Eastlake High School
2019 – 2020
Course Catalog

Accredited by the Western Association of Schools and Colleges

EASTLAKE HIGH SCHOOL ADMINISTRATORS
Dr. Ricardo Cooke, Principal
Mrs. Johana Bielma, Assistant Principal
Mrs. Elizabeth Candelario Assistant Principal
Mr. Manuel Narvaza, Assistant Principal
Mr. David Lopez, ASB Assistant Principal

SWEETWATER UNION HIGH SCHOOL DISTRICT
Eastlake High School
1120 Eastlake Parkway
Chula Vista, CA 91915
Phone - (619) 397-3820
Fax - (619) 397-3920
www.elh.sweetwaterschools.org

District programs and activities shall be free from discrimination, harassment, intimidation and bullying against an individual or group based on age; gender, gender identity or expression, or genetic information; sex, actual or potential parental, family, or marital status that treats students differently on the basis of sex; race, color, religion, ancestry, national origin, ethnic group identification, physical or mental disability, sexual orientation, immigration status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.
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EASTLAKE HIGH SCHOOL
MISSION STATEMENT

“Where Today’s Learning Shapes Tomorrow’s Success”

The mission of Eastlake High School, where today’s learning shapes tomorrow’s success, is to ensure a comprehensive educational experience that maximizes opportunities for student achievement through a system of learning distinguished by:

- Creating a supportive environment that joins students, staff, parents and the Eastlake community in the educational process.
- Maintaining a comprehensive network of support systems that recognizes the needs of each student.
- Developing skills necessary to succeed in the work place and higher education.
- Implementing a variety of educational pathways that include extracurricular options.
- Fostering a variety of partnerships within the community that support Eastlake students.
- Providing a safe, student-centered learning environment.
- Building a culture of the Titan way – Respectful actions, attitude and language.
- Celebrating the achievement of Titans.
- Valuing the diversity of people and ideas.

Objectives

- 100% of Eastlake High School students will graduate with a plan to achieve positive goals toward future post-secondary success.
- Each student will have equitable access to a variety of curricular and extra-curricular programs.

Tactics

- We will ensure a fully aligned standards-based curriculum including life skills with real-world connections.
- We will ensure that 100% of students participate in at least one school-related, extra-curricular organization.
- We will ensure that every student has an academic plan to support success in post-secondary pathways.
- We will ensure that staff development supports implementation of our mission and objectives.
- We will create a culture of respectful actions, attitude, and language.
- We will actively promote parent and community involvement to support our mission and objectives.

District programs and activities shall be free from discrimination, harassment, intimidation and bullying against an individual or group based on age; gender, gender identity or expression, or genetic information; sex, actual or potential parental, family, or marital status that treats students differently on the basis of sex; race, color, religion, ancestry, national origin, ethnic group identification, physical or mental disability, sexual orientation, immigration status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.
# Departmental Directory

Web address: [www.elh.sweetwaterschools.org](http://www.elh.sweetwaterschools.org)

<table>
<thead>
<tr>
<th>Position</th>
<th>Name/Title</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principal</strong></td>
<td>Dr. Ricardo Cooke</td>
<td>(619) 397-3800</td>
<td></td>
</tr>
<tr>
<td><strong>Assistant Principals</strong></td>
<td>Mrs. Johana Bielma P - Z</td>
<td>(619) 397-3803</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mrs. Elizabeth Candelario A - G</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mr. David E. Lopez – Student Activities (ASB)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mr. Manuel Narvaza H - O</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Office Assistant II/Receptionist</strong></td>
<td>Ms. Maria Blanco Lopez</td>
<td>(619) 397-3800</td>
<td>FAX: (619) 656-9736</td>
</tr>
<tr>
<td><strong>Attendance Coordinator</strong></td>
<td>Ms. Amanda Stroberg</td>
<td>(619) 397-3866</td>
<td></td>
</tr>
<tr>
<td><strong>Attendance Technician</strong></td>
<td>Ms. Vanessa Bennett</td>
<td>(619) 397-3810</td>
<td>FAX: (619) 397-3832</td>
</tr>
<tr>
<td><strong>Attendance Clerk</strong></td>
<td>Ms. Anna Marie Sibala</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CIS Coordinator</strong></td>
<td>Mr. Osvaldo Bañuelos</td>
<td>(619) 397-3806</td>
<td></td>
</tr>
<tr>
<td><strong>ASB – AP of Student Activities</strong></td>
<td>Mr. David Lopez</td>
<td>(619) 397-3850</td>
<td>FAX: (619) 397-3950</td>
</tr>
<tr>
<td></td>
<td>Mr. Mario Ramirez</td>
<td>(619) 397-3877</td>
<td></td>
</tr>
<tr>
<td><strong>Cafeteria Manager</strong></td>
<td>Ms. Irma Monge</td>
<td>(619) 397-3873</td>
<td></td>
</tr>
<tr>
<td><strong>Counseling Center</strong></td>
<td><a href="#">Counseling Center Counselors</a></td>
<td>(619) 397-3820</td>
<td>FAX: (619) 397-3920</td>
</tr>
<tr>
<td></td>
<td>Ms. Lauren Di Dio</td>
<td></td>
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<tr>
<td></td>
<td>Mrs. Kristen Ereno</td>
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<td></td>
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<tr>
<td></td>
<td>Mrs. Monica Echegaray Portillo</td>
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<tr>
<td></td>
<td>Mrs. Bibiana Jones</td>
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<td></td>
<td>Mr. Tim Lopez</td>
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<td></td>
<td>Mr. Mark Madell</td>
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<tr>
<td></td>
<td>Mrs. Neysa Novak</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Mrs. Cristina Robles</td>
<td></td>
<td></td>
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<tr>
<td><strong>Registrar</strong></td>
<td>Ms. Carmen Arroyo</td>
<td>(619) 397-3820</td>
<td></td>
</tr>
<tr>
<td><strong>Performing Arts Facilities Manager</strong></td>
<td>Mr. David Lopez</td>
<td>(619) 397-3855</td>
<td></td>
</tr>
<tr>
<td><strong>ASB Financial Clerk</strong></td>
<td>Ms. Sarah Camacho</td>
<td>(619) 397-3850</td>
<td></td>
</tr>
<tr>
<td><strong>Nurse</strong></td>
<td>Ms. Karen Adams</td>
<td>(619) 397-3804</td>
<td>FAX: (619) 397-3854</td>
</tr>
<tr>
<td><strong>Learning Center Coordinator</strong></td>
<td>Mr. Robert Barrett</td>
<td>(619) 397-3880 (Main number)</td>
<td>FAX: (619) 397-3990</td>
</tr>
<tr>
<td><strong>Learning Center Counselor</strong></td>
<td>Ms. Lorraine Almendarez</td>
<td>(619) 397-3881</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Center Secretary</strong></td>
<td>Ms. Wendy Cassani T/TH</td>
<td>(619) 397-3990</td>
<td></td>
</tr>
<tr>
<td><strong>Teacher/Librarian</strong></td>
<td>Mr. Trevor Angood</td>
<td>(619) 397-3830</td>
<td></td>
</tr>
<tr>
<td><strong>Library Media Technician</strong></td>
<td>Ms. Leticia Paquian</td>
<td>(619) 397-3931</td>
<td></td>
</tr>
<tr>
<td><strong>Library Clerk</strong></td>
<td>Mrs. Nancy Resurreccion</td>
<td>(619) 397-3930</td>
<td></td>
</tr>
<tr>
<td><strong>Psychologist</strong></td>
<td>Mrs. Nitza Romero</td>
<td>(619) 397-3825</td>
<td></td>
</tr>
<tr>
<td><strong>Speech Therapists</strong></td>
<td>Ms. Ali Lebenbaum/Mr. Jordan Mantel Majella Limas</td>
<td>(619) 397-3895</td>
<td></td>
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<tr>
<td><strong>Occupational Therapist</strong></td>
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</table>
Schedule changes are limited to the first ten days of school at the beginning of each semester.

- Students will need to fill out the Change of Program request located on the Counseling website.
- Counselors will evaluate the appropriateness of the course change request and respond via e-mail to the student.
Many of the classes at Eastlake High School have pre-requisites. These pre-requisites have been set up by the SUHSD district and our departments and are made to assure student success throughout the year-long course. Students must understand and complete these pre-requisites before enrolling in the class.

Students register for year-long courses. When students enter a year-long course, they are committed to finishing it. **There will be minimal changes at the semester.** Students who struggle in a particular course will be given many opportunities for assistance.

**PRE-REQUISITES/YEAR-LONG COURSES**

Eastlake High School offers a variety of assistance to help students improve their academic performance.

- **Advanced Placement Tutorials**: Eastlake High School’s Advanced Placement teachers offer tutorials to prepare student for their exams. These tutorials are held in addition to the classroom work, for the AP exams. Tutorials can be held during the break and/or after school. Please check with AP teachers as too when these tutorials are scheduled.

- **English Language Learners and Students with Disabilities**: Computer based tutorial programs are available to help with CAASPP preparation. Please contact your Assistant Principal, Intervention Specialist and School Psychologist for more information.

- **Adult School**: Students can utilize the various Adult Schools in the Sweetwater District to recoup missing credits. Adult schools do not offer all college admission course work, but meets most of the credits needed for graduation. Please contact your school counselor for necessary paperwork and availability of classes.

- **TAAP**: This is an intense intervention program designed and administered for those students (primarily freshmen and sophomores) who are most “at risk” for not graduating as reflected in a poor grade point average and being identified as “off target” having earned insufficient credits needed to be on schedule for graduation. This program provides students with specific strategies necessary for their academic success. A plan is followed that introduces and reinforces essential skills that, when mastered, will enable students to maintain consistent academic progress throughout their high school experience. TAAP will also be used as a vehicle to initiate and maintain regular and meaningful communication with student’s parents drawing them into the educational process.

**ASSISTANCE PLAN**

A student can be referred by a counselor, teacher, their parent or self-refer themselves to the Student Study Team – Tier 1. The SST – Tier 1 team consists of counselors, assistant principals, the school nurse, the school psychologist, and the attendance coordinator. They review student records, teacher observations, input from the family and the student to determine if a referral for additional services is necessary and/or if the file should go to the next step – SST – Tier 2.

In the SST – Tier 2 process, a meeting is conducted with the parents and the student, the Assistant Principal, the school psychologist, the school counselor, and current teachers. In this meeting, everyone, including the parents and the student provides their input regarding grades, behavior, attendance and attributes. This team identifies the student’s needs and possible solutions, interventions and services or referrals that are available to the student and the family. It is also decided at this meeting if a referral to the school psychologist for a Special Education evaluation is warranted based on the evidence. Please see your school administrators or counselor for more information.

**504 ACCOMODATIONS**

The "504" in "504 plan" refers to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, which specifies that no one with a disability can be excluded from participating in federally funded programs or activities, including elementary, secondary or postsecondary schooling. "Disability" in this context refers to a "physical or mental impairment which substantially limits one or more major life activities." This can include physical impairments; illnesses or injuries; communicable diseases; chronic conditions like asthma, allergies and diabetes; and learning problems. A **504 plan** spells out the modifications and accommodations that will be needed for these students to have an opportunity to perform at the same level as their peers. Please contact the Assistant Principal for further information to see if you qualify for a 504 Accommodation Plan.

**SPECIAL EDUCATION**

Eastlake High School offers a Special Education program for those students who qualify for additional assistance through their Individual Education Plan (IEP). Eligible students have specific physical, emotional, and/or learning disabilities and have been evaluated by the school psychologist. Each student has an annual Individual Educational Plan meeting with their case carrier, counselor, and the school psychologist to determine the most appropriate way to meet his or her academic goals. Specific Special Education classes are available in a variety of curricular areas to meet the students’ individual learning needs.
### REQUIRED COURSES

**ENGLISH LANGUAGE ARTS**
- 91136 English 9
- 98614 English 9 Fund
- 94529 ELD I H/94532 HR 2
- 94530 ELD II H 1/94536 HR 2
- 94531 ELD III H 1/94538 HR 2
- 94532 ELD IV HR 1

**SOCIAL SCIENCE**
- 94322 World Geography
- 94332 World Geography Bilingual
- 94482 AP Human Geography
- 98590 World Geography Fund

**MATHEMATICS**
- 92923 Integrated Math I
- 92924 Integrated Math II
- 92926 Integrated Math III
- 98784 Integrated Math 9 Fund

**SCIENCE**
- 92105 Biology
- 92106 Biology Bilingual
- 92681 Biology Accelerated
- 92845 Biology Medicine & Health

**PHYSICAL EDUCATION**
- 93576 PE High School Course I
- 93579 PE Adapted

### ELECTIVE COURSES:

#### ART
- 90047 Art Beginning

#### MUSIC
- 90311 Band Cadet
- 90313 Band Concert
- 90424 Percussion Ensemble
- 90514 CTE MA Colorguard 1 (Audition)
- 90427 Guitar Beginning
- 90432 Piano Beginning
- 90236 Show Choir (Audition)
- 90241 Vocal Ensemble (Audition)
- 90148 Choir (No Audition)
- 90435 String Orchestra Inter
- 90436 String Orchestra Adv

#### DANCE
- 90483 Dance I (Audition)
- 90484 Dance II (Audition)
- 90159 Dance Choreography Adv (Audition)

#### OTHER FINE ARTS
- 97357 CTE Beginning Drama
- 97336 CTE TV Film and Digital Media

#### ENGINEERING
- 93370 Intro to Robotics Engineering
- 93351 Intro to Design (VAPA)

#### TECHNOLOGY
- 93197 Intro to Computer Programming
- 93364 AP Computer Science Principles
- 97147 CTE Multimedia Production VAPA

#### LANGUAGES
- 91244 Filipino 1-2
- 91246 Filipino 3-4
- 91248 Filipino 5-6
- 91265 Filipino 7-8
- 91203 French 1-2
- 91205 French 3-4
- 91207 French 5-6
- 91268 AP French
- 91331 Japanese 1-2
- 91357 Japanese 3-4
- 91375 Japanese 5-6
- 91381 Japanese 7-8
- 91285 AP Japanese
- 91224 Spanish 1-2
- 91226 Spanish 3-4
- 91228 Spanish 5-6
- 91230 Spanish 7-8
- 91256 Spanish/Spanish Speakers 1-2
- 91258 Spanish/Spanish Speakers 3-4
- 91260 Spanish/Spanish Speakers 5-6
- 91262 Spanish/Spanish Speakers 7-8
- 91272 AP Spanish Language

#### OTHER SOCIAL SCIENCE ELECTIVE COURSES
- 95235 AVID
- 99207 Math Success
- 98626 Study Skills

#### CTE MEDICAL
- 97143 CTE Health Care Essentials (Sem.1)
- 97124 CTE Medical Terminology (Sem. 2)
- 97349 CTE Sports Medicine 1

### Career Interest:

### Plan After High School:
## A-G Requirements (SUHSD Graduation Requirements Compared to College Entrance Requirements)

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Semester Units Required</th>
<th>Subject Area</th>
<th>Semester Units Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Science:</strong> World Geography (AVID &amp; support classes fulfill this requirement)</td>
<td>2</td>
<td>“A” History/Social Science: 2 years required</td>
<td>4</td>
</tr>
<tr>
<td>• World History</td>
<td>2</td>
<td>• 2 semesters of US History or 1 semester of US History and 1 semester of US Government</td>
<td>4</td>
</tr>
<tr>
<td>• US History</td>
<td>2</td>
<td>• 2 semesters World History</td>
<td>4</td>
</tr>
<tr>
<td>• Comprehensive Health</td>
<td>1</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>• US Government</td>
<td>1</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>• Economics</td>
<td>1</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td><strong>English:</strong></td>
<td>8</td>
<td>“B” English: 4 years required. Must be college-preparatory</td>
<td>8</td>
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<tr>
<td><strong>Mathematics:</strong></td>
<td>6</td>
<td>“C” Mathematics: 3 years required. All students must pass a combination of the following:</td>
<td>4</td>
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<tr>
<td>Three years of math are required. All students must pass:</td>
<td>6</td>
<td>• Integrated Math I</td>
<td>4</td>
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<tr>
<td>• Integrated Math I</td>
<td>2</td>
<td>• Integrated Math. II</td>
<td>4</td>
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<tr>
<td>• Integrated Math. II</td>
<td>2</td>
<td>• Integrated Math III or Financial Algebra</td>
<td>4</td>
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<tr>
<td><strong>Science:</strong></td>
<td>2</td>
<td>“D” Science: 2 years required, 3 years recommended. Must be laboratory sciences, such as:</td>
<td>4</td>
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<tr>
<td>• Biology</td>
<td>2</td>
<td>• Biology</td>
<td>4</td>
</tr>
<tr>
<td>• Chemistry, Physics or Earth Science</td>
<td>2</td>
<td>• Chemistry and/or Physics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Earth Science for CSUS)</td>
<td>4</td>
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<tr>
<td><strong>World Language:</strong> World Language must be in the same language for both years (2 years required or equivalent to the 2nd level high school course) or 1 year of World Language and 1 year of a CTE course. World Languages taken in 7th and 8th grade will apply toward high school graduation requirements and A-G completion</td>
<td>4</td>
<td>“E” World Language: 2 years (or equivalent to the 2nd level high school course) required. Must be the same language</td>
<td>4</td>
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<tr>
<td><strong>Visual/Performing Arts:</strong></td>
<td>2</td>
<td>“F” Visual and Performing Arts: 1 year required. Must be from the same discipline.</td>
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<tr>
<td><strong>College Prep Elective:</strong></td>
<td>2</td>
<td>“G” College Prep. Electives: 1 year required</td>
<td>2</td>
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<tr>
<td>If not fulfilled by an additional recommended credit in a core subject area</td>
<td>2</td>
<td>Electives can be chosen from the course catalog including classes from:</td>
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<tr>
<td><strong>Additional Required Elective Units:</strong> Any subject or content area in grades 9-12 beyond courses listed above</td>
<td>5</td>
<td>• History/Social Science</td>
<td>4</td>
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<tr>
<td></td>
<td></td>
<td>• English</td>
<td>4</td>
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<tr>
<td></td>
<td></td>
<td>• Advanced Math</td>
<td>4</td>
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<tr>
<td></td>
<td></td>
<td>• Lab Science</td>
<td>4</td>
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<td></td>
<td></td>
<td>• Foreign Language</td>
<td>4</td>
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<tr>
<td></td>
<td></td>
<td>• Visual/Performing Arts</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Psychology/Sociology</td>
<td>4</td>
</tr>
<tr>
<td><strong>Physical Education:</strong> PE is taken in grades 9 and 10. *SB78- Ninth grade students who do not meet the requirements of the Healthy Fitness Zone of the Fitnessgram will be enrolled in PE classes until they meet the five out of the six tasks, or until they graduate, whichever comes first.</td>
<td>4</td>
<td></td>
<td>4</td>
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<tr>
<td><strong>Total Required Units</strong></td>
<td>44</td>
<td>Total Required Units</td>
<td>30</td>
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<tr>
<td><strong>Additional Requirements</strong></td>
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<td>Additional Requirements</td>
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<tr>
<td>• 30 hours of community service</td>
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<td>• Must take the SAT and/or ACT (w/ writing for UCs)</td>
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<tr>
<td></td>
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<td>• Must meet eligibility index criteria</td>
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### REQUIRED COURSES

<table>
<thead>
<tr>
<th>ENGLISH LANGUAGE ARTS</th>
<th>SCIENCE</th>
<th>MATHEMATICS</th>
<th>SUPPORT CLASSES</th>
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<tbody>
<tr>
<td>91129 English 10</td>
<td>92105 Biology</td>
<td>92923 Integrated Math I</td>
<td>98626 Study Skills Concepts</td>
</tr>
<tr>
<td>91391 English 10 Accelerated</td>
<td>92681 Biology Accel</td>
<td>92924 Integrated Math II</td>
<td></td>
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<tr>
<td>94529 ELD II H/94532 HR 2</td>
<td>92201 AP Biology</td>
<td>92926 Integrated Math III</td>
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<tr>
<td>94530 ELD II H 1/94536 HR 2</td>
<td>92111 Chemistry</td>
<td>92949 Compacted Int. Math III</td>
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<tr>
<td>94531 ELD III H 1/94538 HR 2</td>
<td>92111 Medical Chemistry</td>
<td>/Pre-Calculus</td>
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<tr>
<td>94532 ELD IV HR 1</td>
<td>92185 Chemistry Honors</td>
<td>92026 Pre-Calculus</td>
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<tr>
<td>98616 English 10 Fund</td>
<td>92185 Medical Chemistry Honors</td>
<td>92332 Pre-Calculus Honors</td>
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<tr>
<td>SOCIAL SCIENCE</td>
<td>92710 Earth Science Fund</td>
<td>98789 Integrated Math 10 Fund</td>
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<tr>
<td>94397 World Hist. &amp; Cult.</td>
<td>98753 Life Science Fund</td>
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<tr>
<td>94399 World Hist. &amp; Cult Accel</td>
<td>98581 Earth Science Fund</td>
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<tr>
<td>98624 World Hist. &amp; Cult Fund</td>
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<td>94386 AP World History</td>
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<thead>
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<th>SCIENCE</th>
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### ELECTIVE COURSES:

**ART**
- 90047 __________ Art Beginning
- 90051 __________ Art Advanced

**MUSIC**
- 90311 __________ Band Cadet
- 90313 __________ Band Concert
- 90424 __________ Percussion Ensemble
- 90514 __________ CTE MA Colorguard 1
- 90515 __________ CTE MA Colorguard 2
- 90427 __________ Guitar Beginning
- 90430 __________ Piano Beginning
- 90236 __________ Show Choir (Audition)
- 90241 __________ Vocal Ensemble (Audition)
- 90418 __________ Choir (No Audition)
- 90435 __________ String Orchestra Int.
- 90436 __________ String Orchestra Adv.

**DANCE**
- 90483 __________ Dance I (Audition)
- 90485 __________ Dance II (Audition)
- 90159 __________ Dance Choreography Adv-Audition

**OTHER FINE ART**
- 97357 __________ CTE Beginning Drama
- 97365 __________ CTE Production Drama
- 97336 __________ CTE TV Film and Digital Media

**ENGINEERING**
- 93370 __________ Intro to Robotics Engineering
- 93351 __________ Intro to Design (VAPA)
- 97448 __________ PLTW Digital Electronics
- 97455 __________ PLTW Aerospace Engineering

**TECHNOLOGY**
- 93197 __________ Intro to Computer Prog/Gaming
- 93364 __________ AP Computer Science Principles
- 97147 __________ CTE Multimedia Production (VAPA)
- 97328 __________ CTE Graphic Design (VAPA)

**LANGUAGES**
- 91244 __________ Filipino 1-2
- 91246 __________ Filipino 3-4
- 91248 __________ Filipino 5-6
- 91286 __________ Filipino 7-8
- 91203 __________ French 1-2
- 91205 __________ French 3-4
- 91207 __________ French 5-6
- 91268 __________ AP French
- 91331 __________ Japanese 1-2
- 91333 __________ Japanese 3-4
- 91337 __________ Japanese 5-6
- 91381 __________ Japanese 7-8
- 91785 __________ AP Japanese
- 91224 __________ Spanish 1-2
- 91226 __________ Spanish 3-4
- 91228 __________ Spanish 5-6
- 91230 __________ Spanish 7-8
- 91256 __________ Spanish/Spanish Speakers 1-2
- 91258 __________ Spanish/Spanish Speakers 3-4
- 91260 __________ Spanish/Spanish Speakers 5-6
- 91262 __________ Spanish/Spanish Speakers 7-8
- 91272 __________ AP Spanish Language
- 91274 __________ AP Spanish Literature

**OTHER ELECTIVE COURSES**
- 95335 __________ AVID (approved by teacher)
- 98626 __________ Study Skills
- 94010 __________ Comprehensive Health
- 94049 __________ Psychology (Semester)
- 94244 __________ AP Psychology
- 94050 __________ Sociology (Semester)
- 94133 __________ Criminal/Civil Law (Sem or Year)
- 93378 __________ Public Speaking
- 93958 __________ AP Comparative Gov & Politics
- 94427 __________ Peer Mediation Beg (Interview)

**CTE MEDICAL**
- 97143 __________ CTE Health Care Essentials (Sem.1)
- 97124 __________ CTE Medical Terminology (Sem. 2)
- 97349 __________ CTE Sports Medicine 1
- 97350 __________ CTE Sports Medicine 2

**Career Interest:**

**Credit Recovery:**
# 11th Grade Course Offerings
2019-2020

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<td>91286 ___ Filipino 7-8</td>
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Compact For Success Requirements

An academic partnership that guarantees college admission to SDSU:

1. Maintain continuous enrollment in the Sweetwater Union High School District schools from 9th – 12th grade and graduate from a SUHSD High School
2. Clear English remediation or be on track to clear by the end of senior year
3. Clear Math remediation or be on track to clear by the end of senior year
4. Complete the A-G Requirements with grades of C or higher by the end of senior year
5. The GPA required at the time of application will be determined by SUHSD graduating class as follows:
   - SUHSD graduating class of 2021 must attain a 3.10 CSU GPA at the time of application and maintain through 12th grade
   - SUHSD graduating class of 2022 must attain a 3.20 CSU GPA at the time of application and maintain through 12th grade
   - SUHSD graduating class of 2023 must attain a 3.30 CSU GPA at the time of application and maintain through 12th grade
6. Take the SAT or ACT by November of 12th grade and obtain a minimum CSU eligibility index of 2900 for SAT; 694 for ACT
7. Meet all SDSU admission/enrollment deadlines including submitting a first-time freshman application to SDSU
   - CSU Mentor application must be submitted between October 1 and November 30
   - Must not have D or F grades during 12th grade in any subject

Admitted students interested in enrollment must submit their Intent to Enroll by May 1st
2019-20 Eastlake High School Subject Offerings: 12th Grade

STEP ONE: CIRCLE ONE COURSE FROM EACH CATEGORY

ENGLISH 12
91830 CSU Expository R & W
91144 AP English Language
94532 ELD IV HR 1/94532 HR 2
94530 ELD II HR 1/94536 HR 2
94531 ELD III HR 5/94538 HR 2
94532 ELD IV HR 1

SOCIAL SCIENCE
94188/94058 Econ/US Gov
94027 AP US Government
94240/94239 AP Econ Micro/Macro
98597/98596 Econ/US Gov Fund

MATH
92923 Integrated Math I
92924 Integrated Math II
92926 Integrated Math III
92020 Pre Calculus
92332 Pre Calculus Hrs
92453 Discrete Math

*Mathematics: ELD I, II, III, IV are available for SPED students.

STEP TWO: CIRCLE TWO TO THREE CLASSES FROM THE LIST BELOW

WORLD LANGUAGES
91244 Filipino 1-2
91246 Filipino 3-4
91248 Filipino 5-6
91286 Filipino 7-8
91203 French 1-2
91205 French 3-4
91207 French 5-6
91209 French 7-8
91268 AP French
91331 Japanese 1-2
91333 Japanese 3-4
91357 Japanese 5-6
91381 Japanese 7-8
91785 AP Japanese
91224 Spanish 1-2
91226 Spanish 3-4
91228 Spanish 5-6
91230 Spanish 7-8
91256 Spanish Speakers 1-2
91258 Spanish Speakers 3-4
91260 Spanish Speakers 5-6
91262 Spanish Speakers 7-8
91272 AP Spanish Language
91274 AP Spanish Literature

VISUAL/PERFORMING ARTS
90047 Art
90172 AP Art Studio
90033 Photography
90309 Photography Adv
90430 Piano Beginning
90427 Guitar Beginning
90236 Show Choir 1-H 1/2 (Audition)
90241 Vocal Ensemble (Audition)
90418 Choir Beginning
90311 Band Cadet
90313 Band Concert
90424 Percussion Ensemble
90435 String Orchestra Inter (Audition)
90436 String Orchestra Adv (Audition)
90483 Dance I (Audition)
90484 Dance II (Audition)
90159 Dance Adv (Color Guard)
90435 String Orchestra Inter (Audition)
90436 String Orchestra Adv (Audition)
90483 Dance I (Audition)

MEDICAL CLASSES
97143 CTE Health Care Essentials (Sem)
97124 CTE Medical Terminology (Sem)
97122 CTE Medical Admin (Sem)
97144 CTE Medical Assist Clinical (Sem)
97349 CTE Sports Medicine 1
97350 CTE Sports Medicine 2
97351 CTE Sports Medicine 3

PHYSICAL EDUCATION
93626 PE HSC III Team Sports
93622 PE HSC III Weight Training and Conditioning

SOUTHWESTERN
95170 Intro to Art (Semester)
94329 Intro to Admin of Justice (Semester)
95231 Lifelong Success (Semester)
SWCO Off Campus Class

SUPPORT
98626 Study Skills Concepts

SCIENCE
92469 Human Anatomy
92748 Human Anatomy Honors
92759 Biology Forensics
92710 Earth Science
92111 Chemistry
92185 Chemistry Honors
92199 AP Chemistry
92157 Physics
92189 Physics Honors
93353 AP Physics
93354 AP Physics 2
92201 AP Biology
92863 Bio Technology
92425 Astronomy
92843 AP Environmental Science

TECHNOLOGY
93197 Intro to Computer Prog/Gaming
93364 AP Computer Science Principles
92080 AP Computer Science A
97147 CTE Multimedia Production
97328 CTE Graphic Design (VAPA)

ENGINEERING
93370 Intro to Robotics Engineering
93351 Intro to Design (VAPA)
97448 PLTW Digital Electronics
97455 PLTW Aerospace Engineering

OTHER
94427 Peer Mediation Beg (Interview)
94438 Peer Mediation Adv (Interview)
95013 ASB (Interview)
91318 Newspaper (Interview)
91824 Journalism-Yearbook (Interview)
95149 AVID Seminar (Interview)
93378 Public Speaking
94010 Health (Semester)
94049 Psychology (Semester)
94244 AP Psychology
94050 Sociology (Semester)
94133 Criminal/Civil Law (Sem or Year)
93371 AP Seminar (G Elective)
93372 AP Research Capstone (G Elective)
95263 Peer Tutoring
93369 Office Assistant
WORLD LANGUAGES

World Languages 1 and 2
Filipino 1, 2
French 1, 2
Japanese 1, 2
Spanish 1, 2
Spanish Speakers 1, 2: For native speakers who have no formal education in Spanish.
UC/CSU/COLLEGE: Qualifies as an “E” foreign language course
PREREQUISITE: None
COURSE CONTENT: Students learn basic communication skills in listening, speaking, reading, and writing in a language other than English. Course content emphasizes listening and speaking activities as well as an awareness of the culture and social conventions of the new language. Students wishing to continue study in the same foreign language should do so in consecutive years.

World Languages 3 and 4
Filipino 3, 4
French 3, 4
Japanese 3, 4
Spanish 3, 4
Spanish Speakers 3, 4: For native Spanish speakers who have a 3rd grade formal education in Spanish.
UC/CSU/COLLEGE: Fulfills one of the two-year “E” foreign language requirement
PREREQUISITES: Successful completion of foreign language 1 and 2
COURSE CONTENT: Non-native speaking students work together to develop and enhance integrated skills of listening, speaking, reading, and writing in a language other than English. Course content emphasizes communicative skills and appreciation for culture and social conventions of the new language. Students wishing to continue study in the same foreign language should do so in consecutive years.

World Languages 5 and 6
Filipino 5, 6
French 5, 6
Japanese 5, 6
Spanish 5, 6
Spanish Speakers 5, 6: For native Spanish speakers who have less than a 6th grade education in Spanish.
UC/CSU/COLLEGE: Qualifies as an “E” foreign language course
PREREQUISITES: Successful completion of foreign language 3 and 4
COURSE CONTENT: Both non-native and native speaking students continue to develop and enhance integrated skills of listening, speaking, reading, and writing in the native language. Greater emphasis is placed on reading and writing. Course content also emphasizes the transition from a colloquial to more formal command of the target language, a high level of communication proficiency, and an appreciation for the culture and social heritage of the target language.

World Language 7 and 8
Filipino 7, 8
French 7, 8
Japanese 7, 8
Spanish 7, 8
Spanish Speakers 7, 8: For native Spanish speakers who have higher than a 6th grade education in Spanish.
UC/CSU/COLLEGE: Qualifies as an “E” foreign language course
PREREQUISITES: Successful completion of prior level or ability to speak, read, write fluently in the target language COURSE CONTENT: Students continue to develop and enhance integrated skills of listening, speaking, reading, and writing in the target language. Course content continues to emphasize the transition from a colloquial to a more formal command of the target language, a higher level of communication proficiency, more in-depth analysis and interpretation of target language literature, and a greater appreciation for the culture and social heritage of the target language. Students wishing to continue study in the target language should do so in consecutive years.
**Advanced Placement Japanese Language**

UC/CSU/COLLEGE: Qualifies as an “E” foreign language course.

PREREQUISITES: Successful completion of Japanese 5,6 or the equivalent.

COURSE CONTENT: This course offers students the opportunity to develop their Japanese language proficiency and a greater knowledge of Japanese culture. The course is intended for those who seek to take and pass the AP Japanese Exam. The completion of this class will be comparable to 300 hours of a university level Japanese course. The course will also be taught in accordance to the National Standard for Foreign Languages, stressing the “5 C’s”: Communication, Cultures, Connections, Comparisons, and Communities.

The instruction will emphasize fluency in speaking, reading, writing, vocabulary extension, and critical thinking skills. As the AP Test has added electronic components such as word processing, the course will also have instruction in the Computer Lab. Here we will prepare students for the test with typing exercises and other speaking and listening sections now electronically administered. This course will also use authentic Japanese learning materials to familiarize students with real Japanese settings. These will include but are not limited to Japanese articles, television broadcasts, and public announcements.

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**Advanced Placement Spanish Language and Culture 1 and 2**

UC/CSU/COLLEGE: Qualifies as an “E” foreign language course.

PREREQUISITES: A good command of Spanish grammar and considerable competence in listening, reading, speaking, and writing. In addition, since the demands of the program involve extensive reading and analysis of texts, candidates should have a high level of motivation and interest. Consideration should also be given to the intellectual maturity of the students.

COURSE CONTENT: Students must have successfully completed AP Spanish Language or completed a minimum of four years of formal education in their native country (Spanish only). Open for juniors and seniors only. If enrolled in class, students MUST register for the AP exam offered in early May. Well-motivated students are challenged through advanced study of Spanish literature of moderate and mature content. Students will formulate and express oral and written critical opinions and judgments about Spanish novels, plays, and poetry. Students who show themselves qualified on the Advanced Placement Examination in May can receive advanced placement and/or credit at many colleges and universities.

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**Advanced Placement French Language**

UC/CSU/College: Qualifies as an “E” foreign language course.

PREREQUISITES: A good command of French grammar and considerable competence in listening, reading, speaking and writing.

COURSE CONTENT: Not open for 9th graders. This course is comparable in content and difficulty to a full year proficiency in French language and composition. Use of language for active conversation is emphasized. Students who show themselves qualified on the Advanced Placement Examination in May can receive advanced placement and/or credit at many colleges and universities.


**English 9**
UC/CSU/COLLEGE: Qualifies as a “B” English course
PREREQUISITES: Teacher recommendations, scholarship mark and EOC exam.
COURSE CONTENT: English 9 is a rhetorically-based language arts course which integrates the complex nature of language acquisition and the multiple elements of language used in a comprehensive program of thinking, listening, speaking, reading and writing activities. This rigorous program is meaning-centered, and is designed to involve the varying backgrounds and experiences of our students as a direct aid in comprehension. Instruction progresses systematically from the spoken language experiences through advanced skill development. Accelerated English 9 credit can be earned. This class is team taught with World Geography.

**English 10**
UC/CSU/COLLEGE: Qualifies as a “B” English course
PREREQUISITES: Teacher recommendations, scholarship mark and EOC exam.
COURSE CONTENT: English 10 is a rhetorically-based language arts course which integrates the complex nature of language acquisition and the multiple elements of language used in a comprehensive program of thinking, listening, speaking, reading and writing activities. The program is meaning-centered and is designed to involve the varying backgrounds and experiences of our students as a direct aid in comprehension. Instruction progresses systematically from the simple language experiences through advanced skill development. English 10 Accelerated, a more rigorous course, is also offered.

**English 11**
UC/CSU/COLLEGE: Qualifies as a “B” English course
PREREQUISITES: Enrollment in grade 11
COURSE CONTENT: English 11 is a rhetorically-based language arts course which integrates the complex nature of language acquisition and the multiple elements of language used in a comprehensive program of thinking, listening, speaking, reading and writing activities. The program is meaning-centered and is designed to involve the varying backgrounds and experiences of our students as a direct aid in comprehension. Instruction progresses systematically from the simple language experiences through advanced skill development. English 11 Honors, a more rigorous course, is also offered.

**AP Capstone Program**
COURSE CONTENT: In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. In AP Research, students cultivate the skills and discipline necessary to conduct independent research and inquiry in order to produce and defend their scholarly work.

**Advanced Placement English Literature and Composition 1 and 2**
If enrolled in class, students are encouraged to register for the AP exam offered in early May
UC/CSU/COLLEGE: Qualifies as a “B” English course
RECOMMENDED PREREQUISITES: A good command of the English grammar and considerable competence in listening, reading, speaking, and writing. Advanced/Proficient in ELA
COURSE CONTENT: Students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and study individual works to better understand the language, characters, actions, and themes. Through writing, students become more aware of the resources of language: connotation, metaphor, irony, syntax, word choice, and tone. Students develop their proficiency in analysis of literature and development of writing skills. Use of language for active communication is emphasized. Students who show themselves qualified on the Advanced Placement examination in May receive advanced placement and/or credit at many colleges and universities.
12th Grade Expository Reading and Writing Course
UC/CSU/COLLEGE: Qualifies as a “B” English course
PREREQUISITES: Enrollment in grade 12
COURSE CONTENT: The Expository Reading and Writing Course (ERWC) employs a research-based assignment template that organized and guides all course modules (curricular units). Each module takes between one and three weeks to teach (depending on students’ needs and previous academic literacy experience) and is composed of a sequence of integrated reading and writing experiences, beginning with pre-reading activities, moving into reading and post-reading activities, and continuing through informal and formal writing assignments. Along the way students learn to make predictions and ask a variety of questions about the varied texts they area reading, analyze content, identify and evaluate rhetorical structures, and appropriately use material from the texts they read to support their own written analyses and arguments.
Divided into two semesters, course readings are on high interest topics that readily engage high school readers. Student readings have been analyzed for text complexity (in keeping with the California standards). Across the two-semester grade 12 course, students read and produce increasingly varied and complex styles and genres, and just as their analytical reading abilities expand over time, so too do their rhetorical writing abilities, which grow in complexity across modules.
1st Semester
1. What’s next? Thinking About Life After High School
3. Racial Profiling
4. The Value of Life
5. Good Food/Bad Food
6. Into the Wild (Book module)
2nd Semester
7. Bring a Text to Class: Bridging Out-of School and In-School Literacies
8. Juvenile Justice
9. Language, Gender, and Culture
10. 1984 (Book module)
11. Brave New World (Book module)
12. Bullying: A Research Project

Advanced Placement English Language and Composition A & B
If enrolled in class, students are encouraged to register for the AP exam offered in early May
UC/CSU/COLLEGE: Qualifies as a “B” English course
RECOMMENDED PREREQUISITES: A good command of English grammar and considerable competence in listening, reading, speaking, and writing. ELA, CST score. Proficient/Advanced
COURSE CONTENT: Students become skilled readers and interpreters of prose written in a variety of periods, disciplines, and rhetorical context. Writing in a variety of modes and variety of purposes is emphasized. The connection between the reading and the writing highlights the interaction between authorial purpose, audience need, the subject itself, generic conventions, and the resources of language: syntax, word choice, imagery and tone. Students develop their proficiency in the English language and composition. Use of language for active communication is emphasized. Students who show themselves qualified on the Advanced Placement examination in May receive advanced placement and/or credit at many college and universities.

Advancement via Individual Determination (AVID) 1-8
UC/CSU/COLLEGE: No
PREREQUISITES: Recommendation of the AVID teacher based on grades and standardized test scores for high school students. Enrollment in college preparatory mathematics is required.
COURSE CONTENT: Students will sharpen and refine attitudes, skills, and knowledge to successfully enter and complete an academic program at the next highest level of education. Students will learn and apply study skills and strategies to improve performance in the content areas. Note taking, outlining, writing, speaking, reading, test strategies, and self-awareness are stressed. Each semester of enrollment requires the students to build on previous skills and knowledge and to produce more sophisticated and higher level assignments.

AVID Senior Seminar
UC/CSU/COLLEGE: Fulfills one “G” College prep elective requirement for the UC/CSU system ONLY if the student takes AVID in the junior year and takes at least one Honors or Advanced Placement course in the senior year
PREREQUISITES: Satisfactory completion of AVID 1 and 2 in grades 10, 11
COURSE CONTENT: Students will culminate their years in AVID with the activities in the Senior Seminar. They will be involved in perfecting the skills they have been practicing in the areas of analytical writing, preparation for college entrance and placement exams, college study skills and test taking, note taking, and research. In general, they will polish the skills learned in previous years of AVID to the degree necessary for success at a four-year university.

Newspaper
UC/CSU/COLLEGE: No
PREREQUISITES: Teacher recommendations, an interview and good English grades
COURSE CONTENT: This course is directed toward providing learning experiences in the successful production of a newspaper. The students will produce a regularly scheduled newspaper. Depending on the method of production used at each site, students will gain experience in interviewing, proofing, headline writing, computer graphics, advertising, and photography. Students will also be able to compete with other schools when competitions are available.

Yearbook (The Raven)
UC/CSU/COLLEGE: No
PREREQUISITE: Teacher approval/interview process late April
COURSE CONTENT: This course produces the school yearbook. Students will learn all aspects of preparing the 300 + page book for printing, beginning with design of layouts. Other tasks will include advanced desktop design using Adobe in Design and Photoshop. Photography, copywriting and cropping are also integral components. No experience required; however, students must apply for and go through an interview process for entrance into this popular course. Occasional after school time commitment required, plus five evening deadlines. Deadline and product based grading system.
ENGLISH LANGUAGE DEVELOPMENT

**ELD I**
PURPOSE: This is a one or two-year course, which fulfills one or two years of language arts credits for graduation
PREREQUISITE: Placement in this class is determined as a result of (a) LAU assessment; (b) counselor/teacher recommendation; or (c) other appropriate assessment instruments approved by the district
COURSE CONTENT: This course provides the student with experiences necessary for developing basic functional skills in the development of the English language.

**ELD II AND III**
PURPOSE: This is a one or two-year course, which fulfills one or two years of language arts credits for graduation
PREREQUISITE: Placement in this class is determined as a result of (a) successful completion of Beginning ELD; (b) LAU assessment; (c) counselor/teacher recommendations; or (d) other appropriate assessment instruments approved by the district
COURSE CONTENT: In this course, students will develop integrated skills in listening, speaking, reading, writing, literature, cognitive, and study skills. Students will build upon the foundation of skills established in Beginning and Early Intermediate ELD.

**ELD IV**
UC/CSU/COLLEGE: Satisfies one year of the University of California and State University entrance requirements
PREREQUISITES: Placement in this class is determined as a result of (a) LAU assessment; (b) counselor/teacher recommendation; or (c) other appropriate assessment instrument approved by the district
COURSE CONTENT: In this course, students will develop integrated skills in listening, speaking, reading, writing, literature, cognitive, and study skills. Students will build upon the foundation of skills established in Intermediate ELD. Students will develop skills through the Holt series textbook, the on-ramp to the English Language Arts Standards and Curriculum.
MATHEMATICS

Integrated Mathematics Course I: A and B
PREREQUISITES: Completion of Math 8
COURSE CONTENT: This course formalizes and extends the mathematical concepts students learned in middle grades. This is the first year of a 3-year college preparatory math sequence.

Integrated Mathematics Course II: A and B
UC/CSU/COLLEGE: Fulfills the “C” mathematics requirement for admission to the UC system.
PREREQUISITES: Satisfactory completion of Integrated Mathematics Course I.
COURSE CONTENT: This course focuses on concepts like quadratic expressions, equations, and functions; comparing their behavior to those of linear and exponential relationships learned in Mathematics Course I.

Integrated Mathematics III: A and B
UC/CSU/COLLEGE: Fulfills the “C” mathematics requirement for admission to the UC system.
PREREQUISITES: Satisfactory completion of Integrated Mathematics Courses II.
COURSE CONTENT: This course focuses on integrating and applying mathematics concepts learned in Mathematics Course I & II as well as extending students’ application of functions to include logarithmic and trigonometric functions.

Integrated Mathematics Compacted Course III & IV: A and B
UC/CSU/COLLEGE: Fulfills the “C” mathematics requirement for admission to the UC system.
PREREQUISITES: Successful completion of Integrated Mathematics Course II with A, and teacher recommendation.
COURSE CONTENT: This is a two year mathematics course taking in one year. In the first semester the standards of Mathematics Course III will be covered, and in the second semester the standards of mathematics Course IV (currently known as the Pre-Calculus Honors) will be covered.

Pre-Calculus A and B Honors
UC/CSU/COLLEGE: Fulfills the “C” mathematics requirement for admission to the UC system.
PREREQUISITES: Successful completion of Integrated Math III, and with teacher recommendation.
COURSE CONTENT: This course covers in-depth advanced algebra and geometry topics as well as a significant amount of trigonometry. This is the fourth course in the college preparatory math sequence and is highly recommended for students planning on entering a college or university upon graduation.

Discrete Math
UC/CSU/COLLEGE: Fulfills “C” Mathematics requirements for admission to UC/CSU
PREREQUISITES: Integrated Mathematics III
Length of course: One year
Grade level options: 11, 12
The primary purpose of this course is to show students how mathematics can be applied to their lives in interesting, enjoyable and meaningful ways. There are four major goals of this course: 1. To help students acquire knowledge of fundamental mathematics (as defined by the Statement of Competencies in Mathematics (2010); 2. To show students how mathematics can solve authentic problems that apply to their lives; 3. To enable students to understand and reason with quantitative issues and mathematical ideas they are likely to encounter in college, career, and life; and 4. To enable students to develop problem-solving skills, while fostering critical thinking, within an interesting setting. Topics include problem solving, critical thinking, set theory, logic, number systems, algebra, personal finance, measurement, geometry, counting methods, probability theory, statistics, voting, and graph theory. Success in this course offers students an opportunity to clear “conditional exemption” from the CSU’s Entry-Level Math (ELM) test via Early Assessment Program (EAP).
Financial Algebra

UC/CSU/COLLEGE: Meets “D” requirement for CSUS

Length of Course: One Year

Grade level options: 11, 12

Financial Algebra with Applications is a mathematical modeling course that is algebra-based, applications-oriented, and technology-dependent. The course addresses college preparatory mathematics topics from Algebra, Statistics, Probability and Pre-calculus under seven financial umbrellas: Banking, Investing, Credit, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting. The course allows students to experience the interrelatedness of mathematical topics, find patterns, make conjectures, and extrapolate from known situations to unknown situations. The mathematics topics contained in this course are introduce, developed and applied in an as-needed format in the financial settings covered. Students are encouraged to use a variety of problem-solving skills and strategies in real-world contexts, and to questions outcomes using mathematical analysis and data to support their findings. The course offers students multiple opportunities to use, construct, question, model, and interpret financial situations through symbolic algebraic representations, graphical representations, geometric representations, and verbal representations. It provides students a motivating, young-adult centered financial context for understanding and applying the mathematics they are guaranteed to use in the future, and is thusly aligned with the recommendations of the Common Core State Standards, as stated in this excerpt: “...all students should be strongly encouraged to take math in all years of high school. ...An array of challenging options will keep math relevant for students, and give them a new set of tools for their futures...”

From the Common Core State Standards Course Goals:

- Gain a sense of financial literacy and increase practical math skills; this is including amortization, mortgage loans and retirement planning.
- Students gain a greater ability to participate in academic discourse regarding mathematical concepts and financial practices and through a series of projects to present original ideas.
- Through an expanded learning model students will expand knowledge of personal, small business and world finance and relate financial events to other academic areas.

Calculus Concepts A and B

UC/CSU/COLLEGE: Fulfills the “C” mathematics requirement for admission to the UC system

PREREQUISITES: Successful completion of Pre-Calculus.

COURSE CONTENT: This course presents fundamental calculus concepts without the algebraic and trigonometric rigor of Advanced Placement Calculus. Emphasis will be on development of the underlying concepts of calculus which are approached graphically, numerically, and analytically. Emphasis will also be placed on strengthening each student’s prerequisite algebra skills.

Advanced Placement Statistics A and B

If enrolled in class, students are encouraged to register for the AP exam offered in early May

UC/CSU/COLLEGE: Meets the “C” requirement for the UC system

PREREQUISITE: Successful completion of Integrated Math III

COURSE CONTENT: This course is comparable to the first semester of college statistics. Students develop strategies for collecting, organizing and analyzing data using various collection methods, distributions and significance tests. They use technology to analyze various graphical and numerical regression models. Requires students to evaluate data results and give oral and written statistical arguments defending their conclusions.

Advanced Placement Calculus AB A and B

If enrolled in class, students are encouraged to register for the AP exam offered in early May

UC/CSU/COLLEGE: Meets the “C” requirement for the UC system

PREREQUISITES: A thorough knowledge of college preparatory mathematics including algebra, axiomatic geometry, trigonometry, and analytic geometry is recommended

COURSE CONTENT: This course is comparable to a college course in calculus and related topics usually offered the first year in college. Students gain an intuitive understanding of the concepts of calculus and practical experience with its methods and applications. Students who show themselves qualified on the Advanced Placement Examination in May usually receive advanced placement and/or credit at many colleges and universities.

Advanced Placement Calculus BC A and B

If enrolled in class, students are encouraged to register for the AP exam offered in early May

UC/CSU/COLLEGE: Meets the “C” requirement for the UC system

PREREQUISITES: A thorough knowledge of analytic geometry and elementary functions in addition to college preparatory algebra, geometry, and trigonometry are recommended

COURSE CONTENT: This course is designed to provide an intuitive understanding of the concepts of calculus and experience with its methods and applications. Students who achieve this goal may receive advanced placement and/or credit at many colleges and universities.
PHYSICAL EDUCATION

HS PE Course I – Grade 9
UC/CSU/COLLEGE: No
PREREQUISITES: Enrollment in the ninth grade
COURSE CONTENT: All 9th graders will be enrolled in this class designed to teach students basic physical fitness standards. They will have an opportunity to pass the Health Fitness Zone Requirements test between February and March.

HS PE Course II – Grade 10, 11, 12
UC/CSU/COLLEGE: No
PREREQUISITES: 10th grade enrollment and having passed the Health Fitness Zone test.
COURSE CONTENT: The tenth grade program emphasizes a variety of individual and team activities to promote physical fitness.

Fitness for Life – Grades 10
UC/CSU/COLLEGE: No
PREREQUISITES: 10th graders that did not pass the Health Fitness Zone Requirement in the 9th grade.
COURSE CONTENT: The activities are specifically organized to provide students with additional instruction and practice in fitness activities to allow them to develop the competencies needed to pass the Health Fitness Zone Test

PE HSC III Aerobics
UC/CSU/COLLEGE: No
PREREQUISITES: enrollment in the 10-12th grades.
COURSE CONTENT: This course covers fitness dancing and movements to music. It includes step aerobics, jazercise, Tae-Bo, and general group fitness instruction to music.

PE HSC III Weight Lifting
UC/CSU/COLLEGE: No
PREREQUISITES: Pass the fitness gram enrollment in 10th grade
COURSE CONTENT: Activities include weight training for weight management, track and field activities, dynamic stretching, nutrition analysis, and exploration of careers in the fitness industry. This class should emphasize heart rate monitors, pedometers, computers and fitness software programs and individualized fitness planning to meet the needs of each student. This class will not be exclusively in the weight room.

PE HSC III Physical Education-Team Sports
UC/CSU/COLLEGE: No
PREREQUISITES: None
COURSE CONTENT: This course is directed toward instructing students in the skills and knowledge required to participate in team sports, such as basketball, flag-touch football, soccer, softball, volleyball and volley-tennis.

Note:
11th and 12th grade students who do not pass the Fitness Gram will be enrolled in a PE class and will be required to keep taking the test until they pass. Once students have completed the four required credits in PE and have passed the Fitness Gram, they must have a PE waiver to un-enroll in PE for their remaining grades.
**Biology, Medicine and Health**
UC/CSU/COLLEGE: Meets the University of California’s ‘D’ requirement for biology. Meets the high school graduation requirement for life science.
PREREQUISITES: None
COURSE CONTENT: Medical-Biology is a two semester college preparatory course. All the standards for regular biology will be covered in this class. Biological topics will be related to the human body and medicine. In addition, the course is designed to assist students who are beginning to explore an interest in the medical field and to gain knowledge about the different health occupations available. Students will be given information regarding the different health care professions, schools providing training, and the prerequisite courses available for them to take while at Eastlake High School. Students will have the opportunity to go on field trips to medical facilities and hear guest speakers from different medical professions talk about their work.

**Medical Chemistry**
UC/CSU/COLLEGE: Medical-Chemistry is a two semester, college preparatory course, that meets the University of California’s ‘D’ requirement for physical science and the high school graduation requirements for physical science.
PREREQUISITES: Passing grade of C or better in Biology
COURSE CONTENT: All the standards for regular chemistry will be covered in this class. When working on examples, many will be medically orientated. Labs will often have medical applications. Students will be given information regarding the different health care professions, schools providing training, and the prerequisite courses available for them to take while at Eastlake High School. Students will have the opportunity to go on field trips to medical facilities and hear guest speakers from different medical professions talk about their work.

**Biology A and B**
UC/CSU/COLLEGE: Fulfills the subject requirement for admission to the University of California as a “D” laboratory science course
PREREQUISITE: 9th graders must have 2 out of 3 of the following: Advanced or Proficient CST’s, enrolled in algebra or geometry and have earned A’s and B’s in science. Or 2 of 3 of the following: 1st semester 8th grade EOCE in science at proficient or advanced levels, have a 2.5 GPA in 3 semesters of middle school core classes and have their middle school science teacher’s recommendation. They may not take this class if they have scored Below Basic or Far Below Basics on CST’s, are below the 6th grade reading level and have earned less than a 2.0 in middle school core classes for 3 semesters.
COURSE CONTENT: The course includes, but is not limited to: the characteristics and chemistry of life, heredity, changes in living things over periods of time, environmental effects on life, human anatomy and physiology, and typical ecosystems around the world.

**Biology A and B Accelerated**
UC/CSU/COLLEGE: Fulfills the subject requirement for admission to the University of California as a “D” laboratory science course
RECOMMENDED PREREQUISITES: Same as for Biology and students are ready to challenge themselves with a more rigorous curriculum.
COURSE CONTENT: This course is intended to be a more thorough and intense exposure to the biology concepts, factual knowledge, and analytical skills than Biology 1, 2. It is primarily intended for GATE and/or highly motivated students who plan on being science majors in college. Topics include unity and diversity, cellular structure and function, genetic continuity, evolution systems, life processes, development and ecology. Students will learn science laboratory skills through frequent laboratory exercises and by the completion of an individual experimental project on a biological problem.

**Earth Science**
UC/CSU/COLLEGE: Qualifies as a “G” elective course for college. May satisfy the Physical Lab Science (“D” requirement) for the California State University System
RECOMMENDED PREREQUISITIES: Completion of Biology and Algebra 1, 2
COURSE CONTENT: The study of earth sciences helps students find their place in this universe by showing where their unique world fits in with the grand scheme of the cosmos. Students of the earth sciences gain an understanding of the physical and chemical processes that formed Earth and continue to operate on this planet. As students study these science standards, they will also learn more about the geologic factors that help to make California special.
Chemistry A and B
UC/CSU/COLLEGE: Fulfills “D” requirement for the University of California system
RECOMMENDED PREREQUISITES: Completion of or concurrent enrollment in Intermediate Algebra and recommended passing score of C or higher in previous math class
COURSE CONTENT: Students will become acquainted with the skills and concepts necessary to gain an understanding of the chemical aspects of technology, society, and the world at large. There is an emphasis on the basic knowledge of problem solving skills.

Chemistry A and B Honors
UC/CSU/COLLEGE: Fulfills “D” requirement for the University of California system
RECOMMENDED PREREQUISITES: Completion of or concurrent enrollment in Intermediate Algebra and recommended passing score of B or higher in previous math class
COURSE CONTENT: Students will become acquainted with the skills and concepts necessary to gain an understanding of the chemical aspects of technology, society, and the world at large. There is an emphasis on the basic knowledge of problem solving skills. Topics include, but are not limited to, atomic theory, chemical equations, organic and inorganic chemistry, chemical equilibrium relationships, and simple nuclear reactions. Emphasis will be placed on the role of mathematics in the physical sciences, the interrelationships between physics and chemistry, and the use of the laboratory. A college level text will be used.

Physics A and B
UC/CSU/COLLEGE: Fulfills “D” requirement for the University of California system
RECOMMENDED PREREQUISITES: Completion of or concurrent enrollment in Intermediate Algebra and recommended passing score of C or higher in previous math class
COURSE CONTENT: This course emphasizes the understanding of the physical universe using mathematical tools. The first semester covers classical mechanics, which includes the study of motion, Newton’s laws, gravity, and energy. This semester of physics uses vectors to analyze forces. The study of vectors involves a familiarity and comfort with trigonometry. The second semester covers more modern physics and includes the study of waves, sound, light, optics, electricity, magnetism, and nuclear physics.

Physics A and B Honors
UC/CSU/COLLEGE: Fulfills “D” requirement for the University of California system
RECOMMENDED PREREQUISITES: Completion of Intermediate Algebra with a grade of A or B. Concurrent enrollment in Math Analysis or a higher level math course
COURSE CONTENT: This course studies the same topics as regular physics, but in greater depth, using more sophisticated mathematical tools, such as advanced algebra and wave functions. The course also uses a college textbook. This course is for the student who wishes to pursue science as a career.

Advanced Placement Biology A and B
If enrolled in class, students are encouraged to register for the AP exam offered in early May
UC/CSU/COLLEGE: Qualifies as a “D” laboratory science
RECOMMENDED PREREQUISITE: Pass Biology and Chemistry (C or better) or pass Biology and concurrent enrollment in Chemistry (C or better) or high pass in Biology (A) and teacher recommendation.
COURSE CONTENT: This course is equivalent to a college introductory biology course usually taken by biology majors during their first year in college. Students learn the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Three general areas to be covered are molecules and cells, genetics and evolution, and organisms and populations. Students who show themselves qualified on the Advanced Placement examination in May usually receive advanced placement and/or credit at many colleges and universities.

Advanced Placement Chemistry A and B
If enrolled in class, students are encouraged to register for the AP exam offered in early May
UC/CSU/COLLEGE: Qualifies as a “D” laboratory science on the UC list
RECOMMENDED PREREQUISITES: A grade of “A” in Chemistry or a “B” in Chemistry Honors.
COURSE CONTENT: This course is the equivalent of a general chemistry course usually taken the first year in college. Students learn the conceptual framework, factual knowledge and analytical skill necessary to deal critically with chemical problems in the area of the structure of matter, states of matter, reactions, descriptive chemistry, laboratory experiences, and chemical calculations. Students who show themselves qualified on the Advanced Placement Exam in May usually receive advanced placement and/or credit at many colleges and universities.

Advanced Placement Physics A and B
If enrolled in class, students are encouraged to register for the AP exam offered in early May
UC/CSU/COLLEGE: Qualifies as an advanced laboratory science “D” course
RECOMMENDED PREREQUISITIES: A or B in Honors Chemistry, Honors Physics, or AP Chemistry. Also A or B in Intermediate Algebra. Concurrent enrollment in calculus is very beneficial. Students may also take this course with the recommendation of a science instructor.
COURSE CONTENT: AP Physics 1 is the equivalent to a first-semester college course in algebra-based physics. The course covers the principles of Newtonian mechanics (including rotational dynamics and angular momentum); work, energy and power, mechanical waves and sound and introductory simple circuits.
AP Physics 2 is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics.
Human Anatomy and Physiology
UC/CSU/COLLEGE: Qualifies as a “D” laboratory science on the UC list
RECOMMENDED PREREQUISITES: A grade of “B” or better in Biology and Chemistry
COURSE CONTENT: This course is intended for students with an interest in pursuing a career in medicine. It covers the basic principles and fundamentals of human anatomy and physiology. Students will learn about human anatomical structures and their organization and function. Emphasis is given to scientific nomenclature, organ systems of the body, and microscopic anatomy. The basic principles and fundamentals of human anatomy and physiology. Students will learn about human anatomical structures and their organization and function. Emphasis is given to scientific nomenclature, organ systems of the body, and microscopic anatomy. A more rigorous course, Human Anatomy Honors, is also available.

Forensic Biology
UC/CSU/COLLEGE: Fulfills the subject requirement for admission to the University of California as a “G” elective
RECOMMENDED PREREQUISITES: Biology and Chemistry, each passed with a “C” or better both semesters.
COURSE CONTENT: This course builds upon California Biology Standards in the areas of cellular biology, genetics, ecology, and human physiology, the California Chemistry Standards in the areas of Organic and Biochemistry and reaction rates, and the California Investigation and Experimentation Standards. This course takes a forensic approach to the existing curriculum as well as introducing forensic science techniques in lab.

Biotechnology A and B
UC/CSU/COLLEGE: Qualifies as a “D” laboratory science for the University of California.
PREREQUISITES: A passing grade in Biology and Chemistry with a grade of “B” or higher is recommended, although concurrent enrollment in Chemistry may be possible with permission from the instructor. Also recommended is a grade of “B” or higher in previous math class, with a minimum completion of Algebra I.
COURSE CONTENT: The course will combine topics in biology and chemistry theory with practical application of biotechnology skills and laboratory exercises. Among others, topics include a special emphasis on techniques in molecular biology including DNA purification, bacterial transformation, and protein purification. In addition, students will learn laboratory record keeping, solution making, proper sterile technique and other quality control practices to obtain proficiency leading to reproducible results. Laboratory experiences in the course will be designed to require problem solving, and effective critical thinking skills. Long term and cooperative group assignments will require students to develop successful problem solving, planning, research, and organizational strategies, and to learn to use resources effectively, individually and as a group. This course will expose students to the role of biotechnology in society; help them discover its relevance to their lives; guide them in developing the basic skills necessary in academic and industry lab settings; encourage students to pursue higher education in biotechnology; and encourage them to see any one of San Diego County’s biotechnology companies as a viable career option. Students enrolled in the course have an opportunity to earn college credit through San Diego Miramar College if they complete the year with at least a B-average and pass a separate final exam offered by the college.

Pre-Engineering

Introduction to Engineering Design A and B
UC/CSU/COLLEGE: Fulfills the elective requirement as a “G” elective course
PREREQUISITES: Passing grade of “C” or better in algebra or concurrent enrollment in algebra
COURSE CONTENT: This course teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed, and communicated using solid modeling computer design software.

Digital Electronics A and B
UC/CSU/COLLEGE: Fulfills the elective requirement as a “G” elective course
PREREQUISITES: Passing grade of “C” or better in algebra or concurrent enrollment in algebra
COURSE CONTENT: This course teaches students the basics in the field of electronics. Students learn the principles of number systems, electronic gates, and combinational logic circuit design, Boolean algebra, adding, adding, flip-flops, shift registers and counters, microprocessors, logic families and device specifications. The course also includes a capstone project such as designing and building a digital traffic light. Satisfactory completion of this course may qualify student for 2 + 2 credit at Southwestern Community College.

Aerospace Engineering
UC/CSU/COLLEGE: Fulfills the elective requirement as a “G” elective course
PREREQUISITES: Concurrent enrollment in upper level Math and Physics.
COURSE CONTENT: This course teaches students the history of aviation, physics principles applied to flight, instrumentation and navigation, materials and structures, propulsion systems, flight physiology and human factors, considerations for space travel, orbital mechanics, and alternative applications of aerospace concepts, remotely operated systems, and aerospace career opportunities.

Medical Pathway

Students are given extra preparation for a career in the Allied Health Industry or for post-secondary education in a medical related major.
COURSE CONTENT:
• Ensure students meet A-G requirements for the California University Systems
• Alter core science classes to give them a medical focus (Medical Biology and Accelerated Medical Biology, Medical Chemistry and Honors Medical Chemistry...Anatomy and Physiology and Honors Anatomy and Physiology are also offered)
• Give students opportunities for career education through our ROP/CTE classes (Health Care Essentials Medical Terminology, Health Care Assistant I and II, Sports Medicine I and II)
• Expose students to a variety of careers in the medical field (Guest Speakers)
• Provide opportunities for internships, job shadows and hospital visits (65 Medical Related Service Learning Hours Required for Pathway Completion)
SOCIAL AND BEHAVIORAL SCIENCE

World Geography
UC/CSU/College: Qualifies as an “A” history requirement for admissions to the UC/CSU systems
PREREQUISITES: Enrollment in the 9th grade
COURSE CONTENT: In-depth examination and study of physical geography, cultural geography, and reading; interpreting knowledge about important geographic vocabulary terms and concepts as well as integration of the five fundamental themes of geography in the content of each unit. This class is team taught with English 9.

AP Human Geography
UC/CSU/College: Qualifies as an “A” history requirement
For admissions to the UC/CSU systems
RECOMMENDED PREREQUISITES: “A” Course grade in previous Social Science course for prior school year, teacher recommendation from previous social science teacher, strong academic background and commitment to college-level course including potential summer assignment.
COURSE CONTENT: An AP Human Geography course need not follow any specific college course curriculum but is taught as a yearlong course in most high schools. The aim of the AP course is to provide students with a learning experience equivalent to that obtained in most college-level introductory human geography courses. Purpose: The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

World Cultures A and B
UC/CSU/COLLEGE: Qualifies as an “A” social science course
PREREQUISITE: Enrollment in 10th grade
COURSE CONTENT: This course addresses the topic of world cultures. The emphasis is on the 20th century with a brief review of major events prior to 1900. Students will study the chronology of events, the impact of those events on the present, and gain a perspective on the interrelatedness of the contemporary world. World Cultures Accelerated, a more rigorous course, is also offered.

Advanced Placement World History
If enrolled in class, students are encouraged to register for the AP exam offered in early May
UC/CSU/COLLEGE: Qualifies as an “A” social science course
RECOMMENDED PREREQUISITE: Successful completion of World Geography Accelerated in grade 9
COURSE CONTENT: This course is equivalent to a college introductory World History course. Students build analytical reasoning skills and assess historical arguments by using evidence in a writing style as recommended by the Advanced Placement curriculum. The course content provides a broad overview of World History and civilizations from the Neolithic to the present.

United States History A and B
UC/CSU/COLLEGE: Qualifies as an “A” social science course
PURPOSE: This is a two-semester required course, which meets the graduation requirements for a year of US history. All 11th grade students are required to complete this course, US History Honors or AP US History with a passing grade each semester to qualify for a senior high school diploma
PREREQUISITES: Enrollment in 11th grade
COURSE CONTENT: The first semester of this course addresses the major events and people of the 20th century American history from 1900-1939. The second semester addresses American history from 1940 to the present. The focus is on the significance of historical figures and events in terms of their implications to present day America. US History Honors, a more rigorous course, is also offered.

Advanced Placement United States History A and B
If enrolled in class, students are encouraged to register for the AP exam offered in early May
UC/CSU/COLLEGE: Qualifies as an “A” social science course
RECOMMENDED PREREQUISITES: Satisfactory completion of AP World History or World Cultures AC with a grade of “C” or better
COURSE CONTENT: This course is equivalent to most college introductory United States history courses. Students learn the analytic skills and factual knowledge necessary to deal critically with the problems and materials of United States history; to assess historical materials, and to weigh the evidence and interpretations presented in historical scholarship. Students 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. Students who show themselves qualified on the Advanced Placement examination in May usually receive advanced placement and/or credit at many colleges and universities.

United States Government
UC/CSU/COLLEGE: Qualifies as an “A” social science course
PURPOSE: All 12th grade students are required to complete this course or with a passing grade to qualify for a high school diploma.
PREREQUISITES: Enrollment in 12th grade
COURSE CONTENT: This one-semester course is designed to help students understand the workings of the American political system on the federal, state, and local level and to enable the student to function as a participating individual within our nation. This course addresses the background and development of American government, the structure and operation of political institutions; the role of the individual in government; the acquisition and expansion of civil liberties and rights; federal, state, and local government; and the role of the United States in a global political context.
Advanced Placement United States Government and Politics
If enrolled in class, students are encouraged to register for the AP exam offered in early May.
UC/CSU/COLLEGE: Qualifies as an “A” social science course
RECOMMENDED PREREQUISITES: Satisfactory completion of AP US History or US History Honors with a grade of “C” or better.
COURSE CONTENT: This course provides students with an analytical perspective on government and politics in the United States similar to most introductory courses offered in college. It involves both the studies of general concepts used to interpret United States politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up United States political reality. Students who show themselves qualified on the Advanced Placement examination in May usually receive advanced placement and/or credit at many colleges and universities. This year long course meets the US Government/Economics requirement for graduation.

Economics
UC/CSU/COLLEGE: Qualifies as a “G” elective course
PREREQUISITES: None
COURSE CONTENT: Fundamental economic concepts, comparative economic systems, micro/macroeconomics, and international economic principles are studied. Emphasis is on the understanding of basic principles and providing students with the analytical tools to make reasoned decision on economic issues. This is a one semester course.

Advanced Placement Economics Micro and Macro
If enrolled in class, students are encouraged to register for the AP exam offered in May.
UC/CSU/COLLEGE: Qualifies as a “G” elective
RECOMMENDED PREREQUISITES: 1. Satisfactory completion of AP History or Honors History with a grade of “B” or better. 2. Satisfactory completion of Intermediate Algebra with a grade of “B” or better.
COURSE CONTENT: This course is designed to provide students a thorough understanding of the principles of economics that apply to an economic system as a whole. This course places particular emphasis on the study of national income and price determination, and also develops students’ familiarity with economic performance measures, economic growth, and international economics. This year-long course meets the Economics requirement for graduation.

Comprehensive Health
UC/CSU/COLLEGE: N/A
PREREQUISITES: None
Purpose: This one semester required course meets the state instructional requirement for health and family life education. All students are required to complete this class with a passing grade to qualify for high school diploma. Parental objection to education in careers and/or personal health. This course extends the concepts explored in grade 8.
COURSE CONTENT: This course presents information on the individual’s role in society and in personal relationships. Included in the curriculum are: values and decision-making, substance use and abuse, emotional and physical development, male and female sexual development, interpersonal relationships, responsibilities in marriage and parenting, suicide, teen pregnancy, sexually transmitted diseases, and maintaining health. The emphasis of the course is on the transition from adolescence to adulthood.

Criminal and Civil Law
UC/CSU/COLLEGE: Qualifies as a “G” elective
PREREQUISITES: Must be in grade 11 – 12
COURSE CONTENT: This course focuses on learning Common Law, with an overlay of California Law and the Model Penal code. Along the way the course introduces many possible Criminal and Civil justice professions including what is involved in choosing a career path in the areas of law enforcement, corrections and a wide variety of other types of legal careers, as well as how the law affects all careers students may enter. In this program students will receive an academic foundation in terms of learning the law, legal writing, legal procedure, legal vocabulary, and theories in each of the above-mentioned areas. Additionally, students will acquire logical thinking skills, and oral advocacy training which will provide them with a basic skills set from which they can draw when applying for, and working in, entry-level positions in a variety of areas in and out of the criminal and civil justice spectrum.

Psychology
UC/CSU/COLLEGE: Qualifies as a “G” elective
PREREQUISITES: Must be in grade 10 - 12
COURSE CONTENT: This one semester course is a beginning psychology course, introducing and developing basic concepts of psychology and a historical perspective on psychology as the study in individual behavior. The course focuses on human development, learning, motivation, and personality. Students also will learn the contributions and methods of major psychologists such as Sigmund Freud, Abraham Maslow, Ivan Pavlov, Carl Rogers, and B.F. Skinner.

Sociology
UC/CSU/COLLEGE: Qualifies as a “G” elective
PREREQUISITES: Must be in grade 10 - 12
COURSE CONTENT: The central focus of this one semester course is on the nature and scope of group living, the precipitates of man’s social living, and the interdependence between various nations, cultures, and societies. Some data are introduced from the field of social psychology and other behavioral and social science disciplines as pertinent to reinforce understanding of how personality develops with the matrix of society.

Social Issues Through Film
UC/CSU/COLLEGE: Qualifies as a “G” elective
PREREQUISITES: Must be in grade 11 and 12
COURSE CONTENT: Social Issues through film is a one semester course designed to instruct students to access, analyze, evaluate and communicate through a variety of forms. The course addresses social issues in the newspaper, through mass media, music and as exemplified in films. In addition, this class will place an emphasis on college readiness by following the “Titan Habits of Minds” Model. By challenging our students and teaching them to be proactive. The class will provide an environment that creates Active Learners. When students respond critically and responsibly to media that they see or hear they become Critical Thinkers. Effective Communication happens when our students can respect the thoughts of others while articulating respectful views and opinions.
Beginning Art A and B
UC/CSU/COLLEGE: Meets the “F” requirement for the UC/CSU system
PREREQUISITES: None for Art 1. Student must earn a “C” or better in Art 1 to advance in Art 2
COURSE CONTENT: The course emphasizes basic skills and comprehension regarding art fundamentals, materials, and creative processes of the two dimensional discipline. The course stresses insights into applying skills in various painting and drawing media. Beginning Art 1 or consent of instructor is a prerequisite for beginning Art 2 which is a continuation of Beginning Art 1, exploring a greater variety of painting and drawing and/or techniques.

Advanced Art A and B
UC/CSU/COLLEGE: Meets the “F” requirement for the UC/CSU systems
PREREQUISITES: Passing grade of “B” or better in both Art 1 and 2, and in both Advanced Art 1 and 2 in grades 9-11 and permission of the Art Instructor. Must have a portfolio of at least 6 quality original art pieces.
COURSE CONTENT: Students will produce a portfolio of artwork that shows a fundamental competence and range of understanding in visual concerns and methods. The student will demonstrate a depth of investigation and process of discovery as well as a serious grounding in visual principles and material techniques. The student will also exhibit through this artwork a synthesis of form, technique and content. The acceptance by the College Board of the Student Portfolio offers the opportunity for the student to delete certain elementary art courses in college.

Advanced Placement Studio Art
If enrolled in class, students are encouraged to register for the AP exam offered in early May
UC/CSU/COLLEGE: Meets the “F” requirement in the UC/CSU systems
PREREQUISITES: None – Open to interested students
COURSE CONTENT: Students will examine major forms of artistic expression from the past and the present from a variety of cultures. Students will develop an understanding of architecture, sculpture, painting and other art forms within historical and cultural contexts. Students will analyze works of art critically, with intelligence and sensitivity.

Cadet Band A and B
UC/CSU/COLLEGE: Meets the “F” requirement for the UC/CSU systems
PREQUISITES: Successful completion of 1 to 2 semesters of beginning band at either the middle school or high school level, or by audition and consent of the instructor
COURSE CONTENT: Having successfully achieved an appropriate skill level, students will continue their study of instrumental music and standard performance practices on woodwind, brass and percussion instruments. Areas of instruction will include: Advanced ensemble rehearsal and performance techniques, instrument care, musicianship, tone production, festival performance, sight reading, and music literacy (reading and writing music). Individual study/home practice as well as public performances are required as part of the evaluation process. Concurrent enrollment in PE Marching Band is required.

Advanced Band
PURPOSE: This is a year-long course that fulfills the visual/performing arts requirement as mandated by the UC/CSU systems. The course may be repeated for a maximum of 12 semesters of credit.
PREREQUISITES: Consent of the instructor and availability of musical instruments
COURSE CONTENT: Advanced Band is designed to teach individual and group discipline, instrument care and use, study of advanced ensemble and/or solo material, advanced skills in ear training and sight reading, interpretation of the conductor’s band and baton motions, study of various band works of appropriate difficulty, proper performance attitudes, awareness of occupational opportunities, and where applicable, techniques in marching and maneuvering. Performance required by the director is an essential element of evaluation for all students enrolled in this course, as well as individual practice. Concurrent enrollment in PE Marching Band is required.

**Percussion Ensemble**
UC/CSU/COLLEGE: Meets the “F” requirement for the UC/CSU systems
PREREQUISITES: Beginning band or instructor’s consent
COURSE CONTENT: This course provides students with some musical instrument experience the opportunity to participate in an ensemble experience. Areas of instruction include the following as they relate to percussion: introductory music analysis, intermediate music fundamentals, simple improvisation, simple music composition and arranging, and introduction to and performance of music from around the world.

**Piano**
UC/CSU/COLLEGE: Meets the “F” requirement for the UC/CSU systems
COURSE CONTENT: This course provides students with no prior musical instrument experience the opportunity to participate in ensemble and solo experience. Areas of instruction include the following as they relate to the piano: introductory music analysis, elementary music fundamentals, simple improvisation, simple music composition and arranging, and introduction to and performance of music from around the world.

**Guitar Beg/Int.**
UC/CSU/COLLEGE: This course fulfills the one year visual/performing arts requirement as mandated by the UC/CSU systems. It may be repeated.
COURSE CONTENT: This course provides students with no prior musical instrument experience the opportunity to participate in ensemble and/or solo experience. Areas of instruction include instrument care, elementary music fundamentals, tone production, and simple performance.

**Orchestral Strings Advanced 9 – 12**
UC/CSU/COLLEGE: Meets the “F” requirement
PREREQUISITES: Successful completion of two years of string orchestra class and/or permission of the teacher.
COURSE CONTENT: This is a year-long course. This course teaches the basic skills and concepts necessary for the playing of orchestral string instruments. Students are required to participate in school performances, festivals, and community functions selected by the instructor. Students can be provided use of an instrument free of charge. The director chooses musical selections, must provide their own uniform. Long black (basic black) on the bottom for all students. White or black shirt with collar and sleeves, black dress shoes (black socks). A limited number of tuxedos are available for use free of charge. All rehearsals and performances are MANDATORY with the exception of the Disney performance. No gum ever!

**District Symphonic Orchestra**
UC/CSU/COLLEGE: Meets the “F” requirement
PREREQUISITES: Successful completion of at least two years of school band or orchestra and consent of the instructor. The student must be enrolled in their regular school music program and have permission of that teacher as well. The class is a year-long course and grades are based primarily on participation. All rehearsals and performances are mandatory. This class meets during the traditional school calendar (Sept. – June). The class meets Monday nights from 6pm – 8:30pm in the Eastlake High School band room.

**Choir**
UC/CSU/COLLEGE: Meets the “F” requirement for the UC/CSU systems
PREREQUISITES: Choir 1 – none. Choir 2-12 – successful completion of previous semesters
COURSE CONTENT: Choir is a performance-oriented course designed for students who enjoy participation in group singing. Musicianship is enhanced through rehearsal, analysis, and public performance of advanced choral literature involving a variety of styles. Regular attendance at all daily and special rehearsals is required of all choir members. Students will participate in concerts, workshops, and festivals through the year. Performance for a variety of audiences is an essential element of evaluation for all students enrolled in this course.

**Show Choir- Spot Light Ladies (all girls) And Center Stage (mixed voices)**
UC/CSU/COLLEGE: Meets the “F” requirement for the UC/CSU systems
PREREQUISITES: Audition or consent of instructor. Previous choir, beginning dance experience, and/or drama are recommended.
COURSE CONTENT: Advanced performance-oriented course emphasizes the three major facets of the show choir: singing,
dancing, and acting. Instruction include: intermediate and advanced solo/ensemble literature, choreographed movement, microphone technique, costumes and make-up techniques, and showmanship strategies. Musicianship is enhanced through rehearsal, analysis, composition and improvisation, and audition techniques for select Show Choir Ensembles. Center Stage students must also enroll in “0” period PE Dance.

Dance II
UC/CSU/COLLEGE: Meets the “F” requirement for the UC/CSU systems.
PREREQUISITES: Must audition
COURSE CONTENT: Dance II is an intermediate class for the student who has had little background or training in dance. In this class students will be learning basic ballet, jazz, modern, and contemporary technique. Through these techniques, students will have a working vocabulary of movement that will help them progress into improvisational work as well as choreography. Students will have the opportunity to see live performances and respond critically through written and discussion form. Students will also learn to identify and perform historical and cultural dance. Dancers will gain self-awareness and confidence from participation in this class. Injury prevention, health, and diet for the dancer will also be covered. Students will apply their dance technique and understandings of the content standards that they have mastered by dancing in a performance setting.

Dance Advanced Choreography – Dance Production
UC/CSU/COLLEGE: Meets the “F” requirement for the UC/CSU systems.
PREREQUISITES: Must audition
COURSE CONTENT: Dance Production is an advanced class for the student who has had a lot of background training in dance. In this class students will be learning advanced ballet, jazz, modern, contemporary, tap, and choreography technique. Students will be expected to progress their improvisational work into choreography projects, and address all the elements of the rehearsal process.

Students will have multiple opportunities to see live performances and respond critically through written and discussion form. Students will also learn to identify and perform historical and cultural dance. Dancers will gain self-awareness and confidence from participation in this class. Injury prevention, health, and diet for the dancer will also be covered. Students will apply their dance technique and understandings of the content standards that they have mastered by dancing in a performance setting.

Drama 1
UC/CSU/COLLEGE: Meets the visual/performing arts requirement for the UC/CSU systems
PREREQUISITES: None
COURSE CONTENT: This course covers the basic skills of dramatic language and action. Emphasis is placed on group cooperation and interaction and on the development of poise and self confidence in the individual. The student studies basic terminology, pantomime, improvisation, theatre games, oral interpretation, stage movement, and voice and diction in preparation for the performance of monologues and scenes.
Theatre Production
UC/CSU/COLLEGE: Qualifies as an “F” elective for UC/CSU systems
PREREQUISITES: Successful completion of Drama 1 & 2-8 with a grade of “B” or better in scholarship and a grade of “A” in citizenship, or with the approval of the Performing Art/Drama Instructor. In addition, students must demonstrate a positive attitude, an interest in improving their effective communication skills, continuing to boost their self-esteem as well as those of their classmates, and to enhance their performing arts skill through producing, writing and acting in public performances.
COURSE CONTENT: This is the advanced level drama class. Students should be well acquainted and equipped with the necessary performing art skills. This class is designed to further the students’ skills by more in depth studies and assignments through performance. The course will cover a wide variety of theatre aspects as well as specified study of certain topics. This class will provide numerous opportunities for the student to explore multiple aspects of the theatre genre by performing in monologues, scenes and school productions.

Photography - Beginning A and B
UC/CSU/COLLEGE: Fulfills the “F” requirement in visual/performing arts for the UC/CSU systems
PREREQUISITES: None
COURSE CONTENT: This class is a basic introduction to the world of photography. Students receive hand-on experiences learning camera operations, film handling, techniques and dark room procedures as the tools for creating pictures. The study of the history and development of photography formalizes awareness in the students that pictures are a medium of communication. The knowledge and techniques they acquire have a practical application in the classroom and at campus activities preparing photographers for the journalism and annual classes

Photography – Advanced
UC/CSU/COLLEGE: Fulfills the “F” requirement for the UC/CSU systems
PREREQUISITES: Completion of Beginning Photography
COURSE CONTENT: Building upon the knowledge and skills acquired and developed in the beginning photography class, provides for more advanced learning experiences including the eventual use of digital and image processing software as they master their craft. Open to grades 11 and 12.

Digital Media
UC/CSU/COLLEGE: Yes
PREREQUISITES: None
COURSE CONTENT: This course provides entry-level training in media production and technology. Employment possibilities include media production specialist, web designer, animator, video production specialist/assistant, graphic designer and desktop publisher. The skills learned in this course also enhance existing knowledge in areas such as photography, computer programming, and content development.
- Develop skills for careers in Arts, Media, and Entertainment.
- Earn up to 3 units of credit towards college.
- Enhance your professional presence with a personal portfolio.
ADDITIONAL ELECTIVES

Academic Decathlon
UC/CSU/COLLEGE: No
PREREQUISITES: Strong academic background in math, economics, fine arts, speech, writing, science, language and literature, and social science
COURSE CONTENT: A team of nine students prepares and competes in ten scholastic events organized and sponsored by the United States Academic Decathlon. Each team is composed of three honor students, three scholastic students, and three varsity students as determined by eligibility rules and grade point averages. Each team member competes in all ten events. Teams may compete on a district, county, state, and national level. Ninth and tenth grade students with exceptional academic ability are encouraged to participate in preparation for competition as juniors and seniors.

Academic League
UC/CSU/COLLEGE: No
PREREQUISITES: Strong academic background in math, economics, fine arts, speech, writing, science, language and literature, and social science
COURSE CONTENT: Academic League is a team of students who train for and compete in trivia-based competitions against other schools in the school district. There are two separate teams for Junior Varsity and Varsity. The questions asked cover a variety of topics, including literature, art history, geography, and math. Competitions take place during the beginning months of the spring semester. Teams from each school are represented by five players, who can be rotated in and out by the coach during time outs or half-time, a buzzer system is used to answer toss-up questions asked by a moderator. Each game consists of two halves, with the Varsity team playing a slightly longer game. Teams are rewarded with points and the opportunity to answer bonus questions for correctly answering the toss-ups, while consequently losing points for incorrectly answering the toss-ups. The class will consist of preparation for competitions beginning in the second semester.

Peer Mediation/Education (Introduction /Advanced) 
UC/CSU/COLLEGE: N/A
PREREQUISITES: Open to grades 10 – 12 only. Consent of instructor/Applications available in late April
COURSE CONTENT: This course provides students with opportunities to learn more about themselves by helping others and to develop the skills necessary to become effective leaders in their school and community. In peer mediation effective communication and listening skills are the primary learning technique supported by other instructional components. Through individual sharing, group discussions, student facilitated mediations and a variety of cooperative pursuits, students systematically acquire more awareness, responsibility, self-confidence, communication, and leadership skills. In addition, the peer mediation training provides experiences for the development of the knowledge of skills needed for effective personal adjustment, improving decision-making skills, success in academic endeavors, preparation for career choices, active community participation and other present and future life challenges.

Peer Mediation is a class and a club on campus that refers to both a program and a process. Peer Mediation is a form of Alternate Dispute Resolution. It is a program that empowers students of the same age group to resolve issues or disputes. The program is led by students who have received extensive training and follow specific procedures to guide other students through the process. This process has proven effective here at ELH, and in schools around the United States, changing the way students understand and resolve conflict in their lives. Changes include improved self-esteem, listening and critical thinking skills, and school climate for learning, as well as reduced disciplinary actions and less fights. These skills are transferable outside of the classroom.
Overtime, our program and trainings have been updated, reevaluated and improved upon, based on the needs of the school and ease of delivering the program within the school day. The mediation process is voluntary for both sides. Peer mediators do not “make decisions” but rather work towards a win-win resolution for both sides in order to avoid further conflicts. School Counselors refer the process to help resolve appropriate issues between students. Administrators in charge of discipline incorporate this conflict resolution process into their strategies as well.
Types of problems addressed by the program include Social Media improprieties, relationship difficulties/harassment, rumor and gossip, cheating and stealing, racial and cultural confrontations, vandalism, classroom or extracurricular disputes, bullying, minor assaults and fighting. More serious problems require professional intervention and are referred to an Administrator.

Contact Mr. Brickley@ mark.brickley@sweetwaterschools.org

Public Speaking 1
UC/CSU/COLLEGE: Qualifies as a “G” General Education course
RECOMMENDED PREREQUISITES: None
COURSE CONTENT: For this course, students master the basics of public speaking, which include, but are not limited to: learning to listen, voice production, nonverbal delivery, effective use of language, and analyzing the intended audience. In addition, students learn how to develop a speech topic, practice delivery techniques, learn how to find supporting materials and research. Students develop their proficiency in speech organization and argument. Ultimately, students will create and present the following types of speeches: argumentative, persuasive, debate, and entertaining. This course is highly beneficial for high school, and is recommended as preparation for college, and career.

Associated Student Body (ASB) Leadership
UC/CSU/COLLEGE: No
PREREQUISITES: Election or appointment to a student body office
COURSE CONTENT: Students learn and apply the democratic process, parliamentary procedures, and Robert’s Rules of Order. Students experience a variety of wholesome service, business, cultural, and social activities as well as a wide range of co-curricular experiences, which prepare students for adult participation in society. Students practice democratic processes and procedures in a realistic situation while emphasizing the development of individual abilities, skills and values, which will carry over into adult citizenship roles.
ALL CTE (Career Technical Education) classes teach job readiness skills including: how to complete a job application, perform job searches, identify soft and hard skills, develop a resume, cover letter, references, interviewing skills.

CTE Computer/Multimedia
UC/CSU/COLLEGE: No
PREREQUISITES: Student must have experience using a personal computer. Instruction is not designed for persons with no previous exposure to PC’s or keyboarding.
COURSE CONTENT: This course provides entry-level, upgrade and advanced training in the creation of Web page and Web site design. Instruction includes units in the following areas: Interpersonal employment and job skills, learning techniques, HTML language and related software, graphics in HTML, advanced HTML formatting and Web site development. Entrepreneurial opportunities in the areas of Web page and site design and Webmaster are explored. Adobe photo shop and Dream Weaver CS3 as well as other publisher programs such as MS Publisher.

CTE Health Care Essentials
UC/CSU/COLLEGE: No
PREREQUISITES: None
COURSE CONTENT: This course provides entry-level training consisting of modules covering content addressing Strategies for Success, Medical Terminology, Interpersonal Dynamics, Computer Literacy, Socio-economics, Safety and Health Maintenance, Body Structure and Function, Growth and Development, Ethical and Legal Responsibilities and Employment Literacy. Basic skills testing will be done at the first class meeting. Approximately 100 hours are needed to complete this course.

CTE Medical Terminology
UC/CSU/COLLEGE: No
PREREQUISITES: Must be 16 years old.
COURSE CONTENT: This course provides terminology training for occupations in medical offices. Employment possibilities include receptionist, insurance clerk, office manager, record clerk and referral coordinator. Instruction covers the following areas: medical terminology, basic anatomy of all body systems, related abbreviations, safety issues, drugs and prescriptions. Students may use computers in the class. Approximately 90 hours are needed to complete the course.

CTE Medical Assistant/Administrative
UC/CSU/COLLEGE: No
PREREQUISITES: ROP Medical Terminology and Health Care Essentials
COURSE CONTENT: This course provides training for entry-level and advanced administrative positions in healthcare facilities. Instruction covers the following areas: displaying professionalism, effective verbal and non-verbal communication skills, medical terminology, medical abbreviations, appointment scheduling, proper telephone etiquette, organizational skills, prioritizing work tasks, transmitting information, preparing and maintaining medical records, applying computer concepts for medical and healthcare facilities. A minimum of 108-160 hours are needed to complete this course, with an option of 120 additional hours for community classroom.

CTE Medical Assistant/Clничal
UC/CSU/COLLEGE: No
COURSE CONTENT: This course provides entry-level training for employment at a healthcare facility as a multi-skilled member of a health care team. Students receive hands on training on taking temperature, pulse, respiration, blood pressure and injections. The clinical medical assistant will function in coordinating, performing and assisting the physician with clinical procedure. Instruction includes medical ethics, interpersonal multicultural communication skills, occupational safety, medical terminology, basic anatomy, pharmacology (to include injections), assisting with minor office surgery; various procedures, treatments, and diagnostic tests, performing electrocardiography and audiometry.

CTE Sports Medicine I
UC/CSU/COLLEGE: No
COURSE CONTENT: This course provides hands-on content for knowledge and skills required in the sports Medicine profession. This course will prepare students with an understanding of medical terminology, human anatomy, human physiology, injury prevention, injury evaluation, rehabilitation of injury, taping and splinting techniques, nutrition, vital signs, first aide/CPR, and general work place behavior. The course will introduce the necessary skills needed for students planning to enter the workforce or continue training for a future career in sports medicine. Skills that will be practiced are: measuring vital signs, basic first aid. OSHA standards, patient safety, taping, wrapping, and splinting.

CTE Sports Medicine 2 & 3
UC/CSU/COLLEGE: No
COURSE CONTENT: This course provides hands-on content for knowledge and skills required in the Sports Medicine profession. This course will prepare students with an understanding of Exercise Physiology, Motor Skill Development, Kinesiology, Strength & Conditioning, Nutrition, Customized Program Development, time management, communication skills, and general work place behavior. The course will introduce the necessary skills needed for students planning to enter the workforce or continue training, for a future career in Strength & Conditioning, Physical Therapy, and Personal Training. Skills that will be practiced are: measuring physical fitness levels, Fitness Program Development, Effective Communication, weight-loss and Weight-gain Management, OSHA standards, and patient safety.
Southwestern College “College Bound” Courses
Eastlake High offers two college level courses taught by Southwestern College instructors to EHS students at our campus. Students earn both high school credit and college credit. There is no cost to the student for tuition or for books. The four SWC “College Bound” courses offered are:

Introduction to Art (Art 104)
UC/CSU/College: 3 units college credit. Meets the “F” requirement for UC/CSU.
PREREQUISITES: 11th or 12th grade. Permission from counselor.
COURSE CONTENT: Designed to provide the student with a visual mode for interpreting experience including the skills needed for the intelligent judgment of painting, sculpture, and architecture and the humanistic priorities of a modern technological society. This course college course meets the Visual Performing Arts requirement for the UC and CSU systems.

Administration of Justice (AOJ 111)
UC/CSU/College: 3 units college credit. Fulfills a “G” elective.
PREREQUISITES: 11th or 12th grade.
Permission from counselor.
COURSE CONTENT: Administration of justice is the study of theories, concepts, statutes, laws, procedures, and methodologies governing the criminal justice system. The course explores the historical development of criminal law, the interrelationship between criminal law and the criminal justice system, and its contemporary application in juvenile and adult crime.

Lifelong Success
UC/CSU/College: 3 units
PREREQUISITES: Pass/No Pass or Grade is Allowed
Lecture: 3 hours
Offered: ALL
Applies physiological, social, and psychological principles to college, work and life success. Uses assessment of personality, interests, skills, and values to identify major and career options. Uses learning styles, psychological principles of learning, life management, and creative and critical thinking techniques to promote health, and lifelong learning. [D; CSU, UC]
Graduation Policy

High school graduation ceremonies shall be held to recognize those students who have successfully completed the required high school graduation course of study, accrued 44 Semester Units, and completed 30 hours of community service. It is the student’s responsibility to ensure that all requirements have been met.

Honors Diploma

An Honors Diploma may be earned for students who take 13 classes from grades 9 through 1st semester of grade 12.

- The 13 classes taken must be Advanced Placement, Honors, International Baccalaureate or Accelerated and must be passed/completed with a grade of A or B.
- Of the 13 classes, two need to be taken in the first semester of the 12th grade.
- Students must have a 3.0 overall weighted GPA in scholarship and 3.0 GPA in citizenship by the end of the 7th semester.

Transcripts

A transcript showing all grades and units is kept in the registrar’s office. A student may request a copy of his/her transcript by completing the appropriate form available in the registrar’s office. Final Transcripts are $2.00

WHERE TO SIGN UP FOR COLLEGE ADMISSIONS TEST

SAT Reasoning Tests/Subject Tests…… www.collegeboard.com
ACT Assessment …... www.act.org
## SUHSD Graduation Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science: World Geography, World Cultures, US History, Government/Economics, Health</td>
<td>9 semester credits</td>
</tr>
<tr>
<td>English 9,10,11,12</td>
<td>8 semester credits</td>
</tr>
<tr>
<td>Math: Integrated I, Integrated II, Integrated III</td>
<td>6 semester credits</td>
</tr>
<tr>
<td>Science: Biology and Chemistry or Physics or Earth Science</td>
<td>4 semester credits</td>
</tr>
<tr>
<td>World Languages/Career Technical Education. One year of World Language required</td>
<td>4 semester credits</td>
</tr>
<tr>
<td>Visual Performing Art</td>
<td>2 semester credits</td>
</tr>
<tr>
<td>Physical Education (must pass fitness test)</td>
<td>4 semester credits</td>
</tr>
<tr>
<td>Electives</td>
<td>7 semester credits</td>
</tr>
<tr>
<td>Total Required Units</td>
<td>44 semester credits</td>
</tr>
</tbody>
</table>

### Additional Requirements:
- 30 hours of community service
- Additional PE may be required if student does not pass the Fitness Gram

## A-G Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) Social Science: World Geography, World Cultures, US History, Government/Economics</td>
<td>2 years</td>
</tr>
<tr>
<td>B) English 9-12 (ELD 7/8 may apply)</td>
<td>4 years</td>
</tr>
<tr>
<td>C) Math: Integrated I, Integrated II, Integrated III, Pre-Calculus</td>
<td>3 years (4 years recommended)</td>
</tr>
<tr>
<td>D) Science: 1 year of Biology, 1 year of Chemistry or Physics or Earth Science (CSU’s)</td>
<td>2 years (3 recommended of Laboratory Science)</td>
</tr>
<tr>
<td>E) World Language</td>
<td>2 years (3 years recommended)</td>
</tr>
<tr>
<td>F) Visual and Performing Art</td>
<td>1 year</td>
</tr>
<tr>
<td>G) College-Prep Elective</td>
<td>1 year</td>
</tr>
</tbody>
</table>

### Additional Requirements:
- Must take the SAT and/or ACT (w/ writing for UCs)
- Must meet eligibility index criteria
- Must pass each semester with a grade of “C” or higher
Eastlake High School

PSAT

SAT /ACT

School Code: 050579

SAT Reasoning/Subject Tests

www.collegeboard.org

Go to the College Board’s web site for registration deadlines and everything else needed to prepare for, apply to, and pay for College test.

*Dates subject to change by collegeboard

Test Dates

August 2019
October 2019
November 2019
December 2019
March 2020
May 2020
June 2020

ACT

www.act.org

Find out more about the ACT—registration deadlines, preparation, samples tests, interpretation, etc. At the above web site.

*Dates subject to change by ACT

Test Dates

September 2019
October 2019
December 2019
February 2020
April 2020
June 2020

PSAT TEST DATE:
October 16, 2019

ADVANCED PLACEMENT TESTS:
May 2019
Counseling Center Website:
www.ehscounseling.org

CLASS REGISTRATION

When students enter Eastlake High they are assigned a counselor according to an alphabetical distribution. In most cases, the student will continue with that counselor until graduation from high school.

All counselors see their students on a regular basis in order to assess academic progress. As the educational advisor, the counselor helps students plan their program of studies and advises them whenever adjustments in the program are necessary. Students are encouraged to discuss personal and/or school problems with their counselors. They will respect the students’ confidences and assist them in reaching a solution to their problem. If students need to see their counselor, they should complete an appointment form available from the counselors’ secretary.

Counselors provide information about colleges and occupations so students can prepare themselves intelligently to meet the requirements of their future goals, both educationally and vocationally. College scholarship information is also made available to students.

GRADE LEVEL CLASSIFICATION

At Eastlake, students are expected to make regular progress in their classes, pass all courses, and earn a high school diploma in four years. In order to move from one grade level to the next, all students are required to earn the predetermined credits indicated.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore</td>
<td>10 semester</td>
</tr>
<tr>
<td>Junior</td>
<td>22 semester</td>
</tr>
<tr>
<td>Senior</td>
<td>32 semester</td>
</tr>
</tbody>
</table>

HOMEWORK

Students should put aside time for homework daily. There are several reasons for getting into the habit of studying every evening:

- To practice learned skills from classes
- To expand learning in areas covered in the classroom
- To develop a sense of responsibility in attempting to achieve excellence
- To provide parents with an opportunity to see what is going on in classes
- To spend more time in grasping new concepts in higher level classes

Learning is important and should continue after school hours. Homework may be written or it may be in the form of reviewing (studying) class material. Either way, it is in the student’s best interest to get into the habit of spending a couple of hours each evening doing homework.

IDEAS FOR HELPING YOUR CHILD

Parents can do their part to improve homework when they:

- Cooperate with the school to make homework effective
- Provide their children with suitable study conditions (desk or table, lights, books, and supplies)
- Reserve a time for homework and turn off the television and radio and eliminate phone interruptions
- Show interest in what their children are doing, but do not do the work for them
- Guide child to complete and return homework
- If in doubt, E-mail the child’s teacher(s) to clarify what the instructor expects regarding homework
- Check Jupiter Grades for posted homework assignments. Communicate regularly with teachers and counselors. Checking progress reports and report card and attending open house parent nights and additional meetings we schedule.
RESPONSIBILITY FOR MAKE-UP WORK
Schoolwork missed because of absence should be made up within a period of time equal to that of time lost. In the case of a very serious illness, this time may be extended. The responsibility for making up schoolwork missed for any reason rests with the student. Students should check each teacher’s syllabus for make-up policy. Students should have the telephone number of a classmate in each class to contact for the latest information on classroom activities. Parents of students who are going to be out for three days or less may call the Counseling Center (397-3820) to request homework to be collected for their child.

ATTENDANCE POLICY

Attendance is important to the success of every student at Eastlake High School. If you are absent, parents or guardians need to contact the Attendance Office to clear the absence. There is only a 30 day period from the day the student is absent to clear so it can be excused. After 30 days, it will be marked as a truant and the only way the absence will be cleared is through Saturday School. Teachers use attendance to determine scholarship/citizenship grades and this could also affect eligibility into the Principal’s Honor Roll (no D’s or F’s are allowed), Sports Eligibility (2.0 scholarship and citizenship), dances and senior activities.

If excessive absents occur, the Attendance Coordinator will refer the student to the SARB (Student Attendance Review Board) at the District Office. This will result in court appearances and student arrests.

Students must always check out through the attendance office prior to leaving campus. Failure to do so will result in truancies for the periods missed. Any lates in the morning must have a note or parent phone call within 24 hours to be cleared. Excessive unexcused lates in classes may result in lowered citizenship and scholarship grades as well. Students may attend lunch detention (locations to be determined) to remove lates and Saturday School from 8-12 in the cafeteria to remove unexcused absences.

INDEPENDENT STUDY
Eastlake High School extends an opportunity to students to apply for Independent Study if they are going to be absent five days or more due to family business/emergencies. Students should see the attendance coordinator for the necessary paperwork as soon as they know when they will have to miss school.

PARENT ACCESS TO STUDENT RECORDS
The Family Education Rights and Privacy Act of 1975 provides parents with “right access” to student records. If parents wish to see a student’s records, they may contact an assistant principal for an appointment.

INTER/INTRA DISTRICT TRANSFERS
It is a privilege to attend a school other than the one located in the attendance area where a student lives. Therefore, a student who is attending a school on an inter or intra-district transfer is considered a guest. The school may revoke the transfer due to unsatisfactory academic progress, attendance, tardiness and or disciplinary problems.

PROOF OF RESIDENCY
All students must complete the online registration and provide one proof of residence document AND the appropriate affidavit(s). In certain cases the “Caregiver’s Authorization Affidavit” or the “Joint Residency District Agreement form” will also be required. Contact the School Registrar for more information about these forms. In order to verify residency with the Sweetwater Union High School District, one current document as listed below (dated within the past 60 days) must be provided showing parent/guardian/caregiver name and street address:

- Closing escrow papers, mortgage book/statement, homeowner’s association fee statement
- Lease Agreement/Rental contract must include:
  1. Letterhead of the complex with a business card from apartment manager and a current rent receipt.
  2. **NO GENERIC RENTAL CONTRACTS ARE ACCEPTED**
- Letter on apartment complex or mobile home park letterhead, signed by the landlord, stating that parent/guardian/caregiver lives there
- Utility bill: gas and electric bill, water, cable TV, trash or sewer
- Residence insurance statement
- Verification of Social Services

CHANGE OF ADDRESS AND/OR TELEPHONE
Parents are required to report any change of address and/or telephone number(s) to the Registrar immediately. This is important in case of an emergency when it is necessary to contact parents at home or at work. A new affidavit and proof of residence are required with address changes.
Principal’s Honor Roll

Listed below are the criteria the school will use to determine students that will graduate in white.

- G.P.A. of 3.75 or higher (overall weighted G.P.A. over 7 semesters) (starting in 9th grade through first semester of 12th grade)
- Students must take at least 2 Advanced Placement Course within their 4 years of High School
- Citizenship requirement: Students can only have one D of F in seven semesters of High School
- Community Service requirement: At least 100 hours of community service of community

If you have any questions regarding the Principal’s Honor Roll, please feel free to contact Mrs. Candelario, Assistant Principal who will be overseeing it. Mrs. Candelario can be reached at (619) 397-3800 or you can email her directly at elizabeth.candelario@sweetwaterschools.org
“Lista de Honor del Director” (Principal’s Honor Roll)

A continuación encontraran los requisitos que utilizará la escuela para determinar que estudiantes se graduarán de blanco.

- Promedio de 3.75 o mayor (Promedio calibrado total por 7 semestres)

- Los estudiantes deberán tomar por lo menos 2 clase de Cursos Avanzados (Advanced Placement Course – AP) dentro de los 4 años de preparatoria.

- Requisitos de conducta: los estudiantes no deberán de tener más de una D o una F en siete semestres de la preparatoria.

- Requisitos de Servicio a la Comunidad: por los menos 100 horas de servicio a la comunidad.

Si tiene alguna pregunta acerca de La Lista de Honor del Director (Principal’s Honor Roll), no dude en comunicarse con el Sub-Director Señora Candelario, quien estará a cargo. Usted puede comunicarse con la Señora Candelario al (619) 397-3800 o puede mandarle un mensaje directamente a su correo electrónico (elizabeth.candelario@sweetwaterschools.org)
Students interested in trying out for sports are required to clear through the ASB office. This involves picking up a clearance package in the ASB office, completing the attached forms and returning them to the ASB office. When students turn in the packet, they will be given the goldenrod copy of the eligibility form. This must be given to the coach of the sport in which the student is interested. A new eligibility sheet must be completed for each sport season.

**GENERAL INFORMATION**

1. You must clear yourself. Your coach cannot clear you. You must turn in the completed eligibility packet to the ASB office.
2. You are not allowed to try out or practice until the completed packet has been processed by the athletic department. Online clearance @ registermyathlete.com
3. If you compete without completing and returning the clearance packet, you will be declared ineligible for the season. THERE WILL BE NO EXCEPTIONS.
4. The athletic director will complete the clearance process and determine an athlete’s eligibility.
5. In order to be academically eligible, you must have at least a 2.0 GPA and be passing four classes in both scholarship and citizenship.

**CLEARANCE PACKAGE**

1. Eligibility sheet – Complete all information requested. Be sure to fill in residence information on the appropriate line. Student and parent/guardian signatures required.
2. Physical Examination – All athletes must be examined by a California medical professional and certified to be free from diseases and injuries that may be complicated by athletic participation. This form must be signed by the examining professional and stamped by the office or clinic. A physical exam is valid for the school year in which it was completed.
3. Insurance – All athletes are required to be covered by insurance. An application for such a plan is available in the ASB office for those who need it. Those who are already covered by a health insurance policy must completely fill out and sign the Insurance Waiver.
4. Consent for Transportation – Parents/guardians are to read and sign the transportation agreement. This should list all sports in which the athlete expects to participate.
5. Athletic Contract – This two-party signed contract must be read and signed by both the athlete and parent/guardian. Don’t take this commitment lightly. Make sure you understand this completely before signing it.
6. Notice of Risk – This form must be read by the athlete and the parent/guardian and signed or initialed in each appropriate place.
7. Code of Ethics – This form, required by CIF, must be read by the athlete and the parent/guardian and signed or initialed in each appropriate place.
8. Library Clearance – Athletic uniforms and equipment are not checked out to students who owe library or other fines. All debts must be settled in order to clear.
9. Transfer Students new to Eastlake – Must meet with the Athletic Director Mario Ramirez (619)397-3877 before playing sports. Eligibility will not be granted before a meeting is set.
<table>
<thead>
<tr>
<th>SEASON</th>
<th>SPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Cross Country (Boys and Girls)</td>
</tr>
<tr>
<td>Fall</td>
<td>Football</td>
</tr>
<tr>
<td>Fall</td>
<td>Girls Volleyball</td>
</tr>
<tr>
<td>Fall</td>
<td>Girls Tennis</td>
</tr>
<tr>
<td>Fall</td>
<td>Girls Field Hockey</td>
</tr>
<tr>
<td>Fall</td>
<td>Boys Water Polo</td>
</tr>
<tr>
<td>Fall</td>
<td>Girls Golf</td>
</tr>
<tr>
<td>Winter</td>
<td>Basketball (Boys &amp; Girls)</td>
</tr>
<tr>
<td>Winter</td>
<td>Soccer (Boys &amp; Girls)</td>
</tr>
<tr>
<td>Winter</td>
<td>Wrestling (Boys &amp; Girls)</td>
</tr>
<tr>
<td>Winter</td>
<td>Girls Water Polo</td>
</tr>
<tr>
<td>Winter</td>
<td>Roller Hockey</td>
</tr>
<tr>
<td>Spring</td>
<td>Baseball</td>
</tr>
<tr>
<td>Spring</td>
<td>Boys Golf</td>
</tr>
<tr>
<td>Spring</td>
<td>Gymnastics</td>
</tr>
<tr>
<td>Spring</td>
<td>Softball</td>
</tr>
<tr>
<td>Spring</td>
<td>Swimming &amp; Diving (Boys &amp; Girls)</td>
</tr>
<tr>
<td>Spring</td>
<td>Boys Tennis</td>
</tr>
<tr>
<td>Spring</td>
<td>Track and Field (Boys &amp; Girls)</td>
</tr>
<tr>
<td>Spring</td>
<td>Boys Volleyball</td>
</tr>
<tr>
<td>Spring</td>
<td>Boys Lacrosse</td>
</tr>
<tr>
<td>Spring</td>
<td>Girls Lacrosse</td>
</tr>
</tbody>
</table>
Do you want to attend a four-year university?
Would you like to challenge yourself by taking rigorous courses?
Would support from college tutors during class time be beneficial to you?

If you answered “yes” to these questions, the AVID program may be an excellent option for you.

For more information, please contact:

Andrea Linan (AVID Coordinador): andrea.linan@sweetwaterschools.org
Eastlake High School
Alma Mater

Eastlake High
Conquering, soaring high,
In the distance we will see our futures unfold

Eastlake High
Titans reach towards the sky,
Peace we will seek, love we will teach,
True hearts with pride

As we’ve grown,
We’ve always known we found our way.
Years gone by, outward we shine
Blue, green and gray

Eastlake High
Watch us as we march by,
With all our dreams, we will succeed

HAIL EASTLAKE HIGH !!!