to complement and enhance the discipline-specific study in other AP courses. Participating schools can use the AP Capstone program to provide unique research opportunities for current AP students, or to expand access to AP by encouraging students to master the argument-based writing skills that the AP Capstone program develops. Completion of the two AP Capstone courses with a score of 3 or higher on the exam, plus the passing of four additional AP courses with a score of 3 or higher on the exams during a high school career will earn the student an AP Capstone Diploma. AP Seminar is designed for juniors and AP Research for seniors. Seniors may take AP Research without AP Seminar as a pre-requisite but recognize the AP Capstone diploma could no longer be earned. The courses may not be taken concurrently.

75550 AP Capstone Seminar		
Grade Level: 11	Course Length: Year	Credits: 5 per semester
Prerequisites:		
Course description: AP Seminar is a year-long course that has students investigate real-world issues from multiple perspectives. Students learn to synthesize information from different sources, develop their own lines of reasoning in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team.		

75555 AP Capstone Research		
Grade Level: 11	Course Length: Year	Credits: 5 per semester
Prerequisites:		
Course description: AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question.		
In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.		

ASSOCIATED STUDENT BODY (ASB)

The Student Leadership Class is required for all elected or appointed student officers as outlined in the Associated Student Body's Constitution. It affords practical experience in democratic leadership through management of student government. It provides opportunities to study the meaning and techniques of parliamentary procedures, state law, school finance (problems of income and expenditures), group processes, the objectives of the American Education system, the principles of human behavior, and the many challenges of school administration. Furthermore, it affords student leaders opportunities to develop and practice speaking and writing skills; to improve in peer relationships; to work with peers of diverse backgrounds and attitudes; to recognize the necessity of courtesy, poise, and appearance; to share responsibilities with adults; and, to develop a further appreciation for law and order. Student leadership class provides for self-evaluation and for evaluation of individual and group activities.

79310 ASSOCIATED STUDENT BODY (ASB)		
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: By Application		
Course Description: This course will equip students to be leaders that are capable of communicating with others, making decisions, meeting deadlines and promoting ideas. Students will learn to be responsible citizens in the community through volunteer service learning projects.		

SPECIAL NEEDS DEPARTMENT

The Special Needs Department offers math and reading programs designed for students with special needs. These programs provide access to the core curriculum for students who require assistance beyond the regular classroom. Programs offered through this department include Specialized Academic Instruction.

The SAI program works with students from one to two periods per day in reading, written language and/or math. Parents are responsible for bringing their students each day and on time for the classes. Once a student is in the program, he or she will be tested annually to chart academic progress and an Individualized Educational Planning meeting (IEP) will be held to discuss the student's progress and plan annual goals and objectives.

Our SAI program is a full-day, five-day a week placement. These students are non-severe but require a more restrictive placement in order to make optimum progress. Annual testing and IEP meetings are also held to discuss progress and plan goals and objectives.

PHILOSOPHY

Reading, writing and math are an important part of everyone's life. Good reading, writing and math skills increase a student's chance for success in school and later in a career.

GOALS

1. To bring students back up to grade level by using small groups, direct, intensive teaching;
2. To increase each student's academic levels as measured by standardized tests;
3. To increase each student's individual work study skills (includes homework responsibility) as measured by teacher observations and checklists of progress;
4. To increase each student's individual test taking skills as measured by teacher observation, student work samples, and informal assessments; and
5. To increase overall student's skills according to the individual Education Program (IEP).

MAJOR OUTCOMES

Students will:

1. Read a variety of materials and write effectively, in both individualized and class guided format;
2. Build decoding and encoding skills which will enhance reading ability;
3. Use direct instruction to develop reading, writing and mathematics skills;
4. Apply mathematical concepts in a variety of settings;
5. Demonstrate understanding of a variety of writing purposes;
6. Develop and increase oral and silent reading rate for improved fluency;
7. Demonstrate understanding of content materials in reading, writing and mathematics at the student's appropriate grade level; and
8. Demonstrate competency of Common Core standards depending on student's Individual Education Program (IEP).

Special Needs classes count for credit on the student's transcripts.

VISUAL AND PERFORMING ARTS DEPARTMENT

Performance and Presentation Standards

As the visual and performing arts department has grown, we have become increasingly aware that groups and students that perform or produce artistic elements at the Academy for Academic Excellence are representing the school and need to be accountable for a high level of performance. Therefore, we have adopted the general standard of “Quality, not Quantity” for all performances and artistic creations, both on and off campus. The policy terms are as follows:

1. Not all VPA classes are deemed performance groups, such as dance, strings, keyboard, guitar, art and some components of drama. They *may* perform at the teacher’s discretion.
2. Choir and Band are performance groups.
3. Cancellations may be necessary for groups not ready to perform with excellence.
4. Performing is a privilege for hard working students. Individual instructors will provide alternate assignments for students who have not met performance standards.
5. VPA staff has the freedom to give informative feedback into each other’s programs as a check and balance for quality and appropriateness.
6. Students will NOT be allowed to perform at any visual and performing arts event without prior screening of the performance by the instructor. No exceptions!
7. Disciplinary action may be taken against any student who performs an unauthorized act or actions at any VPA event.
8. It is our goal to produce shows of quality and be mindful of program length. Again, our goal is quality, not quantity.
9. Teachers will develop high standards of performance for each of their applicable classes and make students aware of expectations.
10. The VPA Academic Lead and/or the Principal/Vice Principal will make the final decision in regards to appropriateness.

ART PROGRAM

Philosophy

Art is a vital and vibrant part of education. All of the art courses offered provide students with the opportunity to develop deeper knowledge and skills in art, and are designed to build from one year to the next starting in middle school. The art program is designed to promote creativity, problem solving, self-expression, and an appreciation for the arts. Students will have the opportunity to experience many different art media in their chosen class, and develop their personal artistic style. Throughout their experience students will build a knowledge and understanding of art history, influential artists, art vocabulary, color theory, and the elements of art and principles of design through the study and application of the learned concepts.

GOALS

Art students will be assisted to develop:

1. Their own creative and self-expressive style.
2. Problem solving and brain storming skills.
3. A lasting understanding and application of art vocabulary and learned skills.
4. Creative and communicative skills resulting in original works of art.
5. Skills, experience, and knowledge in regards to art materials and several tools.
6. An appreciation of art history and knowledge of past and current artists, art movements, and art styles.
7. An understanding of how art influences other curricular subjects as well as in their personal lives.
8. Responsibility and time management in the pursuit of meeting set deadlines.
9. A solid foundation in art and creative expression, which prepares the student for college level art courses and personal artistic pursuits.

All art classes are year courses. Students may enroll in more than one art course only with the approval of the counselor, parent, and teachers involved.

The art faculty feels that it may not be in students' best interest if they repeat the same course at the same level of class. Student are encouraged to pursue a 2nd level (drawing II, painting II, or sculpture II) if a subject is repeated.

Some Art courses are offered as combinations classes. When this happens, the class will be structured to include both art disciplines. All students will be required to work on all projects as outlined and presented by the teacher in combined courses.

COURSE DESCRIPTIONS

76385 INTRODUCTION TO ART		**UC APPROVED
Grade Level: 9	Course Length: Year	Credits: 5 per semester
Prerequisites:		
<p>Course Description: This is an intermediate course, which is designed to build on the skills the student learned in Sculpture I. The student will continue the discipline and exploration of sculpture and various sculpture media. Students will refine their application of 2-D crossovers, color theory, elements of art, and principles of design while making personal and creative choices. The students will build on previously learned 3-D art skills and art movements, styles, and history, while developing a personal style through creative expression. The students will also develop and explore new skills and materials by applying these to new creative challenges and projects.</p>		

76350 PAINTING I		**UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Intro to Art preferred, but not required.		
<p>Course Description: This course is designed for students who want to learn to paint through simple exercises and gradual skill building assignments. The student will develop their visual perception and creative abilities and further their study in composition, elements of art and principles of design. The course will emphasize the basic elements of color as it relates to painting and some basic drawing skills. The course will also focus on color theory, color mixing, paint manipulation, and the application of the elements of art and principles of design while creating original works of art. The students will explore various painting techniques through the use of ink, acrylic paint, and watercolor paint. Students will also explore and apply the knowledge of art history, art movements, and influential artists of the past and present.</p>		

76355 PAINTING II		**UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Painting I, or equivalent, required.		
<p>Course Description: This intermediate course is designed to continue the discipline of painting for the students, and refine their painting skills, application of color theory, elements of art, and principles of design. The students will build on previously learned 2-D art skills and art movements, styles, and history, while developing a personal style through creative expression. The students will also develop and explore new skills and materials by applying these to new creative challenges and projects, while using acrylic paint, oil paint, watercolor paint, as well as stretched canvas.</p>		

76355 PAINTING III		
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Painting I and II, or equivalent, required.		
Course Description: This course is designed for students with a solid painting foundation and can demonstrate knowledge of 2-D art skills, art vocabulary, color theory, and the elements of art and principles of design. Students should also be proficient in several drawing and painting techniques as well as art history, artists, and movements. Student should be able to work independently on teacher directed and self developed projects. Students will experience college level responsibilities when developing and producing their artwork by selecting and executing projects in their preferred materials, by making personal creative choices, and in meeting set deadlines. Students completing this course should be able to move onto college level courses with the necessary knowledge and experience to participate beyond a high school level.		

76370 DRAWING I		**UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Intro to Art preferred, but not required.		
Course Description: This course is designed for students who want to learn to Draw through simple exercises and gradual skill building assignments. The student will develop their visual perception and creative abilities and further their study in composition, elements of art and principles of design. The course will emphasize the basic elements of color as it relates to drawing along with basic drawing skills. The course will also focus on color theory, and the application of the elements of art and principles of design while creating original works of art. The students will explore various drawing techniques through the use of graphite pencil, color pencil, charcoal, pastels, and ink. Students will also explore and apply the knowledge of art history, art movements, and influential artists of the past and present.		

76375 DRAWING II		**UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Drawing I, or equivalent, required.		
Course Description: This intermediate course is designed to continue the discipline of Drawing for the students, and refine their drawing skill, application of color theory, elements of art, and principles of design. The students will build on previously learned 2-D art skills and art movements, styles, and history, while developing a personal style through creative expression. The students will also develop and explore new skills and materials by applying these to new creative challenges and projects.		

76376 DRAWING III		
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Drawing I and Drawing II, or equivalent, required.		
Course Description: This course is designed for students with a solid Drawing foundation and can demonstrate knowledge of 2-D art skills, art vocabulary, color theory, and the elements of art and principles of design. Students should also be proficient in several drawing techniques as well as art history, artists, and movements. Student should be able to work independently on teacher directed and self developed projects. Students will experience college level responsibilities when developing and producing their artwork by selecting and executing projects in their preferred materials, by making personal creative choices, and in meeting set deadlines. Students completing this course should be able to move onto college level courses with the necessary knowledge and experience to participate beyond a high school level.		

76380 SCULPTURE		**UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Introduction to Art recommended but not required.		
Course Description: This course is designed to provide the student a basic knowledge of three-dimensional artwork through various 3-D media such as clay, plaster, found objects, and other sculpture materials. Students will explore additive and subtractive building methods in various materials as well as other building techniques. Students will explore the elements of art, principles of design, color theory, and 2-D crossovers as it pertains to sculpture. Students will learn about the history of sculpture and ceramics as it pertains to several art movements and influential artists past and present.		

76385 SCULPTURE II		**UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Completion of Sculpture I, or equivalent, required.		
Course Description: This is an intermediate course, which is designed to build on the skills the student learned in Sculpture I. The student will continue the discipline and exploration of sculpture and various sculpture media. Students will refine their application of 2-D crossovers, color theory, elements of art, and principles of design while making personal and creative choices. The students will build on previously learned 3-D art skills and art movements, styles, and history, while developing a personal style through creative expression. The students will also develop and explore new skills and materials by applying these to new creative challenges and projects.		

76390 SCULPTURE III		
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Completion of Sculpture I and II, or equivalent, required.		
Course Description: This course is designed for students with a solid sculpture foundation and can demonstrate knowledge of 3-D art skills, art vocabulary, color theory, and the elements of art and principles of design as it pertains to sculpture. Students should also be proficient in several sculptural building techniques as well as art history, artists, and movements. Student should be able to work independently on teacher directed and self developed projects. Students will experience college level responsibilities when developing and producing their artwork by selecting and executing projects in their preferred materials, by making personal creative choices, and in meeting set deadlines. Students completing this course should be able to move onto college level courses with the necessary knowledge and experience to participate beyond a high school level.		

DRAMA PROGRAM

PHILOSOPHY

The goal of drama in education is not only to train professional actors, directors, producers, technicians, etc. but also to allow the student to experience feelings, sensations and ideas through the eyes of another person, first hand. It aids in teaching young people to live and work together, in a complex society, with respect for one another. Drama allows a student to experience a multitude of situations that otherwise might not occur in his/her life.

The creative experience brings new depth and dimension to the student's overall personality growth in all areas of his/her life. Through drama, a student is helped to develop his own self-expression and an ability to project and communicate ideas, thoughts and emotions in a variety of ways.

Please note: Drama classes are not considered "performance groups," although in class performance assignments are mandatory. The VPA department presents several shows each year and most of the performers are auditioned out of the drama classes. However, the instructor may give students that do not meet the "VPA Performance Standards" alternative assignments.

GOALS

Students will be assisted to develop:

1. The ability to communicate verbally with confidence in a clear, concise manner.
2. The ability to better understand themselves in relation to drama and their life's goals.
3. The ability to evaluate critically a piece of dramatic literature.
4. The ability to interpret verbally and in writing the content, characters and form of a piece of dramatic literature.
5. The skills to participate actively in a theatrical production.

COURSE DESCRIPTIONS

DRAMA			**UC APPROVED
Grade Level: 9,10,11,12	Course Length: Year	Credits: 5 per semester	
Prerequisites: Ability to work maturely with minimal supervision in a small group. Purchase of costume may be required.			
Course Description: This course is designed to introduce the art of the actor through performance. Through various processes each student will discover what is encompassed in the history of drama and the dramatic profession. Through reading of the textbook and scripts; writing essays and scripts; design, acting, and lecture students will develop a basic understanding of the history of drama and the dramatic profession. In class and possibly public performances may be required.			

MUSIC PROGRAM

PHILOSOPHY

Music is an important facet of education. All are touched daily by music and course offerings are designed to provide students with the opportunity to better understand the history, creation, and performance thereof. Courses are designed to promote a better understanding of the place of music in history, including the various national, regional, and cultural contributions to this art form; to provide students with the physical and interpretive skills necessary for personal and group performance, and to enhance an enlightened appreciation for all musical literature.

Please note: Only choir and band are considered musical "performance groups." Other classes, however, may give recitals and concerts at the instructor's discretion. The VPA department adopted the Performance Standards in Spring 2005. Students and/or groups that do not meet these standards will be given alternative assignments by their instructor in lieu of performing.

GOALS

Music students will be assisted to develop:

1. An enhanced respect for the creative process
2. A more sophisticated aural and emotional sensitivity in the listening and performing process.
3. A heightened ability in physical and manipulative coordination through learning an instrument
4. An understanding of the independent and interdependent responsibilities of students involved in the various music performance organizations
5. A lifelong appreciation and educated enjoyment of all forms, styles, and periods of music.

COURSE DESCRIPTIONS

76210 CONCERT CHOIR			**UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	
Purchase of choir outfits may be required, as well as performances outside of the regular school day.			
Prerequisites: Positive attitude toward learning correct singing techniques and music education.			
Course Description: The chorus performs beginning, intermediate, and advanced level literature from various selected areas of styles. In addition to the techniques of rehearsal and performance, the student will know something about the music performed. The director schedules required performances.			

76105 BEGINNING BAND			
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	
Purchase of "Essential Elements 2000" and instrument purchase/rental is required.			
Prerequisites: By Application. NOTE: Students entering the class after the first four weeks of the fall semester will need to pass an audition. Beginning students are ONLY accepted at the beginning of the fall semester without an audition.			
Course Description: Beginning Band is an opportunity for students to learn traditional band instruments in preparation for Marching/Concert Band. Students will learn correct posture, breathing, embouchure, music reading, and ensemble playing techniques. Marching skills will also be taught. Instruments offered are: clarinet, flute, trumpet, and trombone. (Snare drum is offered, but limited to 2 students per year.) Important note: guitar, piano, drum set, and advanced band instruments, such as french horn, oboe, bassoon, and tuba are NOT offered in beginning band.			

76110 CONCERT BAND/MARCHING BAND			**UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	May be used to satisfy PE credits
Purchase of some uniform elements is required, as are some transportation expenses. Students must provide their own instruments.			
Prerequisites: By Application. At least one year prior experience playing an instrument with a minimum proficiency as evidenced by the successful completion of <i>Essential Elements 2000, Book 1</i> , OR the equivalent OR successful completion of a beginning band class with the grade of "B" or better OR audition by the instructor. In addition to the above requirements, a student may be asked to pass an audition.			
Course Description: Concert/Marching band is an opportunity for students to perform instrumental music with their peers, while sharing the joy and rewards of working together musically. Along with developing individual self-confidence and creativity, playing in the group will give the student the understanding of how commitment and dedication leads to success. The students will learn to recognize musical terms and forms, in addition to furthering their music reading ability. Concert/Marching Band is a performing group. Students are required to participate in all parades, performances and festivals. Only traditional Concert and Marching Band instruments are allowed in the group. Students must supply their own instruments. Marching is mandatory.			

76910 GUITAR I			**UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	
Prerequisites: Students must provide a steel or nylon string acoustic guitar of acceptable quality. NO electric guitars! Please do not purchase instrument before first consulting with the instructor!			
Course Description: Students will discover the world of music through learning basic guitar skills. Participants will learn to interpret music through vocabulary, historical context, chord structure, strumming patterns, accompaniment techniques and essential music reading.			

76920 GUITAR II			**UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	
Prerequisites: Successful completion of Guitar I with a grade of "B" or better, or equivalent, or audition. Students must provide a steel or nylon string acoustic guitar of acceptable quality. Electric guitars are NOT recommended.			
Course Description: This is an advanced beginner/intermediate guitar class. Participants will learn to interpret music through vocabulary, historical context, chord structure, strumming patterns, finger picking, accompaniment techniques and essential music reading.			

76140 STRINGS I			**UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	
Students must provide their own instrument or rent one from the AAE for \$65 per semester. NOTE: Students entering the class after the first four weeks of the fall semester will need to pass an audition. Beginning students are ONLY accepted at the beginning of the fall semester without an audition.			
Prerequisites: None			
Course Description: The study and performance of standard string literature composed for the beginning level string player. Musical terminology, rhythmic figures and basic reading skills will be learned. Proper left hand position, bow technique, and musical performance practices will be emphasized. In addition to the techniques of rehearsal and performance, the students learn music theory and may be required to participate in performances. Instruments being offered are violin, viola, cello and bass.			

76150 STRINGS II			**UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	
Students must provide their own instrument or rent one from the AAE for \$65 per semester.			
Prerequisites: Satisfactory completion of Strings I with a grade of "B" or better OR audition by Instructor			
Course Description: The study and performance of standard string literature composed for the intermediate level string player. Musical terminology, rhythmic figures and intermediate reading skills will be learned to further enhance this experience. Proper left hand position bow technique, and musical performance practices will be emphasized. In addition to the techniques of rehearsal and performance, the students learn music theory and may be required to participate in performances. Instruments being offered are violin, viola, cello and bass. The course may be repeated for additional credit.			

76930 PIANO I			**UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	
Prerequisites: Student must be able to stay on task while practicing during class with minimal supervision.			
Student must have a touch-sensitive keyboard of at least five octaves or a piano to practice on at home. No organs.			
Course Description: Students will discover the world of music through learning basic piano keyboard skills. Participants will learn to interpret music through vocabulary, historical context, rhythmic figures, accompaniment techniques and essential music reading. Regular music history and theory lessons will be given. The class will culminate in a yearly public recital.			

76950 PIANO LAB			**UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	
Students must have a touch-sensitive keyboard of at least 5 octaves or a piano to practice on at home. No organs.			
Prerequisites: Successful completion of Piano I with a grade of "B" or higher or audition. Students must be between level 1 and 4.			
Course Description: This course provides intermediate and advanced piano instruction. Participants will learn more advanced methods of interpreting music through vocabulary, historical context, rhythmic figures, accompaniment techniques and essential music reading. Music theory and history will also be explored, as well as sight reading and chord reading. The class will culminate in a yearly public recital.			

DANCE PROGRAM

PHILOSOPHY

This Instructor’s philosophy for dance is based on the supposition that any student can improve in posture, grace, confidence and ability to perform. This is not to say that each one will excel in dance, but that each one can advance from the point at which they started. It is also believed that dance can give the student a sense of achievement and accomplishment that will encourage confidence in other areas. Dance is not a competition of peers, but an attainment of one’s own personal best when there is an environment of encouragement.

GOALS

The current goals for all the dance classes for the Academy for Academic Excellence are basic. Each student enrolled in dance class will be introduced to fundamental steps, stretching techniques, force (time, space, energy) and be able to perform with a group at the semester’s end. The second semester includes choreography exploration. Please note: Dance classes may perform for recitals and other presentations may be required. Students and/or groups that do not meet these standards will be given alternative assignments by their instructor in lieu of rehearsal and performance.

COURSE DESCRIPTIONS

76520 JAZZ DANCE II			**UC APPROVED
Grade Level: 9, 10	Course Length: Year	Credits: 5 per semester	May be used to satisfy PE credits
Prerequisites: Completion of Jazz Dance Level I with a grade of B or better; a minimum of 1 year experience in jazz dance (completed within the last 2 years); and/or audition. Purchase of dance uniforms, costumes and footwear are required. Students may perform in recitals and other assigned performances; students who do not meet the VPA standards for performance will be given an alternate assignment in lieu of rehearsal and performance time.			
Purchase of dance uniforms and footwear are required.			
Course Description: This one-year course is designed to build upon basic jazz dance skills, and advance the student’s under-standing of artistic perception, creative expression and aesthetic valuing. The focus is on improving body alignment, technique, basic and intermediate steps, and isolations. Students will work to improve and maintain flexibility, coordination, strength and rhythmic ability. The elements of dance and dance terminology are explored and applied to further develop skills in improve and student choreography.			

VIDEO PRODUCTION PROGRAM

PHILOSOPHY

The Video Production program offers students the opportunity to gain insights into the technical and performance aspects of video production. Course work is designed to take students through the steps necessary to videotape, edit and produce a video for the Evening of the Arts program each year. Students wishing to go on in this field can use their video productions as part of their portfolio. Students prepare and submit a resume listing those abilities, skills, and insights into video performance and production gained from this course of study.

COURSE DESCRIPTIONS

76710 VIDEO I			**UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	
Prerequisites: Ability to work maturely with minimal supervision in a small group.			
<p>Course Description: Welcome to Video 1 class, this is your introduction to basic filmmaking and production. Most all work performed in this course will be done in a student group setting. In this course you will be introduced to all "basic" aspects of Digital Filmmaking.</p> <p>Class Itinerary: Scripting; Storyboarding; Directing; Set Design and Construction; Camera Operation; Lighting; Sound; Reinforcement; Digital Editing; Acting; Make-up; Special Effects; Costuming; Green Screen; Working with Electricity; Lighting and more...</p> <p>Class Productions: Music Video; Silent Film; Film Trailer; Creature Feature; Stop Motion Animation; Super Hero Film; and more to be announced</p>			

76720 VIDEO II			**UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester	
Prerequisites: Successful completion of Video 1 with a grade of "B" or higher Or Teacher evaluation. Ability to work maturely with minimal supervision in a small group.			
<p>Course Description: Welcome to Video 2. This class is two-fold, it is designed as an advanced class to Video 1 performing "out of the box" short film production such as puppetry and animation as well as a lab setting where school/staff type productions will be produced. Students must know how to shoot scenes, light them correctly, add sound and be able to edit and finish assigned productions in a professional way. Here is a list of possible productions to give you an idea of how your year will be spent in this unique studio setting:</p> <p>School Support Productions: ROTC Recruiter short; Welcome to AAE short; Teacher Driven productions; Graduation Related Videos; September 11th ROTC Ceremony; Christmas Staff Video.</p> <p>Class Productions: Advanced Editing techniques; Puppet Driven shorts (Muppet Type); Individual Personal Projects and group; Inside look at film from a Directors point of view; Film Theory (watching and dissecting film and classic film); Disney History-Film-TV-Bio; Possible Field trip to Warner Bros. Studio; Single Frame Animation; Disney Fairytale.</p>			

76770 DIGITAL MOVIE MAKING I			** UC APPROVED
Grade Level: 11,12	Course Length: Year	Credits: 5 per semester	
Prerequisites: Video I and II			
<p>Course Description: Welcome to Digital Moviemaking. The name says it all. Here you will learn to make professional short films for a viewing audience, the internet, and local theatre exhibition at our annual student film festival. In this class you will be responsible for writing, creating and producing various short digital films. You will be introduced to higher quality cameras as well as advanced editing techniques. The focus is on <u>individual/personal</u> and classwork productions. Class Productions: Advanced Digital Editing; Advanced DSLR HD Camera Operation; Film Logo; Sound for Film-ADR-Boom Mic Operation-Foley; Abstract Film Short; Documentary; Foley Sound Production; Twilight Zone Production; Zombie Western; Narrative; 1-Minute Film; Film Noir; and more.</p>			

PHYSICAL EDUCATION

PHILOSOPHY

Physical Education is a vital element in a comprehensive, well-balanced educational program. A positive learning experience in physical education can be a major contributing factor in the optimum development of an individual in all aspects of life: physical, emotional, mental and social.

Through physical education, an individual has the opportunity to understand the importance of obtaining and maintaining a high level of physical fitness, developing good sportsmanship and socially desirable behavior, working towards maximum physiological development, developing a positive self-image and participating in a wide variety of physical activities. Satisfying and successful experiences in physical education should develop in an individual the desire to choose a continued active life-style.

See VPA for the following courses that may be used to satisfy Physical Education credits – Concert Band

See Air Force ROTC for the following courses that may be used to satisfy Physical Education credits – AS 100, AS200, AS300, AS400

COURSE DESCRIPTIONS

77120 PHYSICAL EDUCATION			
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	
Prerequisites: None			
Course Description: This class is designed to fulfill the state requirements for Physical Education at the high school level. This course combines various forms of movement and fitness education, along with multiple opportunities to learn and play individual and team sports within the physical education class (i.e. movement concepts, basketball, volleyball, football, tennis, fitness training) <u>Classroom lessons</u> will also be a vital part of the course throughout the semester. National Content Standards in Physical Education will be the focus of this course.			

AIR FORCE JUNIOR ROTC DEPARTMENT

PHILOSOPHY

AAE students earn credit toward high school graduation by taking Air Force Junior Reserve Officer Training Corps (AFJROTC) classes as AFJROTC cadets. The AAE AFJROTC program will motivate grade 9-12 students to pursue a college degree. It will make them competitive for attendance at the USAF Academy as well as the other four service academies. It will make them competitive for an ROTC scholarship at the college or university they choose to attend. AFJROTC will even make them more qualified should they choose to go directly into the military after high school. The Air Force supports this effort by providing uniforms, equipment, funding, and instructors to the AAE.

GOALS

1. To develop citizens of character, dedicated to serving our nation and your communities.
2. To excel in knowledge; be challenged both academically and physically; to encourage a sense of adventure; while having fun.
3. To instill values of citizenship, service to the United States, personal responsibility, and sense of accomplishment in high school students.

COURSE OFFERINGS

NOTE: AFJROTC courses are offered by the AFJROTC department and are for AFJROTC cadets only.

AFJROTC 1: The Science of Leadership 1
AFJROTC 1H: The Science of Leadership 1 Honors
AFJROTC 2: The Science of Leadership 2
AFJROTC 2H: The Science of Leadership 2 Honors
AFJROTC 3: The Science of Leadership 3
AFJROTC 3H: The Science of Leadership 3 Honors
AFJROTC 4: The Science of Leadership 4
AFJROTC 4H: The Science of Leadership 4 Honors
AFJROTC Special Teams
AFJROTC Cadet Senior Staff

DEPARTMENT POLICIES

1. The mandatory AFJROTC activities are planned to take place during school hours, not before or after school. There is **NO** obligation whatsoever to join the military. AFJROTC is a great opportunity for AAE students to take a look at the military lifestyle with no strings attached. The only obligation is willingness to proudly wear the USAF uniform to school at least once a week.
2. Cadets will also participate in the Presidential Physical Fitness Program. The goals of this 36-week wellness and fitness program include:
 - Creating individualized training programs based on national standards by age and gender
 - Identifying areas of improvement for each student
 - Incorporating a physical training program for each student to reach their goal
 - Develop a personal nutritional plan for each student, promoting healthy eating habits

COURSE DESCRIPTION

77311 AFJROTC 1			
Grade Level: 9	Course Length: Year	Credits: 5 per semester	
Prerequisites: None			
<p>Course Description: AFJROTC 1 includes two tracks of instruction: Aerospace Science (AS) and Leadership Education (LE). A summary of each follows:</p> <ul style="list-style-type: none"> - <u>Leadership Education 100 – Citizenship, Character, and Air Force Tradition:</u> The purpose of this class is to help students make a successful transition into the high school environment, and to provide an introduction to the Air Force Junior Reserve Officer Training Corps (AFJROTC) program. Studies include Air Force customs and courtesies; the importance of attitude, discipline, and respect; individual self-control; effective stress management; study skills, effective note taking practices, and time management techniques; concepts related to health promotion and disease prevention; learning the resources to make healthful dietary decisions; first aid; skills needed to make healthy life choices (as it relates to tobacco, alcohol, and drug use); and a study of the privileges of citizenship in the United States. - <u>Aerospace Science 100 – A Journey Into Aviation History:</u> This class provides a study of the history of aviation, both civilian and military. These studies will include learning about people’s first attempts to fly; how wars brought about the development of new aircraft; the U.S. policy of containing the spread of communism and the role of air power during the Korean War, Cuban Missile Crisis, and the Vietnam War, and the peaceful roles and missions air power plays in support of national objectives. <p>Students will also participate in the Presidential Physical Fitness Program. The goals of this 36-week wellness and fitness program include:</p> <ul style="list-style-type: none"> - Creating individualized training programs based on national standards by age and gender - Identifying areas of improvement for each student - Incorporating a physical training program for each student to reach their goal - Develop a personal nutritional plan for each student, promoting healthy eating habits <p>NOTES: This class satisfies one year of elective credit OR one year of the Physical Education credit graduation requirement.</p> <p>The wear of the official U.S. Air Force uniform once each week is required (all uniform items are provided free of charge).</p>			

77313 AFJROTC 1 HONORS			
Grade Level: 9	Course Length: Year	Credits: 5 per semester	
Prerequisites: Senior Aerospace Science Instructor approval			
<p>Course Description: AFJROTC 1H includes two tracks of instruction: Aerospace Science (AS) Honors and Leadership Education (LE) Honors. A summary of each follows:</p> <p>Leadership Education 100 Honors - Citizenship, Character, and Air Force Tradition Honors: The purpose of this class is to help students make a successful transition into the high school environment, and to provide an introduction to the Air Force Junior ROTC program. Studies include Air Force customs and courtesies; the importance of attitude, discipline, and respect; individual self-control; effective stress management; study skills, effective note taking practices, and time management techniques; concepts related to health promotion and disease prevention; learning the resources to make healthful dietary decisions; first aid; skills needed to make healthy life choices (as it relates to tobacco, alcohol, and drug use); and a study of the privileges of citizenship in the United States.</p> <p>Aerospace Science 100 Honors – A Journey Into Aviation History Honors: This class provides a study of the history of aviation, both civilian and military. These studies will include learning about people’s first attempts to fly; how wars brought about the development of new aircraft; the U.S. policy of containing the spread of communism and the role of air power during the Korean War, Cuban Missile Crisis, and the Vietnam War, and the peaceful roles and missions air power plays in support of national objectives.</p> <p>Students will also participate in the Presidential Physical Fitness Program. The goals of this 36-week wellness and fitness program include:</p> <ul style="list-style-type: none"> - Creating individualized training programs based on national standards by age and gender - Identifying areas of improvement for each student - Incorporating a physical training program for each student to reach their goal - Develop a personal nutritional plan for each student, promoting healthy eating habits <p>Required Component(s) to be completed in order to earn Honors credit: A student-led, independent STEAM (Science, Technology, Engineering, Arts or Mathematics) outside research activity that is determined through a written hypothesis and/or assigned by the instructors and is problem/research-based. The resulting product or products must be a publishable report and/or a competition ready experiment-based conclusion(s) and/or a competition ready product/prototype; AND students attend Cadet Leadership Camp.</p> <p>NOTE: This class satisfies one year of Honors credit OR one year of the Physical Education credit graduation requirement.</p> <p>The wear of the official U.S. Air Force uniform once each week is required (all uniform items are provided free of charge).</p>			

77321 AFJROTC 2: The Science of Leadership 2			
Grade Level: 10	Course Length: Year	Credits: 5 per semester	
Prerequisites: AFJROTC 1 or 1H (This prerequisite may be waived at the discretion of the Senior Aerospace Science Instructor)			
<p>Course Description: AFJROTC 2 includes two tracks of instruction: Aerospace Science (AS) and Leadership Education (LE). A summary of each follows:</p> <ul style="list-style-type: none"> - Leadership Education 200 – Communication, Awareness, and Leadership: The purpose of this class is to teach students how to listen to others, think critically, write and speak effectively, and apply what they have learned to their personal development. Students will also study the development of individual personalities, and the dynamics of group behaviors. Continued instruction on the enhancement of Leadership and Management skills is also provided. - Aerospace Science 200 – The Science of Flight: This class will introduce students to the atmosphere environment; they will learn the basic human requirements of flight; understand why Bernoulli’s principle and Newton’s Laws of Motion are applied to the theory of flight, and demonstrate the basic elements of navigation. <p>Students will also participate in the Presidential Physical Fitness Program. The goals of this 36-week wellness and fitness program include:</p> <ul style="list-style-type: none"> - Creating individualized training programs based on national standards by age and gender - Identifying areas of improvement for each student - Incorporating a physical training program for each student to reach their goal - Develop a personal nutritional plan for each student, promoting healthy eating habits <p>NOTES: This class satisfies one year of elective credit OR one year of the Physical Education credit graduation requirement.</p> <p>The wear of the official U.S. Air Force uniform once each week is required (all uniform items are provided free of charge).</p>			

77323 AFJROTC 2H: THE SCIENCE OF LEADERSHIP 2 HONORS			
Grade Level: 10	Course Length: Year	Credits: 5 per semester	
Prerequisites: AFJROTC 1 or 1H and Senior Aerospace Science Instructor approval (This prerequisite may be waived at the discretion of the Senior Aerospace Science Instructor)			
Course Description: AFJROTC 2H includes two tracks of instruction: Aerospace Science (AS) Honors and Leadership Education (LE) Honors. A summary of each follows:			
<u>Leadership Education 200 Honors - Communication, Awareness, and Leadership Honors:</u>			
The purpose of this class is to teach students how to listen to others, think critically, write and speak effectively, and apply what they have learned to their personal development. Students will also study the development of individual personalities, and the dynamics of group behaviors. Continued instruction on the enhancement of Leadership and Management skills is also provided.			
<u>Aerospace Science 200 Honors - The Science of Flight Honors:</u>			
This class will introduce students to the atmosphere environment; they will learn the basic human requirements of flight; understand why Bernoulli's principle and Newton's Laws of Motion are applied to the theory of flight, and demonstrate the basic elements of navigation.			
Students will also participate in the Presidential Physical Fitness Program. The goals of this 36-week wellness and fitness program include:			
<ul style="list-style-type: none"> - Creating individualized training programs based on national standards by age and gender - Identifying areas of improvement for each student - Incorporating a physical training program for each student to reach their goal - Develop a personal nutritional plan for each student, promoting healthy eating habits 			
<u>Required Component(s)</u> to be completed in order to earn Honors credit: A student-led, independent STEAM (Science, Technology, Engineering, Arts or Mathematics) outside research activity that is determined through a written hypothesis and/or assigned by the instructors and is problem/research-based. The resulting product or products must be a publishable report and/or a competition ready experiment-based conclusion(s) and/or a competition ready product/prototype; AND students attend Cadet Leadership Camp.			
<u>NOTE:</u> This class satisfies one year of Honors credit OR one year of the Physical Education credit graduation requirement.			
The wear of the official U.S. Air Force uniform once each week is required (all uniform items are provided free of charge).			

77331 AFJROTC 3: THE SCIENCE OF LEADERSHIP 3			
Grade Level: 11	Course Length: Year	Credits: 5 per semester	
Prerequisites: AFJROTC 1 or 1H (This prerequisite may be waived at the discretion of the Senior Aerospace Science Instructor)			
<p>Course Description: AFJROTC 3 includes two tracks of instruction: Aerospace Science (AS) and Leadership Education (LE). A summary of each follows:</p> <ul style="list-style-type: none"> - <u>Leadership Education 300 - Life Skills and Career Opportunities:</u> The purpose of this class is to assist students as they research career options; introduce them to the elements of a personal budget and financial plan; instruct them in the requirements for applying to a college or university, and teach students the essential process for pursuing a career. - <u>Aerospace Science 300 - Exploring Space:</u> In this class students will learn the “big picture” of space exploration to include history of spaceflight, organizations doing work in space, and the overall space environment. Students will also understand the key concepts for getting from the surface of the Earth into Earth orbit, to other planets and back again. <p>Students will also participate in the Presidential Physical Fitness Program. The goals of this 36-week wellness and fitness program include:</p> <ul style="list-style-type: none"> - Creating individualized training programs based on national standards by age and gender - Identifying areas of improvement for each student - Incorporating a physical training program for each student to reach their goal - Develop a personal nutritional plan for each student, promoting healthy eating habits <p>NOTE: This class satisfies one year of elective credit OR the Physical Education credit graduation requirement.</p> <p>The wear of the official U.S. Air Force uniform once each week is required (all uniform items are provided free of charge).</p>			

77333 AFJROTC 3H: THE SCIENCE OF LEADERSHIP 3 HONORS			
Grade Level: 11	Course Length: Year	Credits: 5 per semester	
Prerequisites: AFJROTC 1 or 1H and Senior Aerospace Science Instructor approval (This prerequisite may be waived at the discretion of the Senior Aerospace Science Instructor)			
<p>Course Description: AFJROTC 3H includes two tracks of instruction: Aerospace Science (AS) Honors and Leadership Education (LE) Honors. A summary of each follows:</p> <p><u>Leadership Education 300 Honors - Life Skills and Career Opportunities Honors:</u> The purpose of this class is to assist students as they research career options; introduce them to the elements of a personal budget and financial plan; instruct them in the requirements for applying to a college or university, and teach students the essential process for pursuing a career.</p> <p><u>Aerospace Science 300 Honors - Exploring Space Honors:</u> In this class, students will learn the “big picture” of space exploration to include history of spaceflight, organizations doing work in space, and the overall space environment. Students will also understand the key concepts for getting from the surface of the Earth into Earth orbit, to other planets and back again.</p> <p>Students will also participate in the Presidential Physical Fitness Program. The goals of this 36-week wellness and fitness program include:</p> <ul style="list-style-type: none"> - Creating individualized training programs based on national standards by age and gender - Identifying areas of improvement for each student - Incorporating a physical training program for each student to reach their goal - Develop a personal nutritional plan for each student, promoting healthy eating habits <p><u>Required Component(s)</u> to be completed in order to earn Honors credit: A student-led, independent STEAM (Science, Technology, Engineering, Arts or Mathematics) outside research activity that is determined through a written hypothesis and/or assigned by the instructors and is problem/research-based. The resulting product or products must be a publishable report and/or a competition ready experiment-based conclusion(s) and/or a competition ready product/prototype; AND students attend Cadet Leadership Camp.</p> <p><u>NOTE:</u> This class satisfies one year of Honors credit OR one year of the Physical Education credit graduation requirement.</p> <p>The wear of the official U.S. Air Force uniform once each week is required (all uniform items are provided free of charge).</p>			

77341 AFJROTC 4: THE SCIENCE OF LEADERSHIP 4			
Grade Level: 12	Course Length: Year	Credits: 5 per semester	
Prerequisites: AFJROTC 1 or 1H (This prerequisite may be waived at the discretion of the Senior Aerospace Science Instructor)			
<p>Course Description: AFJROTC 4 includes two tracks of instruction: Aerospace Science (AS) and Leadership Education (LE). A summary of each follows:</p> <ul style="list-style-type: none"> - <u>Leadership Education 400 – Principles of Management:</u> This senior-level course provides students instruction in advanced concepts of Leadership and Management. Students will learn the techniques and skills involved in making management decisions; comprehend the concepts and skills of problem solving, decision-making, and negotiating. - <u>Aerospace Science 400 – Policy and Organization:</u> This senior-level course will teach the students the importance of the United States National Security Strategy. They will know the major historical milestones, military policies, structures, missions, aircraft, organization, and capabilities of each branch of the military. Students will study current Air Force issues. <p>Students will also participate in the Presidential Physical Fitness Program. The goals of this 36-week wellness and fitness program include:</p> <ul style="list-style-type: none"> - Creating individualized training programs based on national standards by age and gender - Identifying areas of improvement for each student - Incorporating a physical training program for each student to reach their goal - Develop a personal nutritional plan for each student, promoting healthy eating habits <p>NOTES: This class satisfies a 3rd year Mathematics graduation requirement OR one year of the High School Physical Education graduation requirement OR one year of elective credit.</p> <p>The wear of the official U.S. Air Force uniform once each week is required (all uniform items are provided free of charge).</p>			

77343 AFJROTC 4H: THE SCIENCE OF LEADERSHIP 4 HONORS			
Grade Level: 12	Course Length: Year	Credits: 5 per semester	
Prerequisites: AFJROTC 1 or 1H and Senior Aerospace Science Instructor approval (This prerequisite may be waived at the discretion of the Senior Aerospace Science Instructor)			
Course Description: AFJROTC 4H includes two tracks of instruction: Aerospace Science (AS) Honors and Leadership Education (LE) Honors. A summary of each follows:			
<u>Leadership Education 400 Honors - Principles of Management Honors:</u> This senior-level course provides students instruction in advanced concepts of Leadership and Management. Students will learn the techniques and skills involved in making management decisions; comprehend the concepts and skills of problem solving, decision-making, and negotiating; and practice these principles while serving in cadet leadership positions.			
<u>Aerospace Science 400 Honors - Policy and Organization Honors:</u> This senior-level course will teach the students the importance of the United States National Security Strategy. They will know the major historical milestones, military policies, structures, missions, aircraft, organization, and capabilities of each branch of the military. Students will study current Air Force issues. Students will also participate in the Presidential Physical Fitness Program. The goals of this 36-week wellness and fitness program include:			
<ul style="list-style-type: none"> - Creating individualized training programs based on national standards by age and gender - Identifying areas of improvement for each student - Incorporating a physical training program for each student to reach their goal - Develop a personal nutritional plan for each student, promoting healthy eating habits 			
<u>Required Component(s)</u> to be completed in order to earn Honors credit: A student-led, independent STEAM (Science, Technology, Engineering, Arts or Mathematics) outside research activity that is determined through a written hypothesis and/or assigned by the instructors and is problem/research-based. The resulting product or products must be a publishable report and/or a competition ready experiment-based conclusion(s) and/or a competition ready product/prototype; AND students attend Cadet Leadership Camp.			
<u>NOTES:</u> This class satisfies a 3 rd year Mathematics graduation requirement OR one year of the High School Physical Education graduation requirement OR one year of Honors credit.			
The wear of the official U.S. Air Force uniform once each week is required (all uniform items are provided free of charge).			

77353 AFJROTC SPECIAL TEAMS			
Grade Level: 9, 10, 11,12	Course Length: Semester	Credits: 5 per semester	
Co-requisites: AFJROTC 1/1H, 2/2H, 3/3H, 4/4H or Senior Staff			
<p>Course Description: This class is an extension of the regular Air Force Junior ROTC program. Students will be introduced to the principles of teamwork, building confidence and strengthening self-esteem participation in various AFJROTC teams, including Drill, Raider, Color Guard, Aerospace Modeling, Marksmanship, Orienteering, Academic, Cyber Patriot and Awareness Presentation Teams, etc. Students must be able to complete a regular physical fitness program; be able to stand for long periods of time; and participate in all team competitions and/or events as part of their academic grade.</p> <p>Students will also participate in the Presidential Physical Fitness Program. The goals of this 36-week wellness and fitness program include:</p> <ul style="list-style-type: none"> - Creating individualized training programs based on national standards by age and gender - Identifying areas of improvement for each student - Incorporating a physical training program for each student to reach their goal - Develop a personal nutritional plan for each student, promoting healthy eating habits <p>NOTES: This class satisfies one year of the Special Elective graduation requirement graduation requirement (pending) OR one year of the High School Physical Education graduation requirement OR one year of elective credit.</p> <p>The wear of the official U.S. Air Force uniform once each week is required (all uniform items are provided free of charge).</p>			

77360 AFJROTC CADET SENIOR STAFF			
Grade Level: 10, 11,12	Course Length: Semester	Credits: 5 per semester	
Prerequisite: Senior Aerospace Science Instructor approval.			
Co-requisite: AFJROTC 4/4H			
<p>Course Description: This is a class intended for AAE senior cadet leadership. Cadets will apply principles of leadership and fundamentals of management as they lead and manage the AAE AFJROTC cadet corps. Senior cadets in this class will serve in the top leadership positions within the corps. Throughout the year are many ethical dilemmas, case studies, and role-play activities which will allow cadets the opportunity to practice what they have learned.</p> <p>Students will also participate in the Presidential Physical Fitness Program. The goals of this 36-week wellness and fitness program include:</p> <ul style="list-style-type: none"> - Creating individualized training programs based on national standards by age and gender - Identifying areas of improvement for each student - Incorporating a physical training program for each student to reach their goal - Develop a personal nutritional plan for each student, promoting healthy eating habits <p>NOTE: This class satisfies one year of elective credit OR one year of the High School Physical Education graduation requirement.</p> <p>The wear of the official U.S. Air Force uniform once each week is required (all uniform items are provided free of charge).</p>			

77305 AEROSPACE SCIENCE 50, AEROSPACE MODELING CLASS			
Grade Level: 9, 10, 11,12	Course Length: Semester	Credits: 5 per semester	
Co-requisites: None			
<p>Course Description: The AFJROTC Aerospace Modeling Class provides students with a “hands on” environment to understand the forces of lift, drag, thrust, and weight as they relate to flight. Through the building of static models, radio controlled aircraft, and model rockets, students will learn about the basic principles of aeronautics and aircraft design. The balance of forces that keep an aircraft in flight will also be examined. Among the basic principles of flight that will be discussed are airfoils, relative wind, and angle of attack. Students will additionally discover the three-dimensional movement or motion of an aircraft.</p> <p>NOTE: This class satisfies one semester of the High School elective credit graduation requirement.</p>			

Technology

79460 INTRO TO COMPUTER SCIENCE		**UC APPROVED
Grade Level: 9,10,11,12	Course Length: Year	Credits: 5 per semester
Prerequisites: Students with general familiarity with computers, including basic applications, web browsing.		
<p>Course Description: The Computer Science 1 (CS1) course will provide students with an introduction to general computing concepts. These concepts will cover:</p> <ul style="list-style-type: none"> -General computer/network hardware components -Ordinary computer operations in a Windows/Linux environment. -Utilizing computers for various tasks, including research, writing, gathering information -Introduction to programming, including teaching students to write their own basic programs. <p>Programming languages to be covered will include C, Perl, and PHP</p> <ul style="list-style-type: none"> -Installation of programs and operating systems 		

79475 COMPUTING WITH ROBOTICS		**UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Algebra I or Integrated Mathematics 1		
<p>Course Description: This is a year-long elective course. This course introduces students to the working principles and foundational knowledge of robotics. Students learn to control a single robot and multiple robots by graphical user interface, pose teaching, and computer programs in C/C++. Students write robotics programs to perform various tasks based on the sensory information of robots. Robots are used as platforms to engage students in both personalized and collaborative learning computing, science, technology, engineering, and math concepts. This course emphasizes hands on robot cs activities with a concentration on mathematical modeling and computer programming for solving problems in math and science. As tem projects, student will participate in regional and statewide C-STEM RoboPlay video and /or RoboPlay Challenge Competitions, which not only enhance their learning of robotics, math and engineering, but also allow them to explore their creativity in writing, art , music, choreography, design, video editing, and film production. Through these project-based team activities, student develop critical thinking, problem solving, effective communication, and teamwork skills.</p>		

Elective / Career Skills

77220 Medical Terminology Pharmacology			
Grade Level: 11, 12	Course Length: Year	Credits: 5 per semester	
Prerequisites:			
Course Description:			
<p>Semester 1 ALDH 80 PHARMACOLOGY Units: 3.0 48-54 hours lecture (No prerequisite) Current concepts of pharmacology, its relationship to patient care, and legal and ethical considerations are covered. Basic mechanisms of drug action, administration, toxicity, side effects, and dosages are also included.</p> <p>Semester 2 ALDH 139 MEDICAL TERMINOLOGY Units: 3.0 CSU 48-54 hours lecture (No prerequisite) This course describes the body's anatomical systems with stress placed on medical terms, their use, spelling, and pronunciation. The use of these terms is defined in regard to anatomy, physiology, treatment, and surgery.</p>			

73960 GIS and Spatial Analysis			
Grade Level: 10,11,12	Course Length: Year	Credits: 5 per semester	
Prerequisites: Technology: All curriculum requires online access with laptop or tablet. Passing grade in Integrated Math 1 and Integrated Science 1 or Algebra 1 and Earth Science/Environmental Science.			
Course Description: "GIS and Spatial Analysis" introduces students to online mapping tools used to create detailed analysis of the world around us. Increasingly, businesses and professionals utilize GIS to aid in critical decision making. GIS is used by diverse occupations such as: medicine, real estate, military, education, urban planning and construction, shipping and transportation, energy resource and natural resource management, communications, conservation, travel and tourism, environmental sciences, as well as the merchandising and distribution of goods and services across the globe. "GIS and Spatial Analysis" uses project-based GeoInquiries to build knowledge and skills in geography, cartography, data analysis, statistics and clear precise communication. "GIS and Spatial Analysis" focuses on real-world problems from the past, the present and the foreseeable future of our planet.			

79825 TEACHER'S AIDE

Grade Level: 12	Course Length: Year	Credits: 5 per semester	
Prerequisites: Counseling Office approval			
Course Description: Seniors may request this position through their course request. Students will be assigned a position based on need. Under certain circumstances, Juniors may be placed in a Teacher's Aide position. Students, who accept a Teacher's Aide position, are making a year-long commitment.			

79810 EDUCATION INTERN			
Grade Level: 11, 12	Course Length: Year	Credits: 5 per semester	
Prerequisite: Cumulative GPA of 3.0 or higher and competency in Math and English.			
Course Description: This course is designed to prepare students who are interested in pursuing a career working with children either in the field of education or health. Students will be trained to instruct both Math and English skills effectively, think critically to problem solve, and learn best practices to work with a group of elementary (K-5) students. Once trained, students will be placed accordingly under the supervision and direction of a classroom teacher.			

Multiple #'s (per grade level) HOMEROOM			
Grade Level: 9-12	Course Length: Year	Credits: 2.5 per semester	
Prerequisite: None			
Course Description: This course is designed to promote teacher/student interaction regarding grades, progress toward graduation, post high school plans etc. This instructional time may also be used for remediation and/or enrichment purposes at the discretion of the school instructional staff.			