

The top section of the cover features a scenic photograph of a lush green landscape with trees and hills under a clear blue sky. Overlaid on this image is the school's name and mascot in a large, white, serif font with a thin black outline.

Moorpark High School Musketters

Maturity

2017 - 2018

Humanity

Scholarship

A wide-angle photograph of the Moorpark High School campus, showing a large green field, a dome-shaped structure, and various buildings surrounded by trees and hills in the background.

Student Handbook and Course Directory

Bell Schedules

Regular Bell Schedule

Monday, Tuesday, Thursday, Friday

Period 0	7:00 - 7:54
Period 1	8:00 - 8:58
Period 2	9:04 - 10:05
Period 3	10:11- 11:09
Period 4	11:15 - 12:13
Lunch	12:13 - 12:53
Period 5	12:58 - 1:56
Period 6	2:02 - 3:00
Period 7	3:06 - 4:00

Collaboration Bell Schedule

Wednesday Only

Period 0	7:08 - 7:55
Staff Collaboration	8:00 - 8:55
Period 1	9:05 - 9:52
Period 2	9:58 - 10:48
Period 3	10:54 - 11:41
Period 4	11:47 - 12:34
Lunch	12:34 - 1:14
Period 5	1:20 - 2:07
Period 6	2:13 - 3:00
Period 7	3:06 - 3:53

Moorpark High School

Student Handbook and Course Directory

2017 - 2018



**It is the Mission of Moorpark High School
that all students will become
Mature and Humane Scholars.**

4500 Tierra Rejada Road, Moorpark CA 93021
www.mrpk.org/mhs
@MoorparkHighSch
(805) 378-6305

From the Principal of Moorpark High School

Moorpark High School is delighted to welcome you as a member of our school community. Moorpark High is proud of our school's rich academic tradition including our exceptional Academies, College and Career Pathways, athletics, co-curricular and extra-curricular programs. All of these programs are popular, and some have received recognition on a local, county, state, and national level.

The Moorpark High School Student Handbook and Course Directory offers information on curricular, athletic, co-curricular and extra-curricular programs; we ask that you read it carefully. The handbook is designed to help you set goals and make meaningful decisions regarding your high school career and beyond. The handbook is developed in the winter of each school year, as the year progresses courses and requirements may change; therefore, this handbook is a living document and the information provided in the handbook will be verified with a counselor during your student's registration. Please use this handbook as a tool to begin conversation within your family, for yourself, and to discuss with your counselor. For your convenience, this handbook is also posted on our school website at www.mrpk.org/mhs.



Our website is one way to keep updated on all of our future events. Our website will give you access to teachers' email addresses, a school calendar, Group Fusion (access to Teacher/Counselor individual web pages) and Q Parent and/or Student Connect, the method for parents to access student's grades and records. We also have a Moorpark High School app available for iOS and Android. Additionally, you can follow us on Twitter @MoorparkHighSch or on Instagram @MoorparkHighSchool.

The key to making your Moorpark High School experience rich and rewarding is "INVOLVEMENT". We encourage all students to be involved in the variety of co-curricular activities, extra-curricular activities, sports, and community service opportunities available at MHS. At this time, we offer our encouragement to each of you to make your high school years a productive, worthwhile experience. If we can be of any assistance, please feel free to contact us.

Carrie Pentis
Principal

Mission

It is the mission of Moorpark High School that all students will become Mature and Humane Scholars.

Philosophy

As part of the education process of Moorpark Unified School District, Moorpark High School exists to ensure academic excellence in every student, every day.

Our intention is that each student experience academic and social growth through the collaborative guidance of all members of the campus community including staff, students, parents, and other community members.

Our goal, through a process rooted in strong moral values and solid scholarship, is to inspire and motivate students through inciting curiosity, expanding minds, and transforming our students into responsible, accountable, young adults who are ready for college, career, and civic life.

Our focus is to prepare our students academically to succeed in college and career, and socially to understand and implement their role as compassionate members of modern society, engaging in the critical thinking and problem solving processes that are fundamental to our culture.

Expected School-Wide Learning Results

Upon graduation, Moorpark High School students will exhibit:

Maturity, as evidenced by

- Using and evaluating visual, verbal, performing, and written expression.
- Effectively utilizing evolving technology in their academic and personal lives to research, process, compile, and present information.
- Communicating within and across cultures to collaborate effectively.
- Demonstrating responsibility, accountability, self-respect, and integrity.

Humanity, as evidenced by

- Actively responding to local, national, and global events through words and actions to improve the situation of others.
- Understanding and respecting the customs, traditions, language, art, and sociopolitical systems of cultures around the world.
- Demonstrating interpersonal skills including leadership, sociability, and ethical behavior.
- Engaging in actions that develop and sustain healthy minds, bodies, and communities.

Scholarship, as evidenced by

- Engaging in disciplined self-assessment that leads to greater achievement.
- Developing and successfully navigating academic plans.
- Meeting or exceeding local, state, and national content and skills standards.
- Demonstrating an ability to understand, evaluate, and analyze information from a variety of resources for accuracy and usefulness.

Moorpark High School Staff

Principal	Carrie Pentis
Principal's Secretary/Office Manager	Becky Hardin
Assistant Principal	Christopher J. Fennell
Assistant Principal	Matt La Belle
Assistant Principal	Alan Penner
AP Secretaries	Herminia Barrera Olga Diaz Mary Smith
Athletic Director/Plant Manager	Rob Dearborn
Athletic Secretary	Betty Jackson
Counselor	Alyssa Aguirre
Counselor	Nancy Anaya
Counselor	Darcy Demmon
Counselor	Dyan McIntosh
Counselor	Alfonso Ruiz
Admissions / Records	Linda Myszkowski
APEX/NAVIANCE Technician	Matthew Davis
ASB Bookkeeper	Pat Jones
Attendance Technician	Cynthia DeLaRosa
Attendance Clerical Technician	Belen Villalobos
Clerical Technician	Debbie Zamora
Clerical Technician	Kendall Johnson
College & Career Center Advisor	Madeline Knight
Health Technician	Shadey Lemus
Librarian Media Tech	Stefanie Vannini
Library Associate	Candice Sunseri
Secretary	Bozenka Sauer
Student Info Specialist / Registrar	Teresa Montgomery

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Counseling

Counseling Services

- Individual student academic program planning
- Providing interventions to students who have disciplinary issues
- Providing teachers with suggestions for effective classroom management
- Ensuring student records are maintained as per state and federal regulations
- Advocating for students at Individual Educational Plan (IEP) meetings and Student Study Team meetings
- Interpreting cognitive, aptitude, and achievement tests
- Providing interventions to students regarding dress code
- Analyzing grade-point averages in relationship to achievement
- Consulting and collaborating with parents, teachers, and other educators
- Helping the school principal identify and resolve student issues, needs, and problems
- Leading educational plan meetings with parents, students, and teachers
- Providing interventions to students with attendance issues
- Interpreting student records
- Referrals to other school support services or community resources
- Providing individual and small-group counseling services to students

College and Career Center

College Career Center Website

The CCC website will provide all students and parents with up-to-date information and direct links to college, careers, scholarships and financial aid. To access this site, go to www.mrpk.org/mhs, and click on College Career Center.

Career Information

When it comes to careers, our center has information about the educational requirements for most occupations, future prospects, salary expectations, location of available jobs, expected growth in California, and sources of further information. We also have career videos, magazines, vocational interest inventory, and career planning software. We have a monthly "Career Day Speaker" for students to learn about different career opportunities.

College and University Information

The College Career Center has catalogs, videos, and brochures for students and parents. The College Career Center has a program called "Naviance" (connection.naviance.com/moorparkhi) available to students. Students can complete a college search, and research colleges to help find a perfect college of their choice.

College Fair and Workshops

Hosted in the spring, this event is open to 8th-12th grade students, college students, and parents. Meet Representatives from Colleges, Universities, Military and Technical Schools across the United States.

College Representatives

During the school lunch hours and after school, representatives from different colleges visit the College Career Center.

Military Information

We have information on all of the United States Military Opportunities. On a regular basis, representatives from the military are available to the students.

SAT & ACT Information

Facts and advice booklets, dates & registration packets, and study programs and companies.

Scholarship & Financial Aid Information

Scholarship software programs, current copies of scholarships that have become available from colleges, universities, corporations, and local businesses are available for all students on the College Career Center's website. Financial Aid workshops and information handouts are also available in the center and online.

Workshops

The College Career Center and Counseling office has FREE Workshops available for students and parents throughout the year such as: SAT / ACT & PSAT Information & Strategy, College Awareness Night, Cal State & UC Information Night, SAT Essay Writing, Financial Aid & FAFSA and Scholarship Workshops. Check the school websites and watch the MHS bulletin and PTSA newsletters for dates, times and locations.

If you have questions or need information please contact the MHS College & Career Center at (805) 378-6305 x6335.

Registration & Records

Parents wishing to enroll their student at Moorpark High School will need to contact the Admissions Office at (805) 378-6305 to make an appointment to complete the registration process.

Documents for Registration

Parents will need to bring the following documentation items to the registration appointment:

- Completed student registration form (available from MHS office) or web site www.mrpk.org/mhs
- IMMUNIZATION RECORDS – Starting July 1, 2011 all students entering 7th through 12th grades will need proof of a T-dap booster shot before starting school.
- Birth Certificate or Visa.
- Two proofs of residency:
- Gas, water, or electric utility bills are the only accepted utility bills.
- Mortgage or rental receipts with the residential address listed.
- If the above items are paid in the name of another adult in your household, other than your spouse, you must supply two proofs of residency items in their name along with a Verification of Residency Form (available from MHS office).
- If the student resides with only one parent, please provide appropriate legal, court-generated documentation for registration and enrollment purposes.
- If the student is living with someone other than a parent, legal guardianship papers or “Caregiver’s Affidavit” are necessary. A note from a legal parent is not sufficient.
- Withdrawal papers, unofficial transcripts, and state testing scores for any 10th, 11th, or 12th grade student, from previous schools. CA students must provide California Physical Fitness Test results.
- Students most recent IEP (if applicable).

Students from schools outside of California must meet California State graduation requirements and the MUSD’s graduation requirements, in order to receive a diploma from Moorpark High School.

Withdrawal Information

Parents wishing to withdraw their student from Moorpark High School need to notify the Admissions Office (805) 378-6305 x6309. The Parent/Legal Guardian must sign a withdrawal form in the presence of a high school employee. The student will be given this “Withdrawal Form” to take with them on the last full day of attendance at Moorpark High School. The student will take this form to all of their classes to obtain the teachers’ signatures and a withdrawal grade. The Librarian will issue a “clearance” signature when all textbooks and Library books

are returned. The student will be given a copy of the “Withdrawal Form,” a copy of their unofficial transcript, and immunization records to be taken to the transferring school. Failure to comply with this procedure will delay the release of transcripts, immunization records, and all other pertinent documentation.

Transcript Ordering & Fees

Hard copies of official transcripts may be obtained from the MHS Registrar, in the Counseling Office. Unofficial student transcripts are free of charge, and are normally available immediately upon student request. Transcripts for current students are a flat fee of \$10, paid to the student store. Transcripts for graduates are \$5 each, paid to the Registrar’s Office. Hard Copy transcripts must be ordered and prepaid in advance, and require a two day turn-around. Students are responsible for mailing their official transcripts to schools that do not accept electronic submissions, which must be picked up within 10 days. Transcripts not picked up within this time frame will be destroyed. No refunds will be issued. For seniors, MHS student transcripts may be requested electronically through Naviance. Students can request transcripts through the “Colleges” tab in Family Connection/Naviance.

Moorpark College Courses

Only courses pre-approved by a student’s MHS Counselor as being necessary for the fulfillment of MHS graduation requirements will be accepted for MHS graduation credit. These are the only courses that will be posted to a student’s transcript. Students must obtain their Counselor’s signature on the Ventura County Community College District “Special Admission for High School Students” form, as well as an unofficial transcript, accompanied by the signed “Memorandum of Understanding for Admission of Minors” form in order to register for a Moorpark College class as a high school student. Students must allow for a turn-around time of at least one school day for the processing of this paperwork at MHS. Courses not needed for MHS graduation may be posted in the notes section on the transcript.

Students who have been approved to receive MHS graduation credit for courses taken at Moorpark College or wish to have the course posted in the notes section must promptly supply their MHS Counselor, with copies of their Moorpark College transcript (unofficial is fine). WebStar printouts are not acceptable. All earned college credits, for the fall semester, must be submitted to your Counselor by the end of the high school’s first semester. Credits for spring classes must be submitted by the first day in June.

Student & Parent Appointments

- Come to the Counseling Office before school, after school or during lunch.
- Fill out a Counselors Request Form, if it is urgent; please call it to the attention of the Counselors' Secretary, who will locate a Counselor immediately.
- Counselors will send call slips out for students for specific appointments during the day.
- Please keep in mind that the Counselors are available before and after school on a first come-first serve basis.
- Parents may contact the office, for appointments or other concerns, between the hours of 7:30 a.m. and 4:00 p.m. by calling (805) 378-6305.
- **NOTE:** Parents visiting or calling our school may ask for a translator.
- **NOTA:** Los padres que necesitan alguien que les traduzca en español por favor de llamar a la escuela.

Testing

Testing and assessment tools are an integral part of the MHS educational environment. All students are encouraged to demonstrate their abilities to their fullest capacity on each test proctored. Local, state, and national test results are kept in each student's file, and may be considered a part of the graduation requirement.

Tests Proctored By MHS

AP (Advanced Placement)

Advanced Placement (AP) is a program offering college-level curricula and examinations to high school students. American colleges and universities often grant placement and course credit to students who obtain high scores (typically scores of 3 or better) on the examinations. The AP curriculum for each of the various subjects is created for the College Board by a panel of experts and college-level educators in that field of study. Advanced Placement tests are given during the Spring Semester.

CELDT (California English Language Development Test)

CELDT is the standardized test given to LEP (Limited English Proficient) students to assess their reading, writing and speaking English academic skills. To be re-designated as FEP (Fluent English Proficient), students must score a four or five and meet other district stated criteria.

PreACT

PreACT gives students an estimated ACT test score and can be used as an indicator of college and career readiness. Reports include data to help teachers and counselors target interventions, inform classroom instruction, and guide students in course selection.

PSAT (Preliminary Scholastic Aptitude Test)

The PSAT is a shorter version of the SAT (see next page) and is usually taken in the junior year as practice for the SAT and is used to determine National Merit Scholars. Students must register to take the test and pay the fee in the Student Store. The PSAT is administered only once a year at Moorpark High School in October.

CAASPP (California Assessment of Student Performance and Progress)

The CAASPP maintains some of the paper-based tests from STAR and incorporates the new Smarter Balanced Assessments, which are computer-based tests in English Language Arts and Math.

Tests Proctored by Outside Agencies

ACT (American College Test)

The ACT is a college entrance exam that may be used as an alternative to the SAT. The ACT test content consists of English, Math, Reading, and Science. There is also a writing test. Many colleges require the writing portion to be completed. There are six dates between September and June (different dates than the SAT). Students may take the test more than once. Apply online. Contact: www.actstudent.org.

ASVAB (Armed Services Vocational Aptitude Battery)

Multiple-aptitude test that helps students identify their interests and provides information about their verbal, math, science, and technical skills. Students are able to identify the occupations that match their interests. The test is proctored by civilian Education Services Specialists. This is a FREE test available to 11th & 12th graders during the school day.

CHSPE (California High School Proficiency Examination)

The CHSPE is a program established by California law (Education Code Section 48412). If eligible to take the test, you can earn the legal equivalent of a high school diploma by passing the CHSPE. The CHSPE consists of two sections: an English-Language Arts section and a Mathematics section. If you pass both sections of the CHSPE, the California State Board of Education will award you a Certificate of Proficiency, which by state law is equivalent to a high school diploma (although not equivalent to completing all coursework required for regular graduation from high school). You can go to: <http://www.chspe.net> for more information.

GED (General Educational Development Test)

The GED may be taken by students 18 years old and older for the purpose of receiving the California High School Equivalency Certificate. <http://www.cde.ca.gov/ta/tg/gd>

SAT

The SAT is a nationwide test used by most institutions to help determine college and university admission eligibility. The SAT is offered and administered by the College Board. It is the student's responsibility to register and pay for this test. The test may be taken more than once. There are seven different test dates between October and June. Students are encouraged to take the SAT as early as May or June of their junior year. Apply online. Contact: www.collegeboard.com

SAT Subject Tests

SAT Subject Tests are administered by the College Board, in specific subjects. Students should consult specific college catalogs to find out if the subject tests are necessary for admission. There are six test dates between November and June. Test dates are listed on the school calendar. Apply online. Contact: www.collegeboard.com.

SAT, ACT, and AP Exam Scores

MHS transcripts do not reflect SAT, ACT, or AP exam scores. When submitting college and/or scholarship applications, seniors are reminded to have their scores sent directly to colleges by the College Board and ACT.

Course Scheduling

Failure To Complete Registration

Counselors will complete a schedule for each student, and will ensure that the proper classes are selected. The electives chosen will be determined by what is available, not necessarily what the student would have chosen. This is why it is very important that students complete the registration form, and have it signed by their parents.

Acceptable Program Changes

1. Improper student placement.
2. Computer error.
3. Credit previously received for the class.
4. Prerequisites not met.
5. Balancing class size. (Administrative/Counselor decisions.)
6. Elective changes will only be considered after all other changes have been made; and, if such changes can be accomplished without impacting other classes.
7. Schedule changes will not occur for teacher or period requests.

Schedule Change Policy

1. The last day to DROP a class without an "F" is the end of the second week of the semester.
2. A senior who fails the fall semester of a required class, must repeat the class in order to complete graduation requirements.
3. A student may be dropped from a class mid-year upon request of the teacher and approval of the parent.
4. Changes at semester will be considered if:
 - Student is failing after interventions have been attempted.
 - Student needs to make-up a spring semester course.
 - Student needs to make-up credits for graduation; or other extenuating circumstances, and/or.
 - Student schedules could be affected by mid-year Master Schedule changes.

Teacher Change Policy

1. A student may request a change if he/she had a teacher previously and space is available.
2. Before any change is considered, there must be a face to face conference between the teacher and parent to address any concerns. After the face to face conference, a time period of 2 weeks must be given to address concerns discussed at the meeting.
3. If strong concern still exists, the parent must write a letter to the Assistant Principal, outlining the concerns and reasons for the request and the steps that have been taken before that point to resolve the problem.
4. A meeting with the Principal may be requested if concerns persist after completing the foregoing steps.

NOTE: Adhering to the above policy means that a change will be considered, not that change will be made.

Free Period Enrollment (1st or 6th)

All students must be enrolled in a six period school day. An exemption from enrollment in a class must be approved by your student's Counselor. A student may be eligible for a free period in their senior year only, by meeting all of the following criteria:

1. Must have a semester grade point average of 2.50 (second semester - junior year).
2. Previous history of satisfactory attendance during the junior year.
3. Completed 180 or more credits at the conclusion of their junior year.
4. Not repeating or remediating any class necessary for graduation.
5. Consent form for non-instructional class will be signed by parent.

Other grade level students may be eligible for a free 6th period if they are enrolled in a zero period.

State Seal of Biliteracy

The State Seal of Biliteracy (SSB), per Assembly Bill 815 (Brownley, Chapter 618, Statutes of 2011), became effective January 1, 2012. This program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. The SSB will be awarded by the Superintendent of Public Instruction in accordance with specified criteria set forth in the legislation.

Eligibility Criteria for a Student Whose Primary Language is English:

Each of these three requirements shall be fulfilled.

1. Students must have completed all English Language Arts (ELA) requirements for graduation with an overall grade point average (GPA) of 2.0 or above in those classes.
2. Students must have passed the California Assessment of Student Performance and Progress (CAASP) in ELA “standard met or exceeded.”
3. Students must demonstrate proficiency in one or more languages other than English through one of the following methods:
 - Pass a foreign language Advanced Placement (AP) exam, including American Sign Language, with a score of three or higher.
 - Successfully complete a four-year high school course of study in a foreign language and attain an overall grade point average of 3.0 or above in that course of study.
 - Pass the Scholastic Assessment Test (SAT) II foreign language exam with a score of 600 or higher.

Eligibility Criteria for a Student Whose Primary Language is not English:

If the primary language of a student in grades nine to twelve, inclusive, is other than English, the student shall also meet the following two academic requirements:

1. Achieve Early Advanced proficiency level on the California English Language Development Test (CELDT), which may be administered an additional time, as necessary.
2. Meet the requirements above as stated in 1, 2, and 3.

NAVIANCE

Navigate your College and Career planning with NAVIANCE. This all-inclusive program is available to students and parents. Visit connection.naviance.com/moorparkhi to log in.

User name: MHS Student ID

Password: Q Student Connect Password

NAVIANCE Provides:

- College & Career Readiness
- Academic Planning
- Apply to Colleges Online
- Career Interest Test
- College Search
- Connect to Counseling
- Current information from the College and Career Center
- Explore Career Paths
- Goal Planning
- Parent/Family Section
- Personality Type Assessment
- Resume Builder
- Scholarship Search
- Teacher Recommendation Letters
- Transcript Requests

NCAA/NAIA Eligibility

The National Collegiate Athletic Association (NCAA) is an athletic association that consists of three divisions (Division I, II, and III) and oversees 23 sports. Division I and II both offer athletic scholarships however, Division II student-athletes can only receive academic or non-athletics scholarships. For current NCAA academic requirements go to eligibilitycenter.org.

The National Association of Intercollegiate Athletics (NAIA) is an athletic association that organizes college and university-level athletic programs among smaller institutions. The level of competition at NAIA schools is comparable to Division II in the NCAA. Over 90% of schools in the NAIA offer scholarships. For current NAIA academic requirements go to playnaia.org.

Graduation Requirements

Students must complete:
40 Community Service Hours

&

230 CREDITS in the Following Areas:

Subject	Semesters	Years	Credits
Social Science	8	4	40
English	8	4	40
Mathematics (Must Complete Math 1)	6	3	30
Science	6	3	30
World Language or Visual/Performing Arts or CTE	2	1	10
Physical Education*	4	2	20
Electives	12		60
Total Credits			230

*Students who do not pass 4 of 5 required Physical Fitness Test elements will remain in a physical education course.

Community Service Hours

While in the middle school, students may earn up to fifteen (15) hours credit toward the forty (40) hours required for graduation at the high school level. Following promotion to ninth grade, all documented hours will be transferred from the middle schools to the high school.

(Specific procedures for community service learning are available at each middle school site).

The term “service-learning” refers to non-pay service that is linked to the school’s curriculum. Service may be directly linked to a specific curriculum as part of a class assignment or indirectly linked through student reflections as they relate their service experience to one or more of the MHS Expected School-wide Learning Results.

Students engaging in service with on-campus organizations must distinguish between fundraising activities (which ultimately benefit themselves) and service activities. Fundraising activities for a club in which a student is a member do not count toward community service hours.

College Admission Requirements to UC/CSU Universities

(Review Private and Out of State College requirements as they may differ from UC/CSU system.)

A—G Course Requirements

(Students must pass all A-G college preparatory classes with “C” grades or higher.)

A. History/Social Science:

2 Years Required -Two years of history /social science, including: one year of World History, Cultures or Geography; and one year of US History; or one-half year of US History and one-half year of American Government/Civics.

10th Grade

World History CP
World History CP MBA
World History CP HSA
World History H
AP European History

11th Grade

US History CP
US History CP MBA
US History CP HSA
AP US History

12th Grade

AP Government and Politics United States

B. English:

4 Years Required-Four years of college preparatory English. Students may only use 1 year of ESL/ELD English.

9th Grade

ELD 4
English 1CP
English 1CP HSA
English 1 PreAP
Eng 1 CP/TR

10th Grade

English 2 CP
English 2 CP MBA
English 2 CP HSA
English 2 H

11th Grade

English 3CP
English 3CP MBA
English 3CP HSA
AP English 3 Language and Composition

12th Grade

English 4CP
English 4CP MBA
English 4CP HSA
AP English Literature 4 and Composition

C. Mathematics:

3 Years Required (4 Years Recommended) of college-preparatory mathematics including or integrating topics covered in elementary algebra, advanced algebra, and two-and three-dimensional geometry.

Math I CP	Math IB CP
Math I H	Math II CP
Math II H	Math III CP
Discrete Math CP	Statistics CP
Precalculus CP	Precalculus H
AP Statistics	AP Calculus AB
AP Calculus BC	

D. Laboratory Science:

2 Years Required (3 Years Recommended)-Two years of laboratory science, including two of the three fundamental disciplines of Biology, Chemistry or Physics.

Biology CP	Pre AP Biology
Biology CP HSA	Physiology CP
Physiology CP MBA	Physiology CP HSA
Physiology H	Chemistry CP
Chemistry CP MBA	Chemistry CP HSA
Chemistry H	Chemistry H HSA
Physics CP	Physics H
AP Physics 1	AP Physics 2
AP Physics C	AP Biology
AP Chemistry	Zoology CP
AP Environmental Science	
Physics CP with Robotic Engineering*	
Physiology CP with Child Development	
Chemistry CP with Engineering	

E. Language Other than English:

2 Years Required (3 Years Recommended)-Two years of the SAME language other than English.

Spanish 1 CP
Spanish 2 CP
Spanish 2 CP HSA
Spanish for Spanish Speakers 2
Spanish 3 CP
Spanish 3 H
AP Spanish 4 Language
AP Spanish 5 Literature
French 1 CP
French 2 CP
French 3 CP
French 3 Honors
French 4 CP
AP French 4 Language

F. Visual/Performing Arts:

1 Year Required - chosen from one of the following categories: Dance, Music, Theatre, or Visual Arts.

Art Appreciation
Advanced Ceramics
Advanced Drawing & Painting
Advanced Graphic Arts & Web Design
Advanced Musical Theater
Ceramics
Chamber Orchestra*
Chorus
Chorus 2
Computer Graphic Art
Concert Orchestra*
Dance Sampler
Drama 1
Dance Team/Production
Drawing and Painting
Graphic Arts & Web Design
History Goes to the Movies

Intermediate Dance
Jazz Ensemble A
Jazz Ensemble B
Jazz Ensemble C*
Music of the 20th Century
Musical Show Production
Orchestra/Strings CP
Stagecraft and Technology*
Symphonic Band
Wind Ensemble
Wind Symphony
AP Studio Art: 2-D Design
AP Studio Art: 3-D Design
AP Studio Art: Drawing

G. College Preparatory Elective:

1 Year Required - chosen from the A-F courses beyond those used to satisfy the requirements of the A-F subjects, or courses that have been approved solely in the elective area.

AVID Senior Seminar
Economics CP
Economics CP HSA
Economics CP MBA
Food Service and Hospitality
Hospitality and Tourism Management
Intro to Educational Psychology CP*
Intro to Psychology CP
Military History CP
Political Systems CP
Political Systems CP MBA
Political Systems CP HSA
Robotic Technologies with Internships*
Sports and Entertainment Marketing MBA
Sports Medicine and Health Management HSA
Technology and the Art of Engineering
AP Psychology
AP Macroeconomics
AP Seminar
AP Research*

*These courses are currently **PENDING** A-G approval

A-G course list: <https://doorways.ucop.edu/>
UC Admissions: admissions.universityofcalifornia.edu
CSU Admissions: www.csumentor.edu

Student Information

Visitors

Visitors to Moorpark High School must check in at the receptionist desk. Visitors and other non-students will not be permitted to loiter on, or around, the school campus or in school buildings. Such individuals will be escorted off campus and possibly given a “no trespassing” letter. Parents are to schedule conferences in advance at a time convenient for teachers, counselors, administrators, students and parents. Conferences will be scheduled at such times that do not interrupt or interfere with a teacher’s class. Students are not permitted to have visitors on campus at any time.

School Dress Code

Recognizing the relationship between personal dress and personal attitude, we encourage each student to dress in such a way as to demonstrate pride in oneself and one’s school. It is the intent of this policy to create a school environment that does not distract or interfere with the learning process and ensures the safety of all students.

Personal appearance should not disrupt the educational process, call undue attention to the individual, violate federal, state, or local health and obscenity laws, or affect the welfare and safety of the student or his/her classmates.

The guidelines listed below have been established in order to promote student safety and guidance in their choice of dress.

Specific dress rules include but are not limited to:

- Shirts (tops) are required at all times.
- Bare midriffs, crop tops, halter tops, backless tops, or tube tops are not allowed.
- See-through tops must be worn with a full coverage shirt underneath
- Shorts and skirts must be an appropriate length.
- Clothing which allows underwear to be exposed is not allowed
- Pants, short or long, must stay up without a belt
- Footwear is required at all times
- Clothing/apparel containing offensive or obscene symbols, signs, slogans or words degrading any cultures, gender, religious or ethnic values may not be worn on school grounds or at any school sponsored activity
- Clothing/apparel containing language or symbols oriented toward violence, sex, drugs, alcohol, tobacco or vandalism may not be worn on school grounds or at any school sponsored activity
- Gang related emblems or paraphernalia, person-

al possessions displaying identified gang-style clothing or identified tagging crew writings are not permitted on school grounds or at any school sponsored activity

- Hats that display the following cannot be worn to school or any other school sponsored activity: offensive or obscene symbols, signs, slogans or words degrading any cultures, gender, religious or ethnic values, symbols oriented toward violence, sex, drugs, alcohol, tobacco, vandalism, gang related emblems or paraphernalia, gang-style, tagging style or old English style writings, tagging crew drawings or phrases. Approved hats that have been altered are not allowed. Teachers may prohibit hats in class at their discretion.

Consequences

1st Offense – Student will be required to remove the offending item of clothing and replaced with PE Clothes

2nd Offense – First Offense consequences plus Before School Detention

3rd Offense – First Offense consequences plus one-day In School Suspension and placed on a behavior contract

Electronic Devices

Students are allowed to use their phones before school, during lunch, and after school. During instructional time, students are prohibited from using or displaying, whether purposely or inadvertently, any cell phone or other electronic device capable of transmitting or receiving voice or data communication, as well as any electronic device capable of storing information, taking pictures or creating videos.

Students bringing these items on campus do so at their own risk. Moorpark High School is not responsible for the loss, damage or theft of these devices; therefore, Moorpark Administration will not look for and/or conduct investigations regarding electronic devices.

A violation occurs whenever a prohibited device is in plain view, whether or not the student intended to display the item. Any teacher, teacher’s assistant, or administrator seeing the device shall ask that it be surrendered immediately. The item will be given back at the end of the day. A student’s failure to comply with the request shall be considered to be insubordinate and shall be treated as such, **IN ADDITION TO ALL OTHER PENALTIES**, under this policy. If the student still refuses to comply, the student shall be given In School Suspension. A student may be allowed to use an electronic device during class time if given permission by the teacher.

Penalty for Cell Phone Violation:

1st Offense – Student is given a warning and phone is returned at the end of the day

2nd Offense - Student is issued Before School Detention and parent/guardian will be notified

3rd Offense – Parent meeting and possible In School Suspension from school

“Do it Now”

When a student is issued a directive (that is both safe and legal) by any school administrator, teacher or other school employee, the student shall follow the directive immediately. Failing to follow the directive of any school employee is a violation of school rules and the student will be subject to discipline.

Academic Honesty

Student Privacy

All students shall have the right to keep confidential the materials, homework, test and expressions, which they created through their efforts.

Students’ Responsibility

Students shall not misrepresent examinations, materials, research assignments, and/or homework assignments as their own; when in fact they are work of someone else.

- Students shall not use notes or other aids including electronic devices during examinations unless their use has teacher approval.
- Teachers need to be able to clearly demonstrate that cheating has occurred before this policy is implemented.

Plagiarism

Plagiarism is the act of stealing another’s words. Copyright laws protect printed material from plagiarism. When you borrow someone else’s ideas and restate them as your own, you are plagiarizing.

You are plagiarizing if you do the following:

- Use someone else’s ideas as your own;
- Use a slightly changed statement as your own, putting your own words here and there and not giving credit;
- Fail to use quotation marks around exact sentences, phrases, or even words that belong to another person;
- Use someone else’s examples without giving them credit;
- Cite facts and statistics that someone else has compiled;
- Present evidence or testimony taken from someone else’s argument;

- Exchange assignments with other students, either handwritten or computer generated, whether you believe they will be copied or not;
- Use any form of memory aid or assistance during tests or quizzes without the expressed permission of the instructor; also, it is your responsibility to cover your paper from others;
- Use summaries/commentaries (Cliff Notes, Spark Notes, etc.) in lieu of reading the assigned materials;
- Reuse your own work created previously for another class representing it as a first-time assignment.

When it is determined that a student has been academically dishonest, the following will occur:

First Incident

- If it is determined that a student has been academically dishonest, teacher will immediately contact student’s parent.
- The teacher will then notify the administration through a written referral that academic dishonesty has occurred.
- After an administrative review, the teacher will again contact the parent to inform them of the MHS Academic Dishonesty Policy and the teacher will inform the parent of the outcome of the investigation into the academic dishonesty incident. If it is determined that the student has been academically dishonest, the student will be placed on an administrative contract for the remainder of the school year.
- The student will receive a zero on the exam or paper.
- A copy of this policy, and an agreement signed by the student, parent, and administrator, which includes a clear explanation of the school’s response to any future recurrences of the same problem, will be placed in the student’s file.

Second Incident

If there is a second incident in any class (NEED NOT BE IN THE SAME CLASS), after initial parent notification within the school year, the following will occur:

- The teacher will notify the administration of the incident through a written referral. The teacher will include supporting documents.
- The student may be Drop/Failed from the class where the offense took place.
- The administration will contact the parents for a conference and review of the incident. The parent, student and teacher will be present for the conference. The parent/student will be reminded of the previous contact where consequences of cheating were explained.
- Any further incident of cheating may result in a Drop/Fail from that particular class, and a possible alternative school placement.

Attendance

ABSENCES MUST BE CLEARED WITHIN 48 HOURS

All-Day Absences

If the student will be absent all day, a parent or guardian must call the 24-hour attendance "hotline" at (805) 531-6444, within 48 hours.

- Upon returning to school after an all day absence, students are to report directly to their class.
- Any absence not cleared within 48 hours will be recorded as TRUANT and will not be changed.

Late Arrivals

Parents must call the Attendance Office at (805) 378-6305 between 7:00 a.m. – 3:00 p.m. or the 24 hour "hotline" (805) 531-6444 as early as possible to report the reason and the time of arrival. Student should report directly to class.

Leaving Early

For liability reasons, and in support of school safety, no staff member may give any student permission to leave school without prior approval of school administration.

Parents are to call the Attendance Office at (805) 378-6305 with the reason and time of departure. Do not call the 24-hour "hotline". Students must pick up a pass in the attendance office before school or during passing period prior to departure. Passes will not be delivered to students in the classroom unless a parent/guardian is present in the Main Office. Students must not leave campus without a pass. Students must report to the Attendance Office when they return to school. Students leaving campus without school permission will be recorded as truant and will not be cleared even if the parent calls after the fact.

Tardy Consequences

(late to class up to 15 minutes)

1. Teacher discretion
2. Teacher discretion
3. Teacher contacts parents
4. Detention assigned by AP – parents notified
5. Detention assigned by AP – parents notified
6. May lose privileges including off-campus pass

Period Truancy Consequences

(1 period unexcused or unverified absence including tardies > 15 minutes)

1. Teacher discretion
2. Teacher discretion
3. Assistant Principal contacts parents
4. Detention assigned by AP – parents notified
5. Detention assigned by AP – parents notified

All-Day Truancy Consequences

(4 or more period truanancies in one day)

1. Notify parents
2. Notify parents
3. SART (School Attendance Review Team) letter 1 to parents
4. SART letter 2 to parents
5. SART letter 3 to parents / SART Meeting
6. Referral to SARB (School Attendance Review Board) / Possible citation of student and/or parent

Absences Following Lunch (Grades 11 and 12 Only)

If a student becomes ill while off campus for lunch and decides not to return to school, the parent must notify the Attendance Office by 2:30 that same day.

Students who choose to leave campus for lunch accept the full responsibility for returning to campus on time.

Off Campus Lunch

Moorpark High School maintains a closed campus. A full service cafeteria will be open before school and during lunch.

Students in grades 9 and 10 are not allowed off campus at lunch unless they are checked out and returned by a parent or guardian. Students who choose to leave campus for lunch are considered truant from school. A detention will be issued and the police may cite the student.

Students in grades 11 and 12 are allowed to leave campus for lunch with parent/guardian permission. Students must show their ID cards with the lunch pass logo to get off of campus. A lunch pass application with a parent/guardian signature must be on file in the Attendance Office. The lunch pass application form must be signed in the presence of a school official every school year. Forms are located in the Attendance Office. Students must have a 2.0 in order to apply for a lunch pass.

Misuse of a lunch pass will result in revocation of that pass for the remainder of the school year. Students off campus during the lunch period without the appropriate pass will be considered truant and may jeopardize the opportunity to receive a pass the following year if he/she is in the 11th grade. Student in the 12th grade will receive detention, the lunch pass and senior privileges can be revoked. Administration, parents and/or guardians can revoke a lunch pass at any time for any reason. Replacement lunch passes cost \$5.

Deliveries

In order to protect instructional time for all students and to maintain a maximum learning environment only student work will be accepted. A form with the student's name, teacher, date and time will be placed with the student's work in the teacher's mailbox. NO SUMMONS will be delivered to the classroom. The teacher will find the work when they check their mailbox. This does not guarantee that they will check their mailbox; this does not guarantee that the teacher will accept late work. No other items will be accepted in the front office. Please refer to each teacher's Classroom ECLR's for their policy regarding accepting late work.

Detention

Students may be assigned to Before School Detention. The Before School Detention program is held from 7:00AM - 7:55AM in the AP office. Students who are issued Before School Detention must report on time, and should bring class work assigned by their teachers. Students are expected to bring all books and materials with them so they can complete their assignments. Students without books may be denied admittance.

Discipline

The administration and staff of Moorpark High School believe that discipline provides the foundation for successful learning. The discipline philosophy of Moorpark High School supports positive behavior intervention in order to prevent and correct inappropriate behavior. Moorpark High School has a school-wide management plan providing the setting and climate for successful learning.

Common classroom rules are:

- Follow directions the first time they are given.
- Be in class, at workstation, and prepared to work when bell rings.
- Keep hands, feet and objects to yourself.
- No food, drinks, or gum chewing in the classroom;
- All students will be courteous; no swearing, rude gestures, bullying or put downs allowed.
- Other rules as established by the teacher.
- Disciplinary consequences to violation of classroom rules:
 - Teacher discretion will be exercised.
 - May result in a referral.

Serious Misconduct

Education Codes 48900 and 48915 identify the behaviors, which can lead to student suspension and/or expulsion. Students can be suspended by a site administrator for a maximum of 5-days per incident and for a total of 20-days per school year. Certain situations may justify less serious or more serious consequences with the possibility of expulsion.

- (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or (2) Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 1 1053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 1 1053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or otherwise furnished to any person another liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit use or possession by a pupil of his/her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

- O. Harassed, threatened, or intimidated a pupil who is a complaining witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness.
- P. Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drugs.
- Q. Engaged in, or attempted to engage in, hazing as defined in Section 32050.
- R. Engaged in an act of bullying.
- T. Aided or abetted in the attempted infliction of physical injury to another.

(EC 48900.5) Pupil's presence causes a danger to persons or property, or threatens to disrupt the instructional process.

A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

- While on school grounds;
- While going to or coming from school;
- During the lunch period whether on or off campus;
- During, or while going to or coming from, a school sponsored activity.
- It is the intent of the Legislature that alternatives to suspensions or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

Graffiti Tools and Markers

Graffiti tools such as paint, markers, permanent markers, slap stickers, etc., are not allowed on campus and will be confiscated from the student. Students in possession of such items will receive a school consequence. Graffiti taggers will be cited by The Moorpark Police Department and held liable for the cost incurred to repair the damage.

Alcohol and Drugs

Any student of Moorpark High School for whom there is reasonable cause to suspect the possession or use of, or being under the influence of, alcohol, drugs, or narcotics on school premises or during school-related activities, or any student for whom there is reasonable cause to suspect the selling or furnishing of alcohol, drugs, or narcotics to other students on school premises, or during school-related activities, or at any time or place to students which eventually relates to school or its activities, shall be immediately suspended from school and all school activities pending the outcome of the subsequent investigations, and may be recommended to the Board of Education for expulsion from the Moorpark Unified School District.

Tobacco

No student at Moorpark High School may be in possession of, or use, tobacco products anywhere on the school premises, or during school-related activities.

Prescription Medication

The parent or guardian of any student needing medication during the school day is required by law to provide a written statement from a physician detailing the method, dosage, and time schedules for the medication. With written parent or guardian consent, the health staff may assist in the administration of such medication.

Authorization for Medication Administration forms may be obtained from our school site. High School Students may bring the medication to the Health Office at the beginning of the school day, with a note signed by the parent. All medication must be in the original labeled container. Episodic over-the-counter medications also require a note from the parent and must be in the original container.

Extracurricular

Moorpark High School provides many activities for student participation beyond the scope of the academic program. The following is a partial list of clubs and organizations. For a complete list of clubs and organizations contact the main office.

Most clubs and organizations meet regularly during lunch. Consult the daily bulletin for meeting times and places.

All students are eligible to participate in extracurricular activities as long as they maintain a 2.0 GPA (grade point average) during each quarter of their involvement and meet the tenants of the Moorpark High School Code of Ethics. If, on a student's quarter report card, the GPA drops below 2.0, that student is ineligible from the point the report cards are issued until the next quarter report card that meets or exceeds a 2.0 GPA. Five-week progress reports cannot qualify a student for activities.

Clubs

Active Citizens for Today (ACT) Club
 Act for Africa Club
 American Red Cross Club
 Anime Club (Knights of Animation) Club
 Art Club
 Breaking Through Barriers Club
 Black Student Union
 CAL-HOSA Club
 California Scholarship Foundation (CSF) Club
 Catholic Service Club (CSC)
 Chemistry Club
 Chess Club
 CyberPatriot Club

Democrat's Club
 Equestrian League (Horse Club)
 Fellowship of Christian Athletes (FCA) Club
 FIDM Fashion Club
 Film Club
 Fit for Life Club
 French Club
 Future Business Leaders of America (FBLA)
 Game Club
 Gay Straight Alliance (GSA) Club
 Gift of Vision Club
 Hacky-Sack
 Interact Club
 Juggling Club
 Key Club of Moorpark
 K-Pop Club
 Latinos Unidos
 Latter Day Saints Student Association
 Marine Biology Club
 Moorpark Business Academy Club (MBA)
 Mountain Bike Club
 Multicultural Club
 Muslim Student Association (MSA) Club
 National Honor Society Club
 Nature's Finest Club
 Pay It Forward Club
 Physics Club
 President's Council
 Republican's Club
 Robotics Club
 Science Competitor Incubator Club (S.C.I.)
 Society for Success
 Spanish National Honor Society
 Speech & Debate Club
 Students Against Destructive Decisions Club
 Surf Club & Surf Team
 Teens for Heroes Club
 Teens for Humanity Club

Athletics

Fall

Football (B/G) Ryan Huisenga
 Volleyball (G) Hallie Willard
 Cross Country (B/G) Tom King / Scott Mangers
 Water Polo (B) Peter Daland
 Golf (G) Dave Chapman
 Tennis (G) Brian Friefeld
 Cheer (B/G) April Hill

Winter

Basketball (B) Blake Jenkins
 Basketball (G) Neil Foreman
 Wrestling (B/G) Roy Garcia
 Soccer (B) Manny Galvez
 Soccer (G) Mike Alexander
 Cheer (B/G) April Hill
 Water Polo (G) Peter Daland

Spring

Baseball (B) Scott Fullerton
 Softball (G) Meagan Stotts
 Track (B/G) Tom King / Scott Mangers
 Golf (B) Dave Chapman
 Tennis (B) Brian Friefeld
 Volleyball (B) Daniel Rodrick
 Swim (B/G) Peter Daland
 Stunt (B/G) April Hill

Student Services

ASB Cards

Each student enrolled at Moorpark High School is a regular member of the Associated Student Body (ASB). Each student is given a free photo ID card when school begins. This student's ID must be carried at all times on our campus as a form of identification. Whether ASB validated or not, the ID is required for admission to ALL school functions and/ or riding the school bus. A \$5 fee is charged for all replacement ID cards. The ASB card costs \$80. This card gives students free admission to home athletic events and reduced prices to dances. It also entitles the holder to other special discounts throughout the year. ASB cards may be purchased in the Student Store.

Student Store

The Student Store is open for business before school, during lunch, and after school. Students can purchase P.E. uniforms, locks, yearbooks, pencils, etc. at the Student Store. The Student Store is located in the C-building. The Student Store welcomes cash, check, and credit card payments. Please be advised that all checks returned for non-sufficient funds will be charged a \$25 processing fee. Students will not be allowed to purchase items in the store until the debt is cleared.

Book Locker Rental (Optional)

Book locker rentals are optional. Book Lockers may be rented in the Student Store for a \$20 donation. Moorpark High School and MUSD are not responsible for theft or vandalism to the lock or contents of the locker. Students are not allowed to share lockers or use their own personal locks. Only Moorpark High School locks may be used and they are included in the rental of a locker. All unauthorized locks will be cut off.

P.E. Lockers

P.E. Lockers are distributed through the Physical Education Department. Moorpark High School and MUSD are not responsible for theft or vandalism to the lock or contents of the locker. Students are not allowed to share lockers or use their own personal locks.

Parking

Parking permits may be purchased for \$40 with ASB \$50 without ASB in the Student Store. Parking at Moorpark High School is on a first come-first serve basis. Designated lots for all students include the "I" student lot, the "PAC" student lot and the lower stadium lots. If you have questions or concerns, please call the Assistant Principal in charge of parking.

Library Books

Each student is responsible for textbooks that are assigned to him/her. Books that are lost, stolen, mildewed or otherwise damaged must be replaced by the student. The returned textbook must have the same number as the one issued to the student.

Activities and Events Calendar

A complete list of times and locations for activities, athletics competitions and events for MHS can be found on the school's website under "calendar" or in the MHS app.

School Sponsored Dances

MHS students and/or their guest attending MHS dances must show their school ID and a ticket to enter a dance. Students will not be allowed in the dance after 9:00 p.m., and are not allowed to return once they leave. To ensure the safety of all attendees, light pat downs for male students and purse checks for female students will be done prior to entering the facility. MHS Administration reserves the right to search students, their possessions and vehicles (including limousines) prior to, and during their attendance at the dance.

Students arriving at school functions, such as dances, under or suspected of being under the influence of a controlled substance will not be admitted. Such students will be removed from the event immediately. If it is determined that the student is under the influence, custody will be arranged with the parent/guardian of the MHS student or the local authorities. A Breathalyzer may be used.

The following items are not allowed at dances and will be confiscated: drugs, alcohol, alcohol flasks, tobacco products, weapons, canes, chains of any kind, lanyards, bandanas, non prescription medication, gum, mints, glow in the dark items, lighters, matches, markers, ink pens, pencils, sharp objects, water bottles, outside food, and liquid items such as mouth wash, eye drops, perfume, body spray, hand-sanitizers, travel size products, glue, liquid eye liner. These items will not be returned. Dance tickets are nontransferable and nonrefundable.

Hall Passes

Students must use a wooden hall pass during school hours to be out of class. A hall pass can be obtained from the teacher. TA's, Office Aids, ASB, Yearbook, and Renaissance must wear an identifying MHS pass when a student is allowed of the classroom to complete tasks for that class. Students should not be given a pass during the first ten minutes of class.

Senior Agreement

All seniors must sign a senior contract that shows an understanding of the expectations Moorpark High School has for their senior class members. Parents must also read and sign this form. Any senior suspended during his or her senior year must complete 20 additional hours of community service to be eligible for the graduation ceremony.

Graduation

Graduations at Moorpark High School celebrate the accomplishments of our seniors and the completion of their high school careers. Seniors' names on diplomas will be printed as they are in our Student Information System. We strive to offer a commencement ceremony that reflects the importance of this special event. Each senior will receive four complimentary tickets to the ceremony. Additional tickets can be purchased in the student store for \$8.00 with an ASB card and \$10.00 dollars without an ASB card.

Student Insurance

Parents have the opportunity to purchase school accident insurance for their children. An information sheet explaining the program is available in the Main Office. Student insurance may be used for athletic participation.

Miscellaneous

Students are not permitted to ride skateboards, bicycles or roller skates on campus. These items must be locked in specified areas. Bicycles must be locked in the Bike Racks and skate boards must be locked in lockers. Education codes state that school officials have the legal right to search students, lockers, desks, computers, computer disks, etc. at any time if they have reasonable suspicion. Cars parked on the premises may be searched at any time that a reasonable suspicion exists to do so. Lockers and desks, etc. remain the property of the Moorpark Unified School District (MUSD). Items found that are in violation of the rules and regulations of Moorpark High School will not be returned.

Non-Discrimination

Complaints Concerning State And Federally Funded Programs-Uniform Complaint Procedures

The Uniform Complaint Procedures specified in Board Policy 1312.2 shall be used to investigate and resolve any complaints concerning alleged violations of state or federal regulations governing any of the following educational programs: Adult Basic Education, Consolidated Categorical Aid Programs, Migrant Education, Vocational Education, Child Care and Development, Child Nutrition, or Special Education. (Title 5 4600) (BP 1312.2)

If you feel there has been some violation of this policy or you would like more information, you may contact Moorpark Unified School District at (805) 378-6300.

Equal Educational Opportunity and Gender Equity

The Moorpark Unified School District ensures that its programs and activities are available to all persons without regard to race, ancestry, ethnic group identification, religion, creed, age, sex, color, physical or mental disability, marital or parental status. Complaints of unlawful discrimination in its programs or activities shall be investigated pursuant to the Uniform Complaint Procedures. (Title 5 4960)

Any such complaint should be filed within six months of the alleged violation and should be filed with the Assistant Superintendent for Instruction, 5297 Maureen Lane, Moorpark California 93021. (Title 5 46330b)

Equal Employment Opportunity

The Moorpark Unified School District is an equal employment opportunity employer which complies with all applicable federal and state non-discrimination laws. The District does not illegally discriminate against any employee or applicant for employment on account of race religion creed, color, national origin, ancestry, physical or mental disability as defined by federal and state law, medical condition, marital status, pregnancy, sex, actual or perceived sexual orientation, age, political affiliation, domicile, or membership and/or participation in an employee organization defined by the Educational Employment Relation Act. Complaints will be investigated pursuant to Board Policy 4001.

If you feel there has been some violation of this policy, you may contact Assistant Superintendent of Personnel Services, designated as the Equal Employment Opportunity/Affirmative Action/Title IX management employee directly responsible for coordinating efforts to ensure compliance with all non-discrimination law, 5297 Maureen Lane., Moorpark, California (805) 378-6300.

Appeals

A party to a written complaint of prohibited discrimination or alleged violations of state or federal regulations governing educational programs cited above may appeal the action taken by the governing board of the school district to the State Department of Education. Civil law remedies, including but not limited to injunction, restraining orders, or other orders may be available to complainants. (EC 262.3)

Bullying **Board Policy 5131.2**

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee shall file a request with the networking site

or service to suspend the privileges of the student and to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

Sexual Harassment

Board Policy 5145.8

Introduction

The District recognizes that harassment of pupils on the basis of sex is unlawful.

Prohibited Conduct

Employees and pupils will not engage in conduct constituting sexual harassment toward pupils (if pupils engaged in such discourteous conduct toward employees such discourteous conduct will be dealt with through the regular discipline procedures for students). This Board policy prohibits where such act is related to any school activity or school attendance as allowed by law. The District will not condone nor tolerate sexual harassment. The District will take appropriate disciplinary action against employees or pupils found to have engaged in sexual harassment up to, and including, dismissal for employee and suspension or expulsion for students.

Definitions

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. It includes but is not limited to circumstances in which:

1. Submission to such conduct is made a term or condition of student's academic status.
2. Submission to or rejection of such conduct is used as the basis for any academic decision affecting such pupil or any other decision regarding benefits, hours, services, programs or activities available at or through the school.
3. Such conduct has the purpose or effect of unreasonably interfering with a pupil's academic performance or creating an intimidating hostile or offensive educational environment.

Forms of Sexual Harassment

Forms of sexual harassment including but not limited to the following:

1. Oral harassment such as derogatory comments, jokes or slurs, graphic verbal commentary about an individual's body, and graphic verbal commentary of a sexual nature;
2. Physical harassment such as unnecessary, unwelcome or offensive touching, or impeding or blocking movement;
3. Visual harassment such as derogatory or offensive posters, cards, cartoons, graffiti, drawings, objects, or gestures;
4. Unwelcome sexual advances, requests, or demands for sexual favors, and other oral or physical conduct of a sexual nature.

Rights of a Complainant

Any pupil wishing to make a complaint of sexual harassment should immediately report it to the principal or designee. However, there is absolutely no requirement that a pupil must make a complaint to the alleged harasser. If principal or designee is the alleged harasser, the pupil should make the complaint to the Assistant Superintendent of Personnel Services. A pupil making a complaint of sexual harassment shall not suffer any reprisal for doing so.

The District will promptly and thoroughly investigate all complaints of sexual harassment. The District also will take immediate and appropriate action to resolve such complaints. All incidents of sexual harassment will be remedied. The results of the reported investigation will be made to the complainant, the parent or legal guardian of the minor complainant, the minor alleged harasser, the parent or legal guardian of the minor alleged harasser, the alleged harasser and, where appropriate, the supervisor of the alleged harasser.

Rights of the Alleged Harasser Named in the Complaint

The alleged harasser has a right to a prompt and thorough investigation of any complaint alleging sexual harassment. This investigation will be conducted in such a manner as to protect the confidentiality of the alleged harasser. Consistent with BP 1312.1 Complaints Concerning Employees, any complaint against an employee will be received and investigated (beginning at the Step 2 level) and may be appealed to the Board of Education. A complaint against a student will be received by a site administrator or designee and may be appealed to the Superintendent and thereafter, to the Board of Education.

Prompt and Thorough Investigation

Upon receipt of a complaint alleging sexual harassment, the District representative conducting the investigation shall do the following:

1. Inform the complainant and the alleged harasser of their rights under this Board policy.
2. Authorize the investigation of the complaint and supervise and/or conduct the investigation of the complaint. The investigation, at a minimum, shall include interviews with the complainant, the alleged harasser, and other persons who reasonably may have relevant knowledge about the complaint, including possible witness or victims of prior similar conduct; Complaints against student will be filed with site administrators and may be appealed to the Superintendent and thereafter, to the Board of Education. Consistent with BP 1312.1, Complaints Concerning Employee, any complaint against an employee will be received and investigated (beginning the Step 2 level) and may be appealed to the Board of Education.
3. Take reasonable steps to protect the complainant from any retaliation for filing the complaint.
4. Review factual information gathered to determine whether the alleged conduct constitutes sexual harassment.
5. Report the results of the investigation to the complainant, the parent or legal guardian of the minor complainant, the minor alleged harasser, the parent or legal guardian of the alleged harasser, the alleged harasser and, where appropriate, the supervisor of the alleged harasser.
6. If harassment occurred, take or recommend prompt and effective remedial action against the harasser.
7. Take reasonable steps to protect the complainant and other potential victims from further harassment if such harassment is determined.
8. Take reasonable steps to alleviate the effects of the harassment.

Complaint Procedures

Any pupil wishing to make a complaint of sexual harassment shall immediately file a written complaint, except that no pupil is required to file any complaint with the alleged harasser.

Dissemination of Policy

All employees and pupils shall be notified of this Board Policy on a regular basis consistent with Education Code Section 212.6 and 48980. The District shall communicate this policy to students in an appropriate manner consistent with their age. The District shall also distribute written information on how to report charges of sexual harassment and assurance that student need not endure any form of sexual harassment. To promote an environment free of sexual harassment, the principal or designee shall provide staff in-service and ensure student awareness.

Curricula and Courses

Course Level Descriptions

High school students select levels of courses depending upon their interests, aptitudes, and career plans. The following specific course level descriptions will help you make decisions regarding course selections.

CP - College Preparatory courses meet most of the entrance requirements of the University of California and California State University systems and many other college and universities.

PRE-AP - Pre-Advanced Placement is offered when an Honors class is not available to help better prepare students who may enroll in future AP courses.

H - Honors courses meet the requirements of many 4 year colleges and universities. They offer in-depth coverage of the subject. Outstanding academic achievement is required.

AP - Advanced Placement MHS offers 24 Advanced Placement Classes that are designed to prepare students for the Advanced Placement Examination of the College Board. Successful completion of the course and passing the exam with a satisfactory score may give the student credit for the equivalent freshman level college course. If an AP course is not offered at Moorpark High School, students may still take the exam for that subject. To receive the additional grade point adjustment from Moorpark High School, students must be enrolled in the AP course for both semesters.

- Students must attend an informational meeting concerning the rigors of the Advanced Placement courses.
- Students/parents/guardians must sign a commitment for each course in which they enroll that will include an understanding of AP course expectations.
- The signed AP Course Statement of Understanding commits students to a yearlong enrollment in the course.
- Prerequisite requirements must be met for each AP course.
- Students not enrolled in an AP course may still take the AP exam.

Advanced Placement Courses

AP American Government	AP Biology
AP Calculus AB	AP Calculus BC
AP Chemistry	

AP English 3 Language and Composition	
AP English 4 Literature and Composition	
AP Environmental Science	AP European History
AP French 4 Language	AP Macroeconomics
AP Physics 1	AP Physics 2
AP Physics C	AP Psychology
AP Research	AP Seminar
AP Spanish 4 Language	AP Spanish 5 Literature
AP Statistics	AP Studio Art: 2D Design
AP Studio Art: 3D Design	AP Studio Art: Drawing
AP United States History	

Non-refundable deposits for the AP testing program need to be paid during Semester 1. The balance for all tests must be paid prior to the end of the 3rd quarter.

Explanation of Credits

10 credits: 2 consecutive semesters (year long)

5 credits: 1 semester in length

Required Course: Course credit will go towards meeting the graduation requirements for that subject area.

Elective Course: To graduate, students are required to complete 60 credits of electives. If the student has met the subject area requirement, additional courses in that area will fall into the elective category.

UC Approved Notations

"A"	History/Social Studies
"B"	English
"C"	Mathematics
"D"	Laboratory Science
"E"	Foreign Language
"F"	Visual and Performing Arts
"G"	Electives

Grading Policies

Five credits are awarded for each semester course completed successfully with a grade of A, B, C or D. The related credits earned are applied toward MHS graduation requirements as outlined in this handbook. Once an academic requirement has been met, any excess credits may be applied towards the *Elective* requirement.

Repeat Policy

Students may repeat a class to improve their GPA **only** if the original grade was D or F. To be accepted by the UC system, students may repeat the course only once.

Once a course has been repeated, the grade earned in the original course will remain on the transcript, but will display with the MHS repeat code, as well as "0.00" credits earned. The original course will not be included in the computation of Class Rank or GPA. The course taken to remediate the D or F will be displayed with the grade and related credits earned.

No Mark ("NM")

This grade may only be issued on a report card when a student was enrolled in the course for less than fifteen (15) days prior to the end of the grading period. Teachers must use a letter grade or an "I" (incomplete) in all other circumstances.

Incomplete ("I")

This grade may be given when a student is unable to complete his/her coursework or take final exams due to extenuating circumstances. Students will have until the next official grading period (quarter) to make up the missing work. If the work is not made up, the "I" (Incomplete) will become an "F" (Fail). For athletic eligibility, an "I" (Incomplete) is calculated the same as an "F" (Fail).

Variable Credits

MHS school policy prohibits the issuance of variable credits. MHS will accept variable credits from transfer students when listed on an official transcript from an accredited school. If the transfer credits do not meet MHS graduation requirements in each subject area, the student must take additional courses to make up the missing credits.

Weighted Grades

Weighted grades are given only for AP and UC Approved Honors courses. AP courses use the following weighted scale: 5 point A, 4 point B, 3 point C, 1 point D, and 0 point F (shown as "Weight: 5 Point"). Weighted grades have an impact on class rank. **A student must complete the full year course to receive the weighted grade.** Only those courses approved by UC A-G will be weighted as indicated above. All other courses are weighted as follows: 4 point A, 3 point B, 2 point C, 1 point D, and 0 point F (shown as "Weight: 4 Point").

Final Grades

Final grades are issued by the teacher of record. All questions about assignments or final grades should be directed first to the classroom teacher. If there is a discrepancy between posted grades and transcripts, please contact your academic counselor.

International Transfers

Students, other than freshmen, who come from other countries, must show evidence of enrollment and courses completed in their native country in order for appropriate credit to be given at Moorpark High School. Lack of proof of schooling could result in freshman status or enrollment at Adult School.

Foreign Exchange Students

Only juniors from Foreign Exchange organizations approved by the Principal will be registered at Moorpark High School. Foreign exchange students who wish to receive an "Honorary" diploma from Moorpark High School must:

- Maintain an overall 2.0 G.P.A for the year of the visit.
- Courses must also meet requirements of student's home country or foreign exchange service.

Special Programs

Independent Study Program

This program provides an alternative learning opportunity for students who are on track to graduate (have little or no credit deficiency), have the initiative and motivation to complete work independently, and who have demonstrated need for this service. Students are placed through referral, and must be approved by the school administration. Please refer all questions to your Counselor. Open enrollment for the following school year is in June and August.

Online Courses

Moorpark High School only accepts credits from online courses that are authorized by the school district and the high school. Counselors can be contacted for information concerning authorized programs.

Response To Intervention (RTI) & Directed Studies:

RTI / Directed Studies courses are offered as support classes for students struggling in academic subject areas. These courses are offered in addition to the subject area course.

SDAIE Classes

SDAIE classes are offered in academic areas for students who are not yet English proficient. Students who do not use English in their homes as the primary language are tested to determine their skill levels in English. Those demonstrating limited or no English skills are placed in the appropriate SDAIE classes with concurrent enrollment in English Language Development classes.

Special Education

Special Education is a federally mandated program for students with disabilities. There are criteria for eligibility that must be met. Eligibility is established after a comprehensive assessment in all areas of suspected disability by a qualified team of professionals. The IEP team must agree that the handicapping condition impacts the student's educational performance to the extent that special education and related services are needed. Services within the Special Education Department address and accommodate the needs of the student as described in their individual Education Plan (IEP). Credits earned in Special Education apply toward the fulfillment of core and elective requirements.

Summer School

Summer School may be offered as part of the Moorpark Unified School District's educational program for proficiency remediation and/or make-up credit, and for seniors needing 10 or fewer credits to complete their graduation requirements. Students enrolling in a summer program outside of this school district must first obtain Counselor / Administrative approval to receive credit at Moorpark High School. Courses taken in summer school that are not approved to meet a graduation requirement and are not for remediation / credit recovery purposes will not be posted on the transcript. Students may request to have the courses posted in the notes section but not for earned credit.

Work Permits

Students between the ages of 16 and 18 must pick up the application for a work permit in the main office. Students must have the employer complete their section, and have parents sign the form. The student returns the form to the front office for the completion of the actual work permit. It is the student's responsibility to pick up the finished work permit and return it to his or her employer. The work permit is valid for the current school year. It must be renewed for summer jobs and again for the next school year until the student becomes 18 years of age.

APEX Learning Information

Moorpark High School offers the APEX Learning Virtual School Program to MHS and Independent Study full time students. APEX Learning provides accredited, standards-based digital curriculum to meet high school graduation and university admission requirements. APEX Learning provides a purposeful use of interactive media in every APEX Learning course through active learning experiences. Students benefit from a self-paced environment, taking as much or as little time as necessary to master a concept or skill. Priority will be given to seniors and ju-

niors. There are limited spots available. Note to Athletes: MHS APEX classes are currently **not** NCAA approved for athletic eligibility purposes.

Graduation Option- Credit Recovery

Students must have tried and received a grade of "F" in a course to be eligible to take an APEX course for Credit Recovery.

University Admissions Option - College Preparatory Credit

Students must have tried and received a grade of "D" or "F" in a course to be eligible to take an APEX course for College Preparatory Credit.

Curriculum

APEX classes are individualized through computer-based instruction (students learn at their own pace and receive teacher support and guidance when and where they need it), and competency-based. However, courses offered for Credit Recovery are not considered College Preparatory (CP) and therefore cannot be used to improve a grade needed for college eligibility or admissions.

Grading

Students will receive a letter grade (A, B, C, D) for completed credit recovery and college preparatory credit courses.

Career Technical Education

In support of the Career Pathways Initiative (2005), Moorpark Unified School District offers a wide variety of Career Technical Education programs. Career Pathways are a method of developing and organizing courses across a variety of career strands. The teaching, counseling, and assessment that support career pathways are designed to focus students toward career goals beyond graduation. A career pathway consists of a partnership among local colleges, primary and secondary schools, workforce and economic development agencies, employers, labor groups and social service providers.

Moorpark High School and Community High School provide well-established college and career pathways such as the Health Science and Moorpark Business Academies. The AVID program continues to prepare MHS students for immediate entry into four-year colleges and universities after graduation. Informal pathways have been strengthened in the Media Arts, Performing Arts, and Game Design industry sectors. New pathways have been created in Hospitality, Manufacturing, Education, and Engineering for the 2017-2018 school year.

CTE Support Programs

NAVIANCE: A College and career readiness software provider that partners with high schools and other institutions to provide students with college planning and career assessment tools.

CAREER CHOICES (Get Focused, Stay Focused): An interdisciplinary curriculum that involves students and teachers in an interactive learning process. It teaches a critical decision making process for life-defining decisions and culminates in a 10-year Career & Education Plan that helps young people envision a productive life of their own choosing.

ASPIRE: The Aspire program is a six week project-based entrepreneurship learning course aligned with the Common Core State Standards. The curriculum was collaboratively designed by a group of entrepreneurs, educators, business and community leaders to engage students with relevant needs and task them with creating solutions through science, technology, engineering and business.

Academies & Pathways

AVID (Advancement via Individual Determination)

College Preparatory

AVID is a National college-readiness program designed to increase the number of students who enroll in four-year colleges. Although AVID serves all students, it focuses on the least served students in the academic middle. The formula is simple – raise expectations of students and, with the AVID support system in place, they will rise to the challenge. Students should have a GPA of 2.0 – 3.5. All students interested in this program are required to fill out an application available in the Counseling Office.

- Grades 9-12
- Organizational & Study Skills
- College Applications & Fieldtrips

Health Science Academy

Industry Sector: Health Science

The Health Science Academy (HSA) is an exciting approach to your high school education. This is a four-year program, which begins in your freshman year and continues through your senior year.

It will provide you with a focused academic curriculum coupled with “change to career” education.

Curriculum is based on the college preparatory level. The Academy’s goal is to prepare you for a career in the health care community, whether you’re going to college or directly into the working world upon graduation. You will be prepared both academically, for entrance into college and vocationally, for skilled entry-level positions.

Whatever your choice, the Health Science Academy will prepare you for your future career. Applications for the Health Science Academy are in the Counseling Office.

Each of the Academy courses, while fundamentally the same as their non-Academy counterparts, integrates the core courses and infuses health career topics.

The course descriptions for the Academy courses are the same as the regular CP/H courses, but the activities and topics are chosen in an effort to emphasize the medical and human services fields. Detailed course descriptions are found as “HSA” over the following pages.

The following courses are required for HSA:

9th Grade:

English 1 CP HSA	Health HSA
CA History & Careers HSA	Biology CP HSA

10th Grade:

English 2 CP HSA	World History CP HSA
Physiology CP HSA	Spanish 2 CP HSA (if applicable)

11th Grade:

English 3 CP HSA	US History CP/AP HSA
Chemistry CP/H HSA	Sports Medicine HSA

12th Grade:

English 4 CP/HSA	Political Systems CP/HSA
Economics CP/HSA	Health Issues/HSA

Moorpark Business Academy

Industry Sector: Business & Finance

Moorpark Business Academy (MBA) provides a rigorous and exciting curriculum driven by integrated and project-based course work, mentor programs, classroom speakers, field trips and the exploration of post-secondary and career options.

A community advisory committee that encourages both academic and occupations preparation helps guides the MBA.

MBA courses meet the requirements for state frameworks, high school graduation, and college entrance requirements while providing powerful learning environment. The MBA integrates and incorporates both standard-based academic curriculum and career technical standards.

The Moorpark Business Academy will effectively prepare students for college or for entering the business environment. Applications for the MBA are in the Counseling Office.

Each of the Academy courses, while fundamentally the same as their non-Academy counterparts, integrates the core courses and infuses business field topics.

The course descriptions for the Academy courses are the same as the regular CP courses, but the activities and topics are chosen in an effort to emphasize the business field and workplace. Detailed course descriptions are found as "MBA" over the following pages.

The following courses are required for MBA:

9th Grade:

Health & Careers MBA CA History MBA

10th Grade:

English 2 CP MBA World History CP MBA
Physiology CP MBA

11th Grade:

English 3 CP MBA US History CP MBA
Chemistry CP MBA Intro Comp & Bus MBA

12th Grade:

English 4 CP MBA Pol. Systems CP MBA
Economics CP MBA Sports Marketing MBA

Education

Industry Sector: Education, Child Development & Family Services

- Physiology CP with Child Development
- Introduction to Educational Psychology (2017)

Engineering Technology

Industry Sector: Engineering & Architecture

- Chemistry CP with Engineering
- Physics CP with Robotic Engineering (2017)

Games and Simulations

Industry Sector: Arts, Media & Entertainment

- Introduction To Game Design
- Game Design II

Hospitality and Tourism

Industry Sector: Hospitality, Tourism & Recreation

- Hospitality and Tourism Management - ROP
- Food Service and Hospitality ROP (2017)

Manufacturing

Industry Sector: Product Design & Development

- Technology & the Art of Engineering ROP
- Applied Manufacturing ROP (2017)

Performing Arts - Instrumental

Industry Sector: Arts, Media & Entertainment

- Marching Band
- Wind or Strings Ensemble

Performing Arts - Theater

Industry Sector: Arts, Media & Entertainment

- Musical Show Production
- Advanced Musical Theater
- Stage Craft

Performing Arts - Vocal

Industry Sector: Arts, Media & Entertainment

- Chorus
- Advanced Chorus

Visual and Media Arts - Studio

Industry Sector: Arts, Media & Entertainment

- Art Appreciation
- Drawing and Painting
- AP Studio Art

Visual and Media Arts - Technology

Industry Sector: Arts, Media & Entertainment

- Computer Graphic Arts
- Graphic Arts & Web Design
- Advanced Computer Graphic Arts

Academy Courses **(Non-Departmental Electives)**

Sports Medicine & Health Management (Health Science Academy)

Grade: 11

UC: "G" Requirement

Prerequisite: Acceptance and good standing in the Moorpark Health Science Academy

Weight: 4 Point

Description: This course is focused on the nature of health with regards to the individual and society. It takes an in-depth look at major health concepts, and increases each student's understanding of healthy living. Students examine the development of positive choices, values, attitudes, and lifestyles. Concepts include: personal fitness, nutrition, body systems, character development, personal relationships, harmful substances, communicable and non-communicable diseases, and reproduction and contraception. Students will become certified in CPR and first aid. This course is required for graduation from the Moorpark High School Health Science Academy.

Health Issues / Senior Project Seminar (Health Science Academy)

Grade: 12

UC: Not UC Approved

Prerequisite: Acceptance and good standing in the Moorpark Health Science Academy

Weight: 4 Point

Description: During the fourth year of the Health Science Academy, students will continue to develop their skills in higher order reading comprehension and critical thinking through an in-depth study of health and ethical issues in the medical field. Through the study of contemporary literature, including literary analysis, writing, speaking, listening, and academic research, students will explore current medical issues facing the world today, as well as develop leadership skills needed to be successful in the professional world. Emphasis will be placed upon medical themes, issues, and terminology presented to students through literature and other source material. This course is required for graduation from the Moorpark High School Health Science Academy.

Intro to Computers and Business MBA (Moorpark Business Academy)

Grade: 11

UC: Not UC Approved

Prereq: Acceptance and good standing in the Moorpark Business Academy

Weight: 4 Point

Description: This is an excellent foundation course for numerous career paths and college majors. Students are instructed to properly format and prepare business letters/emails, resumes, spreadsheets, presentations and other documents using the Microsoft Suite of applications. Students will also become proficient in Adobe Photoshop & Illustrator. The second semester is an introductory course in Business. The topics of management, marketing, finance and human resources are instructed within a Sports and Entertainment Marketing Unit. Within the growing area of sports and entertainment, existing and emerging companies and careers will be highlighted. In addition, students will learn entrepreneurship first hand as they form companies from the ground up by participating in a Ventura County wide program named Aspire3. Through a series of well-developed modules students will create virtual company and go on to exciting competitions against other schools in the county. This course is required for graduation from the Moorpark High School Moorpark Business Academy.

Sports and Entertainment Marketing (Moorpark Business Academy)

Grade: 12

UC: "G" Requirement

Prerequisite: Acceptance and good standing in the Moorpark Business Academy

Weight: 4 Point

Description: The culmination course, for seniors, in the Moorpark Business Academy is based on a student-created business. It also covers the skills and the ethical business practices necessary for the world of work or advanced training and education. Students will prepare an exit portfolio of work samples and seminar notes of guest speakers, experience job shadowing, and put together a professional presentation. The highlights include participation in a trade fair demonstration of the student-run business in the fall and the car dealership simulation, talent show, fundraising, and building your business in the spring. This course is required for graduation from the Moorpark High School Moorpark Business Academy.

English

English 1 CP

Grade: 9

UC: "B" Requirement

Prerequisite: None

Weight: 4 Point

Description: This course is designed to meet university, state and community college English requirements. It provides a balanced, unified program of instruction in language, literature, and composition, engaging students in appropriate practice in listening, reading, speaking, writing and critical thinking skills. This course will also provide a broad background in fundamental English skills, Internet research, and traditional contemporary literature.

English 1 Pre-AP

Grade: 9

UC: "B" Requirement

Prerequisite: If in Honors English 8, then the student must have an "A or B" grade in all 3 trimesters of English and an overall core GPA of 3.50. If the student was not in Honors English 8, then the student must have an "A" in all 3 trimesters of English and an overall core GPA of 3.50.

Weight: 4 Point

Description: This advanced course provides a balanced, unified program of in-depth instruction in language and composition and requires advanced analytical and writing skills. Additional emphasis is placed on literature analysis and expository writing. This course is designed to help students develop skills needed to be successful in both the AP Language and Composition and AP Literature and Composition courses. Like AP courses, Pre-AP courses incorporate student responsibility for motivation and education.

English 1 CP HSA (Health Science Academy)

Grade: 9

UC: "B" Requirement

Prerequisite: Application must be submitted and student accepted into the Health Science Academy.

Weight: 4 Point

Description: This course is designed to meet university, state and community college English requirements, this program reinforces and extends communication skills, with a focus on health careers and human services. Study units explore related ideas in major literary forms through sequence of development activities in reading, discussing listening, role-playing, and writing. The student in this program will enjoy the added benefit of the integration of themes and projects between his/her core subject areas, field trips, and guest speakers.

English 1 CP Transition

Grade: 9

UC: "B" Requirement

Prerequisite: Counselor Placement

Weight: 4 Point

Description: This course is designed to meet university, state and community college English requirements. It provides a balanced, unified program of instruction in language, literature, and composition, engaging student in appropriate practice in listening, reading, speaking, writing and critical thinking skills. This course will also provide broad background in fundamental English skills, Internet research, and traditional contemporary literature. This course concentrates on the four language skills (listening, speaking, reading and writing) with emphasis on the writing process. Skills include English usage conventions, critical thinking, study skills and cultural enrichment and further development of literary skills.

English 2

Grade: 10

UC: Not UC Approved, English Graduation Requirement Only

Prereq: Eng 1 Grade / Teacher Recommendation

Weight: 4 Point

Description: This course reinforces and extends communication skills. It explores related ideas in major literacy forms through a sequence of developmental activities in reading, listening, and writing. It is designed to meet graduation English requirements. It provides a balanced, unified program of instruction in language, literature, and composition, engaging students in appropriate practice in listening, reading, speaking, writing and critical thinking skills. This course will also provide a broad background in fundamental English skills.

English 2 CP

Grade: 10

UC: "B" Requirement

Prereq: Eng 1 Grade / Teacher Recommendation

Weight: 4 Point

Description: This course provides extensive review of basic communication skills, and introduction to more sophisticated vocabulary, with increased emphasis on expository writing, and extensive reading with library research assignments. This course is designed to meet university, state and community college English requirements. It provides a balanced, unified program of instruction in language, literature, and composition, engaging students in appropriate practice in listening, reading, speaking, writing and critical thinking skills.

English 2 CP HSA (Health Science Academy)

Grade: 10

UC: "B" Requirement

Prereq: Acceptance and good standing in the Health Science Academy

Weight: 4 Point

Description: Designed to meet university, state and community college English requirements, this program reinforces and extends communication skills introduced in the ninth grade level, with a focus on health careers and human services. Study units explore related ideas in major literary forms through sequence of development activities in reading, discussing, listening, role-playing, and writing. The student in this program will enjoy the added benefit of the integration of themes and projects between his/her core subject areas, field trips, and guest speakers.

English 2 CP MBA (Moorpark Business Academy)

Grade: 10

UC: "B" Requirement

Prereq: Application must be submitted and student accepted into the Moorpark Business Academy

Weight: 4 Point

Description: This CP class follows the framework and model curriculum standards based on the tenth grade curriculum of World Literature. This Business Academy English class is integrated with World History/MBA; in other words, the classes will have the same students and will link business applications and integrated themes in combined projects. Study units explore related ideas in major literary forms with occasional links to the Physiology/MBA class.

English 2 Honors

Grade: 10

UC: "B" Requirement

Prereq: Grade of "A" in English 1CP or "B" or better in English 1 Pre-AP

Weight: 5 Point

Description: The students in this course experience a more extensive and intensive coverage of communication skills. Increased emphasis is put on expository and analytical writing, extensive reading with research assignments in-depths reading and discussion of literature. This course is designed to further help students develop skills needed to be successful in both the AP Language and Composition and AP Literature and Composition courses. Like AP courses, Honors courses incorporate student responsibility for motivation and education.

English 3

Grade: 11

UC: Not UC Approved, English Graduation Requirement Only

Prereq: Eng 2 Grade / Teacher Recommendation

Weight: 4 Point

Description: This course reinforces practical communication skills. It provides instruction centered on literary interpretation of experiences and values of American Literature. It is designed to meet graduation English requirements. It provides a balanced, unified program of instruction in language, literature, and composition, engaging students in appropriate practice in listening, reading, speaking, writing and critical thinking skills. This course will also provide a broad background in fundamental English skills and American Literature.

English 3 CP

Grade: 11

UC: "B" Requirement

Prereq: Eng 2 Grade / Teacher Recommendation

Weight: 4 Point

Description: This course encompasses a survey of American literature and values, and includes a concentration on research and composition. It is designed to meet university, state and community college English requirements. It provides a balanced, unified program of instruction in language, literature, and composition, engaging students in appropriate practice in listening, reading, speaking, writing and critical thinking skills. This course will also provide a broad background in fundamental English skills.

English 3 CP HSA (Health Science Academy)

Grade: 11

UC: "B" Requirement

Prereq: Acceptance and good standing in the Moorpark Health Science Academy

Weight: 4 Point

Description: This course provides a balanced, unified program of instruction in language, literature, and composition, engaging the student in appropriate practice in listening, reading, speaking, writing and related thinking, with a focus on health careers. This course will prepare the student for college level classes and prepare the student who is interested in a health career to enter the senior level of the Health Service Academy. The student in this program will enjoy the added benefit of the integration of themes and projects between his/her core subject areas, field trips, and guest speakers.

English 3 CP MBA (Moorpark Business Academy)

Grade: 11

UC: "B" Requirement

Prereq: Acceptance and good standing in the Moorpark Business Academy

Weight: 4 Point

Description: This combined class follows the state framework and model curriculum standards based on the eleventh grade curriculum of American and Contemporary literature and communications with concentration on research and composition. This Business Academy English Class is integrated with U.S. History/MBA; in other words, the classes will have the same students and will link business applications and themes in combined projects. MBA students will also take Intro to Business and Computers, which supports both the English and History classes by providing time to type essays and reports.

AP English 3 English Language And Composition

Grade: 11

UC: "B" Requirement

Prereq: Grade of "B" or better in English 2 H or grade of "A" in English 2CP and Teacher Recommendation

Weight: 5 Point

Description: This course engages students in becoming skilled readers of non-fiction written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. The intense concentration on language use in this course will enhance their ability to use grammatical conventions both appropriately and with sophistication as well as to develop stylistic maturity in their own prose.

English 4

Grade: 12

UC: Not UC Approved, English Grad Requirement Only

Prereq: Eng 3 Grade / Teacher Recommendation

Weight: 4 Point

Description: This course is the final stage in a series of English courses for the preparation of students for graduation. It focuses on British and other European literature. Special emphasis is placed on composition and literary analysis. Such items as vocabulary and English grammar, timed writing, poetry analysis, and research-based analytic papers are included in the course of study. The writing instruction emphasizes organization, logic, and style. It provides a balanced, unified program of instruction in language, literature, and composition, engaging students in appropriate practice in listening, reading, speaking, writing and critical thinking skills. This course will also provide a broad background in fundamental English skills.

English 4 CP

Grade: 12

UC: "B" Requirement

Prereq: Eng 3 Grade / Teacher Recommendation

Weight: 4 Point

Description: This course is the final stage in a series of English courses for the preparation of students for college or university. It focuses on British and other European literature. Special emphasis is placed on composition, style analysis, and literary analysis. Such items as vocabulary and English grammar, timed writing, poetry analysis, and research-based analytic papers are included in the course of study. It provides a balanced, unified program of instruction in language, literature, and composition, engaging students in appropriate practice in listening, reading, speaking, writing and critical thinking skills. This course will also provide a broad background in fundamental English skills.

English 4 CP HSA (Health Science Academy)

Grade: 12

UC: "B" Requirement

Prereq: Acceptance and good standing in the Health Science Academy

Weight: 4 Point

Description: This course provides a survey of British literature and medical-related literature. The student will be involved in a mentor program and experience some job shadowing in the medical field. Technical writing and medical terminology will also be emphasized in this course.

English 4 CP MBA (Moorpark Business Academy)

Grade: 12

UC: "B" Requirement

Prereq: Acceptance and good standing in the Moorpark Business Academy

Weight: 4 Point

Description: The class is an intensive study of British literature, applied contemporary communications, and business correspondence. In addition to following the course outline of the College Board, business or "real world" applications strengthen the relevance of this course. The same students in the Business Academy English class are also in Political Systems and Economics/MBA in addition to the yearlong Virtual Enterprise class.

AP English 4

English Literature And Composition

Grade: 12

UC: "B" Requirement

Prereq: "B" or better in English 3AP or "A" in English 3CP & Teacher Recommendation

Weight: 5 Point

Description: This course is an in-depth study of literature with extensive research and composition, following the course outline of the College Board. It offers motivated students the opportunity to gain college credit during high school by doing well on the AP Exam. The course of study includes drama, poetry, short stories, and novels to further develop students' familiarity with literary criticism and analysis. Successful completion of this course, with a grade of "C" or above, provides a "grade point" adjustment for each student. Summer course work is required.

English Language Arts Support

Grade: 9

UC: Not UC Approved, MHS Elective Credit

Prereq: Counselor Placement

Weight: 4 Point

Description: ELA RTI is an elective course that assists struggling readers to be more successful in their regular classes. Students are identified by their standardized test results or students may choose this class as an elective. By using a variety of interesting reading materials, ELA RTI focuses on reading comprehension, synonyms, vocabulary building and intense reading sessions.

ENGLISH LANGUAGE DEVELOPMENT

EL Readers/Writers Workshop A

Grade: 9-12

UC: Not UC Approved

Prereq: CELDT Scores

Weight: 4 Point

Description: The development of reading/writing skills through literature will be emphasized. While reading/writing are the primary focus of this course, additional components of listening, speaking, English usage conventions, and technology will be developed.

EL Readers/Writers Workshop B

Grade: 9-12

UC: Not UC Approved

Prereq: CELDT Scores

Weight: 4 Point

Description: The development of advanced reading/writing skills through literature will be emphasized. While reading/writing are the primary focus of this course, additional components of listening, speaking, English usage conventions, and technology will be developed.

ELD 1

Grade: 9-12

UC: Not UC Approved, English Grad Requirement Only

Prereq: CELDT Score of 1 or less

Weight: 4 Point

Description: Course concentrates on the four language skills (listening, speaking, reading and study skills) with emphasis on oral/aural development, cultural enrichment and self-esteem. It is not a remedial class. This is the first course identified LEP (Limited English Proficiency) with an emphasis on survival/oral skills, and beginning reading and writing in English.

ELD 2

Grade: 9-12

UC: Not UC Approved, English Grad Requirement Only

Prereq: CELDT Score of 1 or 2

Weight: 4 Point

Description: This course concentrates on the four language skills, (listening, speaking, reading and writing) with emphasis on oral/aural development, cultural enrichment, reading, and self-esteem. Reading and literature in English will be introduced in this second course series for LEP student.

ELD 3

Grade: 9-12

UC: Not UC Approved, English Grad Requirement Only

Prereq: CELDT Score of 2/3 and Teacher Recommendation

Weight: 4 Point

Description: This course concentrates on the four language skills (listening, speaking, reading, and writing) with continued emphasis on reading, literature study, and orientation and practice in the writing process. Skills include English usage conventions, critical thinking, study skills, and cultural enrichment. This is the third course series for LEP student.

ELD 4

Grade: 9-12

UC: "B" Requirement

Prereq: CELDT Score of 3 or 4

Weight: 4 Point

Description: This course concentrates on the four language skills (listening, speaking, reading and writing) with emphasis on the writing process. Skills include English usage conventions, critical thinking, study skills and cultural enrichment and further development of literary skills. The goal of this class is to facilitate LEP students' transition into the mainstream English program.

Mathematics

Math IA

Grade: 9

UC: Not UC Approved, Math Grad Requirement Only

Prereq: 8th Grade math grades and teacher recommendations are used for placement.

Weight: 4 Point

Description: Math IA and Math IB CP constitute Math I CP. This course integrates high school conceptual categories of Number & Quantity, Algebra, Function, Geometry, and Statistics & Probability. This one-year course is designed for students who may have struggled in previous math courses.

Math IB CP

Grade: 10-12

UC: "C" Requirement

Prereq: Math 1A

Weight: 4 point

Description: This one-year course follows Math IA and completes the first year of a three-year college preparatory sequence that integrates high school conceptual categories of Number & Quantity, Algebra, Function, Geometry, and Statistics & Probability.

Math I CP

Grade: 9

UC: "C" Requirement

Prereq: 8th Grade math grades and teacher recommendations are used for placement.

Weight: 4 Point

Description: Math I CP integrates high school conceptual categories of Number and Quantity, Algebra, Function, Geometry, and Statistics and Probability into a one-year course. It is the first year of a three-year college preparatory sequence.

Math I Honors

Grade: 9

UC: "C" Requirement

Prereq: Previous math grades, teacher recommendation

Weight: 4 point

Description: This course is similar to Math I CP in terms of the general topics covered, but will also cover some early topics from Math II CP. It is a fast-paced course where some Math 1 concepts are taught in greater depth. Higher-order thinking skills are stressed and students are often expected to work independently.

Math II CP

Grade: 9-10

UC: "C" Requirement

Prereq: Math ICP, or Math IH, or Math IB CP

Weight: 4 Point

Description: Math II CP is the second year of the three-year college preparatory sequence. It integrates the high school conceptual categories of Number and Quantity, Algebra, Function, Geometry, and Statistics and Probability.

Math II Honors

Grade: 9-10

UC: "C" Requirement

Prereq: Math I CP/H grades / teacher recommendation / placement test

Weight: 4 Point

Description: This course is similar to Math II CP in terms of the general topics covered, but will also cover some early topics from Math III CP. It is a fast-paced course where some Math II concepts are taught in greater depth. Higher-order thinking skills are stressed and students are often expected to work independently.

Math III CP

Grade: 10-12

UC: "C" Requirement

Prereq: Math II CP, or Math II H

Weight: 4 Point

Description: Math III CP is the third year of the three-year college preparatory sequence. It integrates the high school conceptual categories of Number and Quantity, Algebra, Function, Geometry, and Statistics and Probability

Precalculus CP

Grade: 10-12

UC: "C" Requirement

Prereq: Recommended grade of "B" or better in both semesters of Math III CP

Weight: 4 point

Description: This course combines many of the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus, and strengthens their conceptual understanding of problems and mathematical reasoning in solving problems from the functional point of view. Topics include algebraic functions, exponential and logarithmic functions, trigonometric functions, and their applications. This course is intended for students planning to enroll in Calculus AB.

Precalculus Honors

Grade: 10-12

UC: "C" Requirement

Prereq: Math II H or Math III CP grades and teacher recommendation (plus placement test for CP students)

Weight: 5 Point

Description: This course will cover the last part of Math III CP, all of Pre-Calculus CP, and an introduction to Calculus. It is a fast-paced course where many concepts are taught in greater depth. Higher-order thinking skills are stressed and students are often expected to work independently. This course combines many of the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of Calculus.

AP Calculus AB

Grade: 10-12

UC: "C" Requirement

Prereq: Recommended grade of "B" or better in both semesters of Pre-Calculus CP/H

Weight: 5 Point

Description: This course covers functions, limits, differentiation, integration, and applications. This course will prepare the student for the College Board Advanced Placement Calculus AB examination, which may enable the student to obtain college credit in freshman calculus. Successful completion of this course, with a grade of "C" or above, provides a "grade point" adjustment for each student.

AP Calculus BC

Grade: 10-12

UC: "C" Requirement

Prereq: Recommended grade of "B" or better in both semesters Pre-Calculus Honors

Weight: 5 Point

Description: This course includes extended treatment of the topics of Calculus AB, as well as series, sequences, and polynomial approximations of functions. This course will prepare the student for the College Board Advanced Placement Calculus BC examination, which may enable the student to obtain college credit in freshman calculus. This is a high level, fast-paced class. Successful completion of this course, with a grade of "C" or above, provides a "grade point" adjustment for each student.

Statistics CP

Grade: 11-12

UC: "C" Requirement

Prereq: Recommended grade of "C" or better in both semesters of Math III CP

Weight: 4 Point

Description: Statistics CP introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course, which moves at a less rigorous pace than AP Statistics, will give the student a solid foundation for a college level course in Statistics.

AP Statistics

Grade: 10 - 12

UC: "C" Requirement

Prereq: Recommended grade of "B" or better in both semesters Pre-Calculus CP or Statistics CP

Weight: 5 Point

Description: AP Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course will prepare the student for the College Board Advanced Placement Statistics Examination, which may enable the student to obtain college credit in introductory statistics.

Consumer (Career) Mathematics

Grade: 11-12

UC: Not UC Approved, Math Grad Requirement Only

Prereq: Counselor Placement

Weight: 4 Point

Description: This course is designed to help students develop appropriate consumer and career mathematical skills. Course content will cover such topics as review of basic operations, ratio, percent, equations, measurements, and many consumer topics. It also includes test strategies.

Discrete Math CP

Grade: 11-12

UC: "C" Requirement

Prereq: Recommended grade of "C" or better in both semesters of Math III CP

Weight: 4 Point

Description: Discrete Math introduces students to the nature of mathematics, the character and origin of different subject fields in mathematics, and the application of mathematics to several disciplines. This course includes topics in social science; management science including circuits; growth and symmetry; and statistics. Students are also introduced to related applications such as the traveling salesperson problem, fair division, symmetry in nature, and population growth.

Physical Education

Physical Education

Grade: 9-12

UC: Not UC Approved, PE Graduation Requirement Only

Prereq: None

Weight: 4 Point

Description: This course provides training in the basic motor skills used in various sports as well as intensive physical fitness training. Students will prepare for and perform state mandated physical fitness testing. Study also provided in the cognitive aspects of health and fitness. The second year provides the opportunity to study advanced skills and strategies of specific sports while continuing to improve individual physical fitness. Each course is aligned with the California State Standards.

Athletics (Sport Specific)

Grade: 9-12

UC: Not UC Approved, PE Graduation Requirement Only

Prereq: To register for Athletics PE, students must be on an athletic team. If the student is not on the coach's final list, the student will be placed in a regular Physical Education class or their alternate elective choice.

Weight: 4 Point

Description: Students who are participating in a sport may enroll for Athletic Physical Education (Sport Specific). Each course is aligned with the California State Standards.

Physical Education Sampler

Grade: 9-12

UC: Not UC Approved, PE Graduation Requirement Only

Prereq: None

Weight: 4 Point

Description: This course introduces students to a variety of training methods including yoga, kick boxing, muscle endurance, weight training and cardiovascular conditioning. In addition students will prepare for and perform state mandated physical fitness testing. Students are encouraged to transfer skill learned in class into their daily routine outside of school and are supported through written assignments and daily physical activities to develop a knowledge base of lifelong fitness. Each course is aligned with the California State Standards.

Speed, Strength, and Conditioning

Grade: 10-12

UC: Not UC Approved, PE Graduation Requirement Only

Prereq: None

Weight: 4 Point

Description: This course focuses on the integrated study of physiological development, exercise physiology, weight training, speed dynamics, and aerobic exercise. Students will be provided the opportunity to achieve their maximum physical development. Each course is aligned with the California State Standards.

Dance Sampler

Grade: 10-12

UC: "F" Requirement

Prereq: None

Weight: 4 Point

Description: Basic Dance is a yearlong course, which covers basic dance terminology, proper warm-up techniques, and introductory units in Jazz, Ballet, Hip Hop and Novelty Dance forms. Students will receive High School Visual/Performing Arts credit, if Physical Education credits have been completed. Each course is aligned with the California State Standards.

Intermediate Dance

Grade: 9-12

UC: "F" Requirement

Prereq: 1-year of Dance Sampler Required or Teacher Approval. Incoming Freshman: Audition Required

Weight: 4 Point

Description: This course is designed to increase the student's skills and knowledge in Tap and Jazz dance forms. Tap will be the focus in the fall, and Jazz in the spring. Students will receive High School Visual/Performing Arts credit if Physical Education requirements have been completed. Each course is aligned with the California State Standards.

Dance Team Production

Grade: 10-12

UC: "F" Requirement

Prereq: Enrollment in this class is by audition only

Weight: 4 Point

Description: Dance Team/Production is a year - long course which covers dance history, proper warm-up techniques, skill advancement in tap, jazz, lyrical and hip hop. Students will also be choreographing group and solo dances for a production given at the end of the year. Every student in the class will be required to perform in rallies, musicals, football/basketball games, and the End of the Year Recital. Students will earn High School Visual/Performing Arts credit, if Physical Education requirements have been completed. Each course is aligned with the California State Standards.

Science

Biology CP

Grade: 9-12

UC: "D" Requirement

Prereq: Recommended grades of "C" or better in 8th grade Honors Science or grades of "B" or better in 8th grade Science

Weight: 4 Point

Description: Biology CP is a lab-oriented course with the emphasis on the Next Generation Science Standards (NGSS) for biology. The major topics will include the following units of instruction: science methods, biochemistry, enzymes, cells, photosynthesis/respiration, genetics, DNA and protein synthesis, biotechnology, evolution, and ecology. Laboratory experience is emphasized with continued development of critical thinking skills and analysis of data collection. Students will also explore cross cutting concepts, disciplinary core ideas, and the science and engineering practices of the NGSS through their rigorous laboratory course work. A high reading comprehension level and organizational skills are essential to be successful in this class.

Biology CP HSA (Health Science Academy)

Grade: 9

UC: "D" Requirement

Prereq: Acceptance into the Health Science Academy via application

Weight: 4 Point

Description: Biology CP HSA is a lab-oriented course with the emphasis on the Next Generation Science Standards (NGSS) for biology. The major topics will include the following units of instruction: science methods, biochemistry, enzymes, cells, photosynthesis/respiration, genetics, DNA and protein synthesis, biotechnology, evolution, and ecology. Laboratory experience is emphasized with continued development of critical thinking skills and analysis of data collection. Students will also explore cross cutting concepts, disciplinary core ideas, and the science and engineering practices of the NGSS through their rigorous laboratory course work. A high reading comprehension level and organizational skills are essential to be successful in this class. Throughout each semester students will engage in cross-curricular projects with their other core HSA classes (Health/Social Studies, and English).

Biology Pre-AP

Grade: 9

UC: "D" Requirement

Prereq: If in Honors Science 8: must have an "A or B" grade in all 3 trimesters of Science and English and an overall core GPA of 3.50. If not in Honors Science 8: must have "A" grade in all 3 trimesters of Science and English and an overall core GPA of 3.50.

Weight: 4 Point

Description: Biology Pre-AP is a lab-oriented course with the emphasis on the NGSS for biology. It covers the same content as Biology CP with expanded depth and breadth of understanding. A high reading comprehension level and organizational skills are essential to be successful in this class.

AP Biology

Grade: 10-12

UC: "D" Requirement

Prereq: Grade of "B" or better in Biology CP or Pre-AP and Teacher recommendation

Weight: 5 Point

Description: The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. Primary emphasis in an advanced placement biology course is on developing an understanding of concepts rather than memorizing terms and technical details. As stated in the AP biology course description, "The AP Biology course is designed to be the equivalent of a two-semester, college introductory biology course usually taken by biology majors during their first year. This in-depth, college level study of life is accompanied by frequent lab work."

Chemistry CP

Grade: 10-12

UC: "D" Requirement

Prereq: Recommend grade of "C" or better in both semesters of Math I CP / Grade of "C" or better in both semesters of Biology CP. Recommend completion of Math II CP/H or concurrent enrollment

Weight: 4 Point

Description: This course is designed to prepare students for college chemistry. Content focuses on the study of matter, its structure and properties, its reactions with other matter, and the energy involved in those reactions. Regular demonstrations and labs reinforce the concepts that are covered.

Chemistry CP with Engineering (Engineering Technology Pathway)

Grade: 10-12

UC: "D" Requirement

Prereq: Recommend grade of "C" or better in both semesters of Math I CP / Grade of "C" or better in both semesters of Biology CP. Recommend completion of Math II CP/H or concurrent enrollment

Weight: 4 Point

Description: Chemistry with Engineering is the first year course in the Engineering Pathway. The course follows the Chemistry CP course and introduces students to key engineering applications and principles. The Chemistry with Engineering course is an integration of chemistry and engineering technology that will allow students to study chemistry and engineering fundamentals in a unique way that blends a traditional science course with the principles of engineering and technology. In addition to classroom activities and labs, students will investigate chemistry and engineering fundamentals through hands-on design projects and computer models. Areas of study include matter, its structure and properties, its reactions with other matter, and the energy involved in those reactions. Students will also be introduced to the different types of engineering, including electrical engineering, civil engineering, chemical engineering, mechanical engineering, and environmental engineering. The course provides an alternative pathway for students who thrive in a hands-on environment to complete a rigorous laboratory physical science.

Chemistry CP HSA (Health Science Academy)

Grade: 11

UC: "D" Requirement

Prereq: Acceptance and good standing in the Health Science Academy. Recommended "B" or better in both sem. of Math I CP, "B" or better in both sem. of Bio CP, completion of Math II CP/H or concurrent enrollment.

Weight: 4 Point

Description: This course is designed to prepare students for college chemistry. Content focuses on the study of matter, its structure and properties, its reactions with other matter, and the energy involved in those reactions. Regular demonstrations and labs reinforce the concepts that are covered. This course includes some emphasis on chemistry as it relates to health technology and various health fields.

Chemistry CP MBA (Moorpark Business Academy)

Grade: 11

UC: "D" Requirement

Prereq: Acceptance and good standing in the Moorpark Business Academy. Recommended "B" or better in both sem. of Math I CP, "B" or better in both sem. of Bio CP, completion of Math II CP/H or concurrent enrollment.

Weight: 4 Point

Description: This course is designed to prepare students for college chemistry. Content focuses on the study of matter, its structure and properties, its reactions with other matter, and the energy involved in those reactions. Regular demonstrations and labs reinforce the concepts that are covered. The course includes some emphasis on business applications within the units taught.

Chemistry Honors

Grade: 10-12

UC: "D" Requirement

Prereq: Recommended "B" or better in both sem. of Math I CP, "B" or better in both sem. of Bio CP, completion of Math II CP/H or concurrent enrollment.

Weight: 5 Point

Description: This course is designed to prepare students for AP Chemistry as well as college level chemistry. The content focuses on the study of matter, its structure and properties, its reactions with other matter, and the energy involved in those reactions. The major topics include atomic and molecular structure, chemical bonding, nuclear chemistry, chemical reactions, stoichiometry, solutions, thermodynamics, equilibrium, acid-base chemistry and electrochemistry. Strong emphasis is placed on solving a variety of challenging problems, in-depth investigation in the laboratory and critical analysis in the classroom. The intensive mathematical approach, the pace of the content presented, and the breadth and depth of material covered will be greater than in CP Chemistry.

AP Chemistry

Grade: 11-12

UC: "D" Requirement

Prereq: Grade of "A" or better in Chem CP or "B" or better in Chem H. Concurrent enrollment in Math III CP.

Weight: 5 Point

Description: This course is designed to be a second year chemistry course and equivalent to that of a college level general chemistry course. Some of the topics covered are identical to those covered in college prep chemistry, but at a faster rate with considerably more depth. Chemical calculations and problem solving are heavily emphasized. Lab work will be required. Successful completion of this year-long course (with a grade of "C" or better each semester), provides a "grade point" adjustment for each student for each semester. Failure to comply with these provisions will negate any semester grade adjustment.

Physics CP

Grade: 10-12

UC: "D" Requirement

Prereq: Recommend grade of "C" or better in Math II CP/H.

Weight: 4 Point

Description: A study of the laws and forces governing our universe, including kinematics, dynamics, heat, electricity, sound, light, and the structure of the atom. Regular lab work provides experiences with concepts studied.

Physics CP with Robotic Engineering (Engineering Technology Pathway)

Grade: 10-12

UC: Pending UC Approval

Prereq: Recommend grade of "C" or better in Math II CP/H, grade of "C" or better in Chemistry CP with Engineering.

Weight: 4 Point

Description: Physics with Robotic Engineering is the second year course in the Engineering Pathway. The course follows the structure of Physics CP, with an emphasis on engineering. The Physics with Robotic Engineering course is an integration of physics and engineering technology that will allow students to study physics and pre-engineering in a unique way that blends a traditional science course with the principles of engineering and technology. In addition to classroom activities, experiments and labs, students will investigate physics through the design and fabrication of robotic and automated systems. Areas of study include motion and forces, matter and energy, heat and thermodynamics, waveforms, electricity and magnetism. The course provides an alternative pathway for students who thrive in an hands-on environment to complete a rigorous laboratory physical science. Engineering industry internships for students will be a primary focus of this second year course.

Physics Honors

Grade: 10-12

UC: "D" Requirement

Prereq: Recommend grade of "B" or better in Math II CP/H.

Weight: 5 Point

Description: Physics Honors focuses on in-class laboratory experiments to address both classical and modern physics in depth through a problem solving approach. This course includes, but is not limited to the following topics: mechanics, waves, sound, optics, electricity, and magnetism. This course is designed to prepare students for both AP courses and post-secondary courses through advanced laboratory and mathematical applications, student will go beyond the content of Physics CP.

AP Physics 1

Grade: 10-12

UC: "D" Requirement

Prereq: Grades of "A" in Math III CP or "B" or higher in Pre-Calc H

Weight: 5 Point

Description: AP Physics 1 is the first course of a two-year sequence in physics. Topics include kinematics (the study of motion), Newton's laws and their applications, work, energy, momentum, rotation, gravity, sound and waves, and basic electric circuits. Laboratory experiments and techniques are emphasized. AP Physics 1 and AP Physics 2 are equivalent to a college-level algebra-based physics course.

AP Physics 2

Grade: 10-12

UC: "D" Requirement

Prereq: Grade of "C" or higher in AP Physics 1

Weight: 5 Point

Description: AP Physics 2 is the second course in a two-year physics sequence. AP Physics 1 and AP Physics 2 together are equivalent to an introductory college-level physics course which is algebra-based. Topics are fluid statics and fluid dynamics, heat and thermodynamics, including probability, electricity and magnetism, light and optics, and atomic and nuclear physics. Laboratory experiments and techniques are emphasized.

AP Physics C

Grade: 11-12

UC: "D" Requirement

Prereq: Completion of AP Physics 1 or AP Physics 2. Concurrent enrollment or grade of "C" or higher in Calculus

Weight: 5 Point

Description: This is the first part of a college sequence of physics courses for students majoring in the physical sciences or engineering. Methods of calculus are used in developing concepts and in solving problems. Emphasis is placed on solving a number of challenging problems, some requiring calculus. The topic for the first half of the course is mechanics. Electricity and magnetism is the topic for the second half. Appropriate laboratory investigations are included. The course is designed to prepare the student for the Advanced Placement Examination for Physics C.

AP Environmental Science

Grade: 11-12

UC: "D" Requirement

Prereq: Grade of "B" or better in both semesters of Biology CP and Teacher Approval. Must have completed 1 year of Life Science & 1 year of Physical Science

Weight: 5 Point

Description: This AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in Environmental Science. This AP Environmental Science course is a rigorous science courses that stresses scientific principles and analysis. It is intended to enable the student to undertake, as a first-year college student, a more advanced study of topics in environmental science, or to fulfill the basic requirement for a laboratory science. This course is designed to prepare the student for the Advanced Placement Examination in Environmental Science.

Physiology CP

Grade: 10-12

UC: "D" Requirement

Prereq: Grade of "C" or better in Biology CP

Weight: 4 Point

Description: This rigorous course is designed to study the structure and function of the human body as an integrated homeostatic entity. Special attention will focus on the composition of all eleven organ systems of the human body, as well as the biochemical mechanisms by which those organ systems function. This course will afford students an opportunity to discover the nature of the human body through extensive discussion and laboratory investigations. Dissections are a required component of this course.

Physiology CP with Child Development (Education Pathway)

Grade: 10-12

UC: "D" Requirement

Prereq: Grade of "C" or better in Biology CP

Weight: 4 Point

Description: This course is the first year course in the Education Pathway. The course follows the structure of Physiology CP, with an emphasis on child development. The class is designed to prepare students interested in child development and education careers for college entrance. Focus will be on the physical and neurological developmental of children throughout the lifespan. Students will read, research, analyze, and explore the physiology of child growth and development, health and safety standards for youth, and child nutrition. Students will utilize scientific journals, writing, verbal communication, and critical thinking skills to produce oral presentations with the use of technology, collaborative curriculum research, essays, reflective writing and exams to develop professional portfolios.

Physiology Honors

Grade: 10-12

UC: "D" Requirement

Prereq: Recommended grade of "B" or better in both semesters of Biology CP and Chemistry CP

Weight: 5 Point

Description: This rigorous course is designed to study the structure and function of the human body as an integrated homeostatic entity similar to Physiology CP. This is a high level and fast-paced course. Due to the intensity of the physiology and anatomy content, students enrolled are expected to have a high reading comprehension level, demonstrate academic maturity, and an interest in a medical field is recommended.

Physiology CP HSA (Health Science Academy)

Grade: 10

UC: "D" Requirement

Prereq: Acceptance in the Health Science Academy

Weight: 4 Point

Description: This course follows the structure of Physiology CP, with additional emphasis toward health careers. This course is designed to prepare students for college entrance. Students will also continue to gain both skills and knowledge that are needed to be successful in the medical field.

Physiology CP MBA (Moorpark Business Academy)

Grade: 10

UC: "D" Requirement

Prereq: Acceptance and good standing in the Moorpark Business Academy

Weight: 4 Point

Description: This course follows the structure of Physiology CP, with additional emphasis toward business careers. This course is designed to prepare students for college entrance. Students will also continue to gain both skills and knowledge that are needed to be successful in the field of business.

Integrated Science Oceanography

Grade: 11

UC: Not UC Approved, Meets MHS Science or Elective Graduation Requirement

Prereq: Counselor Placement

Weight: 4 Point

Description: This course will focus on the important strides made in understanding the geology of our oceans – an underwater world of discovery covering nearly $\frac{3}{4}$ of the earth's surface. Through hands-on experiments, demonstrations, and on-line resources, students will participate in an exploration of waves, tides, currents, marine geology, hydrology, and meteorology.

Marine Biology

Grade: 12

UC: Not UC Approved, Meets MHS Science or Elective Graduation Requirement

Prereq: Completion of 2 years of science

Weight: 4 Point

Description: The largest part of the biosphere is occupied by aquatic habitats. Marine biomes cover nearly 75% of the earth's surface. This course will explore marine environments through hands on experiments, demonstrations, on-line resources, and field trips. The students will cover oceanography, geology, hydrology, and marine biology as it pertains to marine ecology. Students will be required to participate in a marine environmental project that will include opportunities for both service learning and community service.

Zoology CP

Grade: 11-12

UC: "D" Requirement

Prereq: Recommended grade of "B" or better in Biology CP and second year lab science

Weight: 4 Point

Description: Students participating in this course will study the classification, phylogeny, ecology (environmental issues and solutions), behaviors and unique anatomy/physiology (structure and function) of organisms in the major phyla of the animal kingdom. The unity, as well as diversity, of invertebrates and vertebrates will be investigated throughout the course of the school year, all the while, still applying the four underlying themes of biological studies (cell theory, evolution, genetics and homeostasis). Instructor and student-driven interactive lectures/discussions, laboratory activities (on both a micro and macro level), field studies, guest speakers, projects and field trips will all emphasize and enhance the student's learning experience in this course.

Social Science

Health

Grade: 9

UC: Not UC Approved, MHS Grad Requirement Only

Prereq: None

Weight: 4 Point

Description: Health is a required freshman class that is one semester in length and covers human growth and development, alcohol, tobacco, chemical use and abuse, prenatal substance abuse, human reproduction, communicable and non-communicable diseases, marriage, parenthood, family, human sexuality, methods of contraception and nutrition.

Health HSA

(Health Science Academy)

Grade: 9

UC: Not UC Approved, MHS Grad Requirement Only

Prereq: Acceptance into the Health Science Academy

Weight: 4 Point

Description: Health is a required freshman class that is one semester in length and covers human growth and development, alcohol, tobacco, chemical use and abuse, prenatal substance abuse, human reproduction, communicable and non-communicable diseases, marriage, parenthood, family, human sexuality, methods of contraception and nutrition. The student in this program will benefit from integrated themes, guest speakers and field trips.

Health MBA

(Moorpark Business Academy)

Grade: 9

UC: Not UC Approved, MHS Grad Requirement Only

Prereq: Acceptance into the Moorpark Business Academy

Weight: 4 Point

Description: Health is a required freshman class that is one semester in length and covers human growth and development, alcohol, tobacco, chemical use and abuse, prenatal substance abuse, human reproduction, communicable and non-communicable diseases, marriage, parenthood, family, human sexuality, methods of contraception and nutrition. The students in this program will enjoy the added benefit of the integration of themes and projects between his/her core subject areas, field trips, and guest speakers.

California History & Geography with Career Exploration

Grade: 9

UC: Not UC Approved, MHS Grad Requirement Only

Prereq: None

Weight: 4 point

Description: This one-semester course covers the history of California with an emphasis on the geographical, political, socio-economic and cultural development. Among the topics taught are California geography and Indian cultures, the Spanish mission system and the development of California culture, California's entry into the United States, the role of big business, technology and government in California development and the experiences of and relationships among California's diverse communities. Career Exploration is designed to help students foster academic success in their high school careers and to aid in reaching life goals set by the individual student.

California History & Geography with Career Exploration HSA (Health Science Academy)

Grade: 9

UC: Not UC Approved, MHS Grad Requirement Only

Prereq: Acceptance into the Health Science Academy

Weight: 4 Point

Description: This one-semester course covers the history of California with an emphasis on the geographical, political, socio-economic and cultural development. Among the topics taught are California geography and Indian cultures, the Spanish mission system and the development of California culture, California's entry into the United States, the role of big business, technology and government in California development and the experiences of and relationships among California's diverse communities. Career Exploration is designed to help students foster academic success in their high school careers and to aid in reaching life goals set by the individual student. This course will coordinate interdisciplinary themes, lessons, field trips, and guest speakers with other HSA classes.

California History & Geography with Career Exploration MBA (Moorpark Business Academy)

Grade: 9

UC: Not UC Approved, MHS Grad Requirement Only

Prereq: Acceptance into the MBA

Weight: 4 Point

Description: This one-semester course is a survey of the history of California with an emphasis on the geographical, political, socio-economic and cultural development of the state. Among the topics taught are California geography and Indian cultures, the Spanish mission system and the development of California culture, California's entry into the United States, the role of big business, technology and government in California development and the experiences of and relationships among California's diverse communities. Career Exploration is designed to help students foster academic success in their high school careers and to aid in reaching life goals set by the individual student.

World History CP

Grade: 10

UC: "A" Requirement

Prereq: None

Weight: 4 Point

Description: This course studies the origins and history of world civilization. This course examines the philosophical questions, religious ideas, political structures, and influential thinkers that have provided the foundations of the modern world. The class focuses on world civilizations from 1789 to the present, according to the California Social Studies Standards.

World History CP HSA (Health Science Academy)

Grade: 10

UC: "A" Requirement

Prereq: Acceptance into the Health Science Academy

Weight: 4 point

Description: In this course students examine major turning points in the shaping of the modern world with an emphasis towards the health sciences. The course will focus on the growing interdependence of people and cultures throughout the world and the development of modern world relations. The class focuses on world civilizations from 1789 to the present, according to the California Social Studies Standards. This course will coordinate interdisciplinary themes, lessons, field trips, and guest speakers with other HSA classes throughout the semester that will relate World History to Science, English, and Health standards.

World History CP MBA (Moorpark Business Academy)

Grade: 10

UC: "A" Requirement

Prereq: Acceptance into the Moorpark Business Academy

Weight: 4 Point

Description: This course studies the origins and history of world civilization. Examination of the philosophical questions, religious ideas, political structure, world cultures, and influential thinkers will be strengthened through integration of themes related to the English 2 curriculum. The class focuses on world civilizations from 1789 to the present, according to the California Social Studies Standards. Occasional business applications will enhance students' understanding of the influence of business on society.

World History Honors

Grade: 10

UC: "A" Requirement

Prereq: Grade of "B" or better in California History

Weight: 5 Point

Description: This course studies the origins and history of world civilization. This course examines the philosophical questions, religious ideas, political structures, and influential thinkers that have provided the foundations of the modern world. The class focuses on world civilizations from 1789 to the present, according to the California Social Studies Standards. This course differs from World History CP in that it covers a broader range of topics and those topics are covered in greater depth.

AP European History

Grade: 10-12

UC: "A" Requirement

Prereq: "A" in California History & Geography and Teacher Recommendation. "A" in 9th grade English and placement in English 2CP/H.

Weight: 5 Point

Description: An in-depth study of European History from 1450 to the present following the course outline set forth by the College Board. Students who successfully complete the course and pass the American College Board AP European test will receive college credit for freshman level history at most colleges. This is NOT a college-preparatory course; but instead, is a rigorous college course that uses a university textbook. It is expected that students have a passion for historical inquiry, already-developed study skills, and high-level skills in writing analytical essays. Successful completion of this course, with a grade of "C" or above, provides a "grade point" adjustment for each student.

United States History CP

Grade: 11

UC: "A" Requirement

Prereq: None

Weight: 4 Point

Description: This course is survey of American History from the pre-Colombian era to the present with specific concentration on the major events and themes of the 20th and early 21st centuries. The class has a strong emphasis on the use of primary source materials to help students develop sophisticated reading and writing skills. The explicit goal of this course is to foster the student's ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

United States History CP HSA (Health Science Academy)

Grade: 11

UC: "A" Requirement

Prereq: Acceptance and good standing in HSA

Weight: 4 Point

Description: This course is set up to help students understand American history from Pre-Columbian era to the present, with most of the year being spent on the modern period, from 1900 to the present. With an emphasis on the history of health and science issues in the U.S. the class is intended to introduce students to some of the important events, movements, ideas, and Americans in our past, while at the same time following what is going on in the world today. From this, the student will gain an understanding of the background of events in American history so that he/she will be better able to understand the present as well as the future.

United States History CP MBA (Moorpark Business Academy)

Grade: 11

UC: "A" Requirement

Prereq: Acceptance and good standing in MBA

Weight: 4 Point

Description: This course is set up to help students understand American history from Pre-Columbian era to the present, with most of the year being spent on the modern period, from 1900 to the present. It will provide practical, outcome-based instruction in the business arena. The class is intended to introduce student to some of the more important events, movements, ideas, and Americans in our past, while at the same time following what is going on in the world today. From this, the student will gain an understanding of the background of events in American history so that he/she will be better able to understand the present as well as the future. The course places emphasis on the development and expansion of the American democracy as a commercial republic and pays special attention to the cause and effect of commerce and economics in the formation of our nation.

AP United States History

Grade: 11-12

UC: "A" Requirement

Prereq: Grade of "A" in World History CP, or a "C" in AP European History, and recommendation from 10th Grade History teacher

Weight: 5 Point

Description: An in depth study of American history following the course outline as set forth by the College Board. Successful completion of this course, with a grade of "C" or above, provides a "grade point" adjustment for each student. Students who have taken US History CP may take AP US History as a senior for elective credit.

Political Systems CP

Grade: 12

UC: "G" Requirement

Prereq: None

Weight: 4 Point

Description: This one-semester course will help students gain a better understanding of the nature of government; its principals, organization, powers and function so that they can participate intelligently in the governing process. The class will study the United States Constitution to help the students gain a better understanding of all three branches of government as well as state and local powers. The student will also learn the process of making laws and the part political party's play in our government. The class will also include in depth thought and questioning of American foreign affairs and current issues of the day.

Political Systems CP HSA (Health Science Academy)

Grade: 12

UC: "G" Requirement

Prereq: Acceptance and good standing in the HSA

Weight: 4 Point

Description: This one-semester course will help students' gain a better understanding of the nature of government; it's principals, organization, powers and function so that they can participate intelligently in governing process. The class will study the United States Constitution to help the students gain a better understanding of all three branches of government as well as state and local powers. The student will also learn the process of making laws and the part political party's play in our government. The class will study American foreign affairs and current issues of the day. All of these areas of government are explored through their impact and influence on issues and concerns of health and science related professions.

Political Systems CP MBA (Moorpark Business Academy)

Grade: 12

UC: "G" Requirement

Prereq: Acceptance and good standing in the MBA

Weight: 4 Point

Description: This course will help students' gain a better understanding of the nature of government; it's principals, organization, powers and function so that they can participate intelligently in governing process. The class will study the United States Constitution to help the students gain a better understanding of all three branches of government as well as state and local powers. The student will also learn the process of making laws and the part political party's play in our government. The class will study American foreign affairs and current issues of the day. All of these areas of government are explored through their impact and influence on issues and concerns of business related professions.

AP American Government

Grade: 12

UC: "A" Requirement

Prereq: Grade of "C" or better in AP US History, or grade of "B" or better in US History CP. Grade of "C" or better in AP Eng. 3, or a "B" in Eng. 3CP

Weight: 5 Point

Description: An in-depth study of American Government following the course outline as set forth by the American College Board. Students who successfully complete the course and pass the American College Advanced Placement Test may receive college credit for the freshmen level Government/Political Science. Successful completion of this course, with a grade of "C" or above, provides a "grade point" adjustment for each student. Students must enroll in AP Economics.

AP Macroeconomics

Grade: 12

UC: "G" Requirement

Prereq: Grade of "C" or better in AP US History, or grade of "B" or better in US History CP. Grade of "C" or better in AP Eng. 3, or a "B" in Eng. 3CP

Weight: 5 Point

Description: An in-depth study of Economics (macroeconomics) following the course outline as set forth by the American College Board. Students who successfully complete the course and pass the American College Advanced Placement test may receive credit for freshman level Economics. Successful completion of this course, with a grade of "C" or above, provides a "grade point" adjustment for each student. Students must enroll in AP American Government.

Economics CP

Grade: 12

UC: "G" Requirement

Prereq: None

Weight: 4 Point

Description: This single semester course is designed to give the students an in-depth look at the world of economics. The goal of this course is to teach students how to apply the tools of economic analysis to the personal, community, and national economic issues.

Economics CP HSA (Health Science Academy)

Grade: 12

UC: "G" Requirement

Prereq: Acceptance and good standing in the Health Science Academy

Weight: 4 Point

Description: This goal of this single semester course is to teach students how to apply the tools of economic analysis to the personal, community and national economic issues. The students will receive a real world application of the issues and ideas facing the health and science industries.

Economics CP MBA

(Moorpark Business Academy)

Grade: 12

UC: "G" Requirement

Prereq: Acceptance and good standing in the Moorpark Business Academy

Weight: 4 Point

Description: This goal of this single semester course is to teach students how to apply the tools of economic analysis to the personal, community and national economic issues. The course will be constructed around concrete examples taken from daily periodicals. The students will receive a real world application of the issues and ideas facing the business and management industries.

SDAIE World History

Grade: 9-12

UC: Not UC Approved, MHS Grad Requirement Only

Prereq: Concurrent ELD Placement SDAIE

Weight: 4 Point

Description: This course is designed for the identified limited-English proficient student who is in the 11th grade. This two-semester course concentrates on physical and cultural geography, focusing on five basic themes: location, human-environment interaction, movement and region. This course will also concentrate major turning points in the shaping of the modern world, from the late eighteenth century to the present. Language is developed by intensive study of social studies related vocabulary.

SDAIE United States History

Grade: 9-12

UC: Not UC Approved, MHS Grad Requirement Only

Prereq: Concurrent ELD Placement SDAIE

Weight: 4 Point

Description: This course is designed for identified limited-English proficient student who is in the 11th grade. The class is intended to introduce students to some of the more important events, movements, ideas, and Americans in our past, while at the same time following what is going on in the world today. The student will gain an understanding of the background of events in American history so that they will better able to understand the present, as well as, in the future.

Introduction to Psychology CP

Grade: 11-12

UC: "G" Requirement

Prereq: None

Weight: 4 Point

Description: The goal of this course is to provoke thought about thinking, language, human development and behavior. This course intends to delve into the inner workings of the human brain and its companion, the mind, and will provide narrative for the human thought process, development of cognitive abilities in relationship to human behavior and interaction. The class will serve as an introduction to the subject of psychology with an emphasis on history, methods, biological and chemical impetus for behavior, learning, life span developments and personality. A particular emphasis will be placed on application psychology. Methods of learning, therapy and the basis of psychology will also be examined.

Introduction to Educational Psychology (Education Pathway)

Grade: 11-12

UC: Pending UC Approval

Prereq: Recommended completion of Physiology CP with Child Development.

Weight: 4 Point

Description: The study of psychology and the occupation of teaching both begin and ends with caring about the physical, mental, and emotional well-being of people. The purpose of Introduction to Psychology and Education is to introduce you to the systematic and scientific study of the behavior and mental processes of human beings while focusing on the development of the historical, social, and theoretical issues that affect contemporary teaching and learning today, with a specific emphasis on educational and developmental factors.

AP Psychology

Grade: 11-12

UC: "G" Requirement

Prereq: Grade of "B" or better in History and English / Overall GPA of 3.50 / Teacher Recommendation

Weight: 5 Point

Description: This course provokes independent thought about human behavior and mental processes. This study of the science of psychology is a challenging introductory college-level course. Course material concentrates on cognitive and biology basis of behavior, sensation and perception, states of consciousness, learning, memory, intelligence, motivation and emotion, human life-span development, personality, stress and mental health, disorders, therapy and social interaction. Special emphasis is placed on the students' identity development and the practical application of psychological concepts. It is strongly recommended that students take the AP Psychology Test at the completion of the course.

Military History CP

Grade: 11-12

UC: "G" Requirement

Prereq: None

Weight: 4 Point

Description: This course is intended to teach students the impact war has had on the development of human society and technology. The class will prepare students for the type of specialized history courses they will take at a university as opposed to the general survey courses taken in social studies at the high school level. More practically, the course will help students develop historical writing, expose them to literature in context, and provide a format for oral presentations and secondary research examined.

Visual & Performing Arts **and Technology**

Art Appreciation **(VMA - Studio Pathway)**

Grade: 9-12

UC: "F" Requirement

Prereq: None

Weight: 4 Point

Description: This course is an introduction to art, various mediums and techniques will be covered in this yearlong class. Students will experiment with different 2-D and 3-D design concepts and will have a wide range of experiences with all of the art forms there are to choose from in the future. Drawing, painting, sculpting, and printmaking are just a few of the units that will be covered. If you have never taken an art class before this class is the perfect one to start with. Voluntary Lab Donation: \$25.00

Drawing and Painting **(VMA - Studio Pathway)**

Grade: 10-12

UC: "F" Requirement

Prereq: Recommended - Art Appreciation

Weight: 4 Point

Description: This course is designed to teach basic skills in drawing and painting. Different techniques are introduced and projects are designed to enable students to express themselves through the different mediums. This course may be followed up with Advanced Drawing Painting. Voluntary Lab Donation: \$25.00 per semester

Advanced Drawing and Painting **(VMA - Studio Pathway)**

Grade: 11-12

UC: "F" Requirement

Prereq: Recommended completion of Drawing and Painting or Teacher Approval

Weight: 4 Point

Description: This course is a continuation of the beginning class Drawing and Painting. Advanced techniques will be introduced which will enable the student to express themselves through different styles and techniques. This course may be repeated for credit, or can be followed up with AP Studio Art: Drawing. Voluntary Lab Donation: \$25.00 per semester

Ceramics

Grade: 10-12

UC: "F" Requirement

Prereq: None

Weight: 4 Point

Description: Ceramics is one of the oldest art forms used by man. Students will learn the various methods used to create pottery, from coils to the modern wheel. Emphasis will be on developing the skills and techniques needed to master the art form. Cultural and Historical references will be used throughout the course. This course may be followed up the Advanced Ceramics. Voluntary Lab Donation: \$25.00 per semester

Advanced Ceramics

Grade: 11-12

UC: "F" Requirement

Prereq: Ceramics

Weight: 4 Point

Description: This course is designed for students who have successfully completed Ceramics. This course will concentrate more on individual styles and mastering all techniques. Further development of "throwing" on the wheel will be stressed. Voluntary Lab Donation: \$25.00 per semester.

AP Studio Art: Drawing **(VMA - Studio Pathway)**

Grade: 11-12

UC: "F" Requirement

Prereq: Drawing and Painting or Teacher Approval

Weight: 5 Point

Description: This course is designed for students interested in a career in the Arts. Individual work will be done as well as structured projects in class. Students are required to have taken previous art classes. A portfolio is required by the College Board to receive AP credit. Voluntary Lab Donation \$25.00 per semester

AP Studio Art: 2-D Design **(VMA - Studio Pathway)**

Grade: 11-12

UC: "F" Requirement

Prereq: Computer Graphic Arts, Digital Yearbook, Advanced Graphic Arts or Teacher Approval

Weight: 5 Point

Description: This course is designed for artist interested in fashion, photography, computer graphics, 2-D Design, digital imaging, college, print making, or other 2 dimensional art forms. Students will work to pursue their individual interests while working closely with their teacher. Critiques will be used to establish teacher student criteria and to help students stay focused on their individual goals. A portfolio is required by the College Board to receive AP credit. Voluntary Lab Donation: \$25.00 per semester

AP Studio Art: 3-D (VMA - Studio Pathway)

Grade: 11-12

UC: "F" Requirement

Prereq: Ceramics or Teacher Approval

Weight: 5 Point

Description: This course is designed for the artist that enjoys working in ceramics, sculpture, jewelry, and other multi surfaced art forms. Students enrolled will be working individually to develop their techniques and unique styles. Critiques will be used to establish teacher student criteria and to help students stay focused on their goals. Teacher approval is required along with prior enrollment in either Ceramics or 3-D Sculpture. A portfolio is required by the College Board to receive AP credit. Voluntary Lab Donation: \$25.00 per semester

Music Of The 20th Century

Grade: 11-12

UC: "F" Requirement (Does Not Meet MHS Visual/Perform Art Graduation Requirement)

Prereq: None

Weight: 4 Point

Description: The goal of this class is to enrich the students experience and knowledge about music in all its various forms (classical, jazz, blues, alternative, rap) and to explore its effects and influence in our society. This course will also explore music in its historical content and focus on its inherent value within a certain culture and time.

History Goes To The Movies

Grade: 11-12

UC: "F" Requirement (Does Not Meet MHS Visual/Perform Art Graduation Requirement)

Prereq: None

Weight: 4 Point

Description: Students in this course, study film as an art and means of communication. They learn how to "read" a film by learning the various techniques used by filmmakers to convey meaning. Additionally, students will analyze, interpret, and appraise films pertaining to American society including key issues of how history changes when presented in film and how the filmmaker's point of view is communicated artistically in the work.

Chorus (PA - Vocal Pathway)

Grade: 9-12

UC: "F" Requirement

Prereq: None

Weight: 4 Point

Description: This course is an introduction to the basics of vocal music, music notation, and part-singing. Students participate in daily exercises and learn to perform a variety of selections in concert before an audience. This class may be repeated for credit. Voluntary Lab Donation: \$25.00

Chorus 2 (PA - Vocal Pathway)

Grade: 10-12

UC: "F" Requirement

Prereq: Completion of Chorus or Teacher Recommendation

Weight: 4 Point

Description: This advanced level Chorus class is a fast paced singing and dancing course with an emphasis on learning to read music and performing at a higher level. This class may be repeated for credit. Voluntary Lab Donation: \$25.00

Drama 1

Grade: 10-12

UC: "F" Requirement

Prereq: None

Weight: 4 Point

Description: This course is an introduction to the basics of theater and acting. The students will develop skills and abilities that create self-confidence and personal control. Not a repeatable class.

Musical Show Production (PA- Theater Pathway)

Grade: 9-12

UC: "F" Requirement (MHS VPA or PE Grad Requirement)

Prereq: None

Weight: 4 Point

Description: This class is designed to give students a chance to create, participate and perform in shows based around show tunes of American musical theater or original music/student written. Students will learn about, analyze and recognize the different styles and types of music used in the history of American musical theater. The students will also review and discuss musicals they observe in class or at a live show. In the fall, the students will create, rehearse, promote, stage, costume, choreograph, and perform in an original musical. In the spring, the class will do the same with their own musical revue, plus participation in the school wide spring musical in May. After school performances and rehearsals will be required both semesters. This class includes a vocal component, one year of high school chorus is strongly recommended. Each course is aligned with the California State Standards.

Advanced Musical Theater

(PA- Theater Pathway)

Grade: 10-12

UC: "F" Requirement (MHS VPA or PE Grad Requirement)

Prereq: MSP or Teacher Recommendation

Weight: 4 Point

Description: This class is designed to give students a chance to create, participate and perform in shows based around show tunes of American musical theater. Students will learn about, analyze and recognize the different styles and types of music used in the history of American musical theater or original music/student written. The students will also review and discuss musicals they observe in class or at a live show. In the fall, the students will create, rehearse, promote, stage, costume, choreograph, and perform in an original musical. In the spring, the class will do the same with their own musical revue, plus participation in the school wide spring musical in May. After school performances and rehearsals will be required both semesters. This class includes a vocal component, one year of high school chorus is strongly recommended. Each course is aligned with the California State Standards.

Stagecraft and Technology

(PA- Theater Pathway)

Grade: 10-12

UC: Pending UC Approval

Prereq: None

Weight: 4 Point

Description: This course is designed to bring the student into the world of technical theatre through lecture, reading, hands-on projects and backstage experience. The student will gain knowledge of essential stage equipment and safety procedures. Basic construction techniques for stage scenery and tool use will be mastered. The production experience, by means of being a member of a backstage crew is not only a requirement of the course, but also a wonderful opportunity for non-technical students to gain valuable insight into the commitment and dedication required to support actors on stage.

Marching Band – Fall

Grade: 9-12

UC: Not UC Approved, MHS PE Requirement

Prereq: 3 years instrumental experience and recommendation from Middle School Director

Must also be enrolled in Co-requisite. Co-requisites include: Wind Ensemble, Wind Symphony, or String Orchestra. Co-requisite is required. Any exception MUST be approved by the instructor.

Weight: 4 Point

Description: This course is designed for the performance minded music student. During the fall semester, the marching band performs at home football games, parades, band reviews, field shows, concerts, celebrations, and national events. This course includes colorguard. Students are exposed to compositions of various stylistic periods, which they perform. This class meets during period seven (7). Additional rehearsal time is required and includes some evenings. This course may be repeated for credit. Each course is aligned with the California State Standards.

Drum Line and Winterguard – Spring

Grade: 9-12

UC: Not UC Approved, MHS PE Requirement

Prereq: 3 years instrumental experience and recommendation from Middle School Director

Must also be enrolled in Co-requisite. Co-requisites include: Wind Ensemble, Wind Symphony, or String Orchestra. Co-requisite is required. Any exception MUST be approved by the instructor.

Weight: 4 Point

Description: This course is designed for the performance minded music student. This is a course designed to follow Marching Band and focus on indoor marching arts with particular emphasis on percussion and visual pageantry. This class meets during period seven (7). Each course is aligned with the California State Standards.

Jazz Ensemble "A" – (Advanced)

Grade: 9-12

UC: "F" Requirement

Prereq: 3 years instrumental experience and audition

Weight: 4 Point

Description: This is a two year-long jazz ensembles, both by audition. Rehearsal time for each group varies. Students in the Jazz Bands explore all styles of jazz including, but not limited to swing, Latin, funk, fusion, and rock. The jazz ensembles perform at various competitions, in concerts, celebrations, national events, and special events. Note: This class meets during period zero (0).

Jazz Ensemble “B” – (Intermediate)

Grade: 9-12

UC: “F” Requirement

Prereq: 3 years instrumental experience and audition

Weight: 4 Point

Description: This is a two year-long jazz ensembles, both by audition. Rehearsal time for each group varies. Students in the Jazz Bands explore all styles of jazz including, but not limited to swing, Latin, funk, fusion, and rock.

The jazz ensembles perform at various competitions, in concerts, celebrations, national events, and special events.

Note: This class meets during period zero (0).

Jazz Ensemble “C” – (Introduction – Spring Semester Only)

Grade: 9-12

UC: Pending “F” Requirement

Prereq: Director Approval

Weight: 4 Point

Description: Jazz Band “C” is an introductory-level, semester-long course held in the spring that runs concurrently with Jazz “A” and “B”. The course is good for students who are new to the idiom, beginning an instrument, or are wishing to double on an instrument. This class meets during period seven (7).

Chamber Orchestra (PA - Instrumental Pathway)

Grade: 9-12

UC: Pending UC Approval

Prereq: Director Approval

Weight: 4 Point

Description: This course is designed for the highest-level string musician, including violin, viola, cello, and bass. Concerts, festivals, and special events will be the performance emphasis. Students will explore various periods in music history, including baroque, classical, romantic, and 20th/21st century. Various styles will be studied and performed. Technique and musical theory will be emphasized. There will be many opportunities for musical growth including chamber ensembles, solo work, individual assistance, and full orchestra settings.

Concert Orchestra (PA - Instrumental Pathway)

Grade: 9-12

UC: Pending UC Approval

Prereq: Director Approval

Weight: 4 Point

Description: This course is designed for intermediate level students who play a string instrument, including violin, viola, cello, and bass. Concerts, festivals, and special events will be the performance emphasis. Students will explore various periods in music history, including baroque, classical, romantic, and 20th/21st century. Various styles of literature will be studied and performed. Technique and musical theory will be emphasized. There will be many opportunities for musical growth including chamber ensembles, solo work, individual assistance, and full orchestra settings combining with the Wind Ensemble.

Orchestra / Strings (PA - Instrumental Pathway)

Grade: 9-12

UC: “F” Requirement

Prereq: Director Approval

Weight: 4 Point

Description: This course is designed for beginning to intermediate level students who play a string instrument, including violin, viola, cello, and bass. Concerts, festivals, and special events will be the performance emphasis. Students will explore various periods in music history, including baroque, classical, romantic, and 20th/21st century. Various styles of literature will be studied and performed. Technique and musical theory will be emphasized. There will be many opportunities for musical growth including chamber ensembles, solo work, individual assistance, and full orchestra settings combining with the Wind Ensemble.

Wind Ensemble (PA - Instrumental Pathway)

Grade: 9-12

UC: “F” Requirement

Prereq: Placement by audition only

Weight: 4 Point

Description: This course is designed for the most proficient and serious wind or percussion musician. The wind ensemble rehearses and performs the most challenging literature within the instrumental music department. The wind ensemble performs at concerts, band festivals, national events, celebrations, and special events. In the spring, occasional evening rehearsals will be held. Note: This class may be repeated. Students must audition for this ensemble both fall and spring.

Wind Symphony (PA - Instrumental Pathway)

Grade: 9-12

UC: "F" Requirement

Prereq: 3 years instrumental experience or recommendation from Middle School Director

Weight: 4 Point

Description: Wind Symphony is an intermediate music class with Concert Band instrumentation (Woodwinds, Brass, and Percussion). Students are required to perform on their instruments at an intermediate to high level of skill. Students will be exposed to a variety of musical styles (classical and contemporary) and explore the role of music in history and culture. Students will analyze, review and discuss the various composers and styles of music. Students will participate in all Wind Symphony functions and activities required, such as public concerts, music festivals, and solo and ensemble festivals. Note: This class may be repeated.

Symphonic Band (PA - Instrumental Pathway)

Grade: 9-12

UC: "F" Requirement

Prereq: 3 years instrumental experience or recommendation from Middle School Director

Weight: 4 Point

Description: Symphonic Band is an entry level music class with Concert Band instrumentation (Woodwinds, Brass, and Percussion). Students are required to perform on their instruments at a beginning to intermediate level of skill. Students will be exposed to a variety of musical styles (classical and contemporary) and explore the role of music in history and culture. Students will analyze, review and discuss the various composers and styles of music. Students will participate in all Symphonic Band functions and activities required, such as public concerts, music festivals, and solo and ensemble festivals. Note: This class may be repeated.

Keyboarding

Grade: 9-12

UC: Not UC Approved, MHS Elective Graduation Requirement Only

Prereq: None

Weight: 4 Point

Description: This one-semester course teaches students to type "by touch" (without looking), and to properly format and prepare term papers, business letters, memorandums and other documents using Microsoft Word.

Computer Applications

UC: Not UC Approved, MHS Elective Graduation Requirement Only

Prereq: None

Weight: 4 Point

Description: In this oneselector course, students will learn the Microsoft Office Suite, including Word, Excel, PowerPoint, and Access programs, to gain skills in computer literacy and using the computer for more than just typing. Students will also learn the Google Apps, and how to use Google to collaborate, create, and share their work with teachers and other Google users. This course prepares students for the Microsoft Office User Specialist (MOUS) exam and will increase their keyboarding skills and comfort level using computers.

Computer Graphic Arts (VMA - Technology Pathway)

Grade: 10-12

UC: "F" Requirement

Prereq: Prior Use of Computer Recommended

Weight: 4 Point

Description: This is a comprehensive class that introduces the student to computer graphic art and digital photography. Through theory and comprehensive hands-on training, the student will learn computer graphic fundamentals and history, traditional art fundamentals, drawing, color theory, basic foundations of graphic design and computer graphic design and computer graphics digital imaging. This class provides hands-on experience with Adobe Photoshop and Adobe Illustrator.

Advanced Computer Graphic Arts (VMA - Technology Pathway)

Grade: 11-12

UC: Not UC Approved, MHS Elective Grad Requirement

Prereq: Recommend grade of "B" or better in Computer Graphic Arts

Weight: 4 Point

Description: After a full year of Computer Graphic Arts, students will take on advanced projects to further enhance their Computer Graphic skills. Many of these are real world projects, which provide a perfect climate for the application of the student's advanced skills. These have included design of the PTSA mug, various projects for ASB including the ASB card. Students have an on-going portfolio of projects they have completed through the year.

Graphic Arts & Web Design (VMA - Technology Pathway)

Grade: 9-12

UC: "F" Requirement

Prereq: None

Weight: 4 Point

Description: Students will learn the basics of web design and will create their own websites using industry standard WYSIWYG software as well as free online cloud based programs. Students will also learn to code their own websites using HTML5 and CSS3 programming languages and will experiment on different on different ways to make web pages more interactive and fun. Art History and online art sources will be researched and evaluated throughout the course. Through theory and comprehensive hands-on training, students will also learn computer graphic fundamentals, basic foundations of graphic design and computer graphics digital imaging. This course is articulated with Moorpark College for possible dual-credit.

Advanced Graphic Arts & Web Design (VMA - Technology Pathway)

Grade: 10-12

UC: "F" Requirement

Prereq: None

Weight: 4 Point

Description: Students will learn HTML5, CSS3 and JavaScript programming languages, as well as industry standard web design and photo editing software to create interactive web pages and quality graphics for the internet. Students will also learn several free cloud-based programs to create websites with. Through theory and comprehensive hands-on training, students will also learn computer graphic fundamentals, basic foundations of graphic design and computer graphics digital imaging. This class also provides hands-on experience with Adobe Photoshop.

Digital Video Productions

Grade: 10-12

UC: Not UC Approved, MHS Elective Graduation Requirement Only

Prereq: None

Weight: 4 Point

Description: This course is designed for students interested in all aspects of digital video production, starting from creating necessary Pre-Production documents (such scripts, storyboards, budgets, etc.) editing and finally presenting the video projects. Student will edit using the latest versions of iMovie and Final Cut Pro and will learn about other programs used by the film industry. Students will have the opportunity to learn different videotaping effects, such as Green Screen, as well as effects using editing software. This class is also involved in the production of many school activities and events such as rallies, promotional projects and events in the Performing Arts Center.

Introduction to Digital Game Design (Games and Simulations Pathway)

Grade: 9-12

UC: Not UC Approved, MHS Elective Graduation Requirement Only

Prereq: Excellent Computer skills

Weight: 4 Point

Description: This course teaches students the concepts of computer programming, with an emphasis on game design and development. Students will learn fundamental computer programming concepts and the principles of good game design as they create their own computer programs (video games) to solve problems.

Digital Yearbook Layout

Grade: 10-12

UC: Not UC Approved, MHS Elective Graduation Requirement Only

Prereq: Teacher Recommendation/ Application

Skills in organization, writing and creativity are essential

Weight: 4 Point

Description: This yearlong course focuses on designing the school's yearbook where students will use a variety of techniques and procedures. Experience with computers, digital photography, art, and writing are highly recommended.

Technology & the Art of Engineering (Manufacturing Pathway)

Grade: 11-12

UC: Pending UC Approval

Prereq: None

Weight: 4 Point

Description: Students will learn basic skills in Computer Aided Drafting & Computer Aided Manufacturing & use these modeling and programming skills to work in the lab printing 3d parts and machining parts of their own design. Students will learn manual and Computer Aided Manufacturing tool path creation for the purpose of building a fully functional guitar. (Course meets 5/6 only 2x weekly).

Robotics Technologies with Internships (Manufacturing Pathway)

Grade: 12

UC: Pending UC Approval

Prereq: Technology and the Art of Engineering

Weight: 4 Point

Description: Students learn to control a single robot and multiple robots by graphical user interface, pose teaching, and object-oriented programs. Students write robotics programs to perform various tasks based on the sensory information of the robot. Through hands on problem based projects, students develop critical thinking, problem solving, effective communication, and team work.

World Language

French 1CP

Grade: 9-12

UC: "E" Requirement

Prereq: Recommend grade of "C" or better in English CP

Weight: 4 Point

Description: Introduces the French language and way of life. Reading, writing, listening and speaking skills are stressed through written, oral, and audio/visual methods. French language dialogues depicting real life situations provide instruction in authentic communication. Standards for cultural connections, comparisons, and appreciation are addressed through oral presentations and small group research projects. The class will also include cultural units that enrich the study of French through music, literature, art, history, cuisine and geography.

French 2CP

Grade: 9-12

UC: "E" Requirement

Prereq: Recommend grade of "C" or better in French 1CP

Weight: 4 Point

Description: Reinforcement of language skills continues with more advanced grammar concepts. Increasingly sophisticated sentence structures are introduced and writing skills are developed through practical and creative writing activities. Opportunities for authentic communication continue when student create and present original dialogues. Film versions of classic novels provide an introduction French literature. The class continues to include cultural units that enrich the study of French through music, literature, art, history, cuisine and geography.

French 3CP

Grade: 10-12

UC: "E" Requirement

Prereq: Recommend grade of "C" or better in French 2 CP

Weight: 4 Point

Description: Emphasis on improving grammar continues as short stories, plays, poetry and modern song lyrics are read, listened to, and discussed by the class. Speaking proficiency is further developed through planned and impromptu responses to a variety of communication situations. Listening skills are augmented through recorded excerpts from French drama, poetry, and radio broadcasts. Mini-research projects encourage students to increase their knowledge of both the past and present French way of life, while addressing National and State Standards for cultural awareness.

French 3 Honors

Grade: 10-12

UC: "E" Requirement

Prereq: Recommend grade of "B" or better in French 2 CP

Weight: 5 Point

Description: French 3 Honors will provide a rigorous and challenging opportunity. This course is conducted in French. Students are expected to ask questions, do presentations, create dialogues and respond to prompts in French- both written and orally. This course is designed to develop a greater degree of mastery in reading and writing and a greater fluidity in speaking and listening. French 3 Honors increases the reading comprehension of longer, native texts; listening skills to dialogues at a natural speed and with varied accents; increasing vocabulary to include slang, idioms and professional jargon; increasing the speed and variety of topics in oral expression. Reading materials include classical and contemporary literature and selections from periodicals, novels, newspapers etc. The study of history, culture, and customs from all Francophone countries is treated in greater depth. This course also deals with the non-verbal aspects of communication in the culture studied such as body language, social conduct and manners, and gestures with different meanings.

AP French Language 4

Grade: 11-12

UC: "E" Requirement

Prereq: Grade of "B" or better in French 3CP/H & Teacher Recommendation

Weight: 5 Point

Description: This course focuses on perfecting students' ability to communicate in both formal and informal French. It is important that students have a strong background in French to serve as the basis for new learning. Students are required to perform and continue to enrich their education at a high level of proficiency throughout the four basic language skills: listening, speaking, reading and writing. The course material prepares students to be able to speak, read, and write cohesively and precisely at the third-year college level.

Spanish 1CP

Grade: 9-12

UC: "E" Requirement

Prereq: Recommend grade of "C" or better in English CP

Weight: 4 Point

Description: Introduces the basic skills of language learning: the speaking, listening, reading, and writing skills necessary for effective communication in Spanish. Appreciation of Hispanic culture is emphasized. This course satisfies the first year foreign language requirement imposed by colleges.

Spanish 2CP

Grade: 9-12

UC: "E" Requirement

Prereq: Recommend grade of "C" or better in Spanish 1CP

Weight: 4 Point

Description: The second year course is an integrated language arts program designed to provide students who have passed level 1 or equivalent further development in cognitive, academic language proficiencies. Instruction of the 5 C's of communication, culture, connections, comparisons and communities will be emphasized.

Spanish 2CP HSA (Health Science Academy)

Grade: 10

UC: "E" Requirement

Prereq: Recommend grade of "C" or better in Spanish 1CP and Acceptance into the Health Science Academy (HSA)

Weight: 4 Point

Description: This second year course is an integrated language arts program designed to provide students who have passed level 1 or equivalent further development in cognitive, academic language proficiencies. Instruction in the 4 C's of communication, culture, connections, comparisons and communities will be emphasized. Vocabulary and writing skills that are applicable to the business or health science careers will be further developed.

Spanish 3CP

Grade: 9-12

UC: "E" Requirement

Prereq: Recommend grade of "C" or better in Spanish 2CP

Weight: 4 Point

Description: This third year course is an integrated language art program designed to provide students who have passed level 2 further developments in cognitive academic language proficiencies. Instruction of 5 C's of communication, culture, connections, comparisons and communities from the National Standards will be emphasized.

Spanish 3 Honors

Grade: 9-12

UC: "E" Requirement

Prereq: Grade of "A" in Spanish 2CP and Teacher Recommendation

Weight: 5 Point

Description: This third year course is an integrated language arts program designed to provide a rigorous and challenging opportunity for those students who achieved at 90% and above in Spanish 2CP. It will prepare students to continue on to Spanish 4AP while furthering developments in cognitive, academic language proficiencies. Instruction in the 5 C's of communication, culture, connections, comparisons and communities from the National Standards will be emphasized.

AP Spanish 4 – Language

Grade: 10-12

UC: "E" Requirement

Prereq: Grade of "B" or better in Spanish 3CP or Spanish for Native Speakers 2 or a grade of "C" or better Spanish 3 Honors, and a Teacher Recommendation

Weight: 5 Point

Description: The overall goal of the course is to prepare students to perform at a high level of proficiency in the four basic language skills: listening, speaking, reading and writing. Students are expected to be able to comprehend formal and informal Spanish, and also speak, read, and write cohesively and precisely at the third-year college level. This course will prepare the student for taking the Advanced Placement Exam in Spanish. Successful completion of this course, with a grade of "C" or above, provides a "grade point" adjustment for each student.

AP Spanish 5 - Literature

Grade: 11-12

UC: "E" Requirement

Prereq: AP Spanish Language and Teacher Recommendation

Weight: 5 Point

Description: Through the study of Spanish and Hispanic prose and poetry, Spanish 5 Advanced Placement Literature improves and develops the student's master of oral and written Spanish, and helps prepare the student for the Advanced Placement Exam in Spanish Literature. Successful completion of this course, with a grade of "C" or above, provides a "grade point" adjustment for each student.

Spanish For Spanish Speakers 2

Grade: 9-12

UC: "E" Requirement

Prereq: Strong Spanish vocabulary and speaking skills / Placement Test

Weight: 4 Point

Description: This is the second course for Spanish-speaking students. This second year continues to emphasize the acquisition of additional vocabulary, the practice of more advanced grammatical concepts, an improvement of reading and writing skills. Continued growth in literature is provided. The study of history, culture, and customs is expanded. Spanish for Native speakers 2 prepares students to go on to Spanish 4AP.

Non-Departmental Electives

AP Seminar (Capstone 1)

Grade: 10-11

UC: "G" Requirement

Prereq: 4 AP Courses and Exams must be completed by end of senior year.

Weight: 5 Point

Description: This course engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real-world or academic problem or issue; consider and evaluate alternatives or options; propose one or more solutions or resolutions; and present and defend the argument for their solutions through a multimedia presentation. Students identify a research question; research the issue; analyze, evaluate, and select evidence to develop an argument; present and defend a conclusion; and produce a multimedia presentation to be delivered to their peers.

AP Research (Capstone 2)

Grade: 11-12

UC: Pending College Board Approval

Prereq: Score of "3" or higher in AP Seminar and/or teacher recommendation.

Weight: 5 Point

Description: AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

Academic Mentor

Grade: 11-12

UC: Not UC Approved

Prereq: Counselor Recommendation

Weight: 4 Point

Description: Student Academic Mentors are junior or senior students who are proficient in the subject assigned and have an opening in their schedule for an elective. Academic Mentors support teachers by assisting students who are underperforming in the enrolled subject such as English, Social Studies, World Languages, Science, or Math. Teachers request Academic Mentors.

AVID – 9th Grade (Zero Period)

Grade: 9

UC: Not UC Approved

Prereq: Enrollment in AVID Program & concurrently enrolled in College Preparatory Courses. Students must maintain C or better grades in all their college preparatory classes.

Weight: 4 Point

Description: This elective course for students accepted in the AVID program is a college preparatory course for students who wish to enter a four-year university or college after high school graduation. Lessons are given in note-taking, textbook reading, study skills, test taking, and library research skills to help students to succeed in their academic classes. Additionally, there will be instruction offered in time management, SAT/ACT preparation, college entrance exams and applications. Emphasis is placed on writing as a tool of learning, Cornell note-taking, collaborative learning and tutoring. All students participate in an annual AVID picnic social event in the park.

AVID – 10th Grade (Zero Period)

Grade: 10

UC: Not UC Approved

Prereq: Enrollment in AVID Program & concurrently enrolled in College Preparatory Courses. Students must maintain C or better grades in all their college preparatory classes.

Weight: 4 Point

Description: This elective course for students accepted in the AVID program is a college preparatory course for students who wish to enter a four-year university or college after high school graduation. Lessons are given in note-taking, textbook reading, study skills, test taking, and library research skills to help students to succeed in their academic classes. Additionally, there will be instruction offered in time management, SAT/ACT preparation, college entrance exams and applications. Emphasis is placed on writing as a tool of learning, Cornell note-taking, collaborative learning and tutoring. All students in this class participate in fundraising activities for university field trips. All students participate in an annual AVID picnic social event in the park.

AVID – 11th Grade (Zero Period)

Grade: 11

UC: Not UC Approved

Prereq: Enrollment in AVID Program & concurrently enrolled in College Preparatory Courses & one or more Honors or AP classes. Students must maintain C or better grades in all their college preparatory classes.

Weight: 4 Point

Description: The AVID Junior Seminar is a continuation of the 10th Grade AVID Course. The class is designed to prepare, in an academic context, students for entrance into four-year colleges, with emphasis on analytical writing, college study skills and test taking, oral language development, note taking and research. Special emphasis will be placed on the college application process and readiness for college level classes. All students in this class are required to take the PSAT/PLAN and SAT/ACT assessments at least once during their junior year. All students participate in an annual AVID picnic social event in the park. All junior students organize and plan the annual AVID Senior Awards Night.

AVID Senior Seminar (Zero Period)

Grade: 12

UC: "G" Requirement

Prereq: Enrollment in the AVID Program and concurrently enrolled in one or more Honors or AP classes. Students must maintain C or better grades in all their college preparatory classes.

Weight: 4 Point

Description: The AVID Senior Seminar is a continuation of the 11th AVID Course. The class is designed to prepare, in an academic context, students for entrance into four-year colleges, with emphasis on analytical writing, college study skills and test taking, oral language development, note taking and research. Special emphasis will be placed on the college application process and readiness for college level classes. All students enrolled in this class must take at least once the SAT/ACT assessments, must complete at least one college application, must complete the FAFSA application, and one scholarship application. All senior students organize and plan the annual AVID picnic social event in the park.

AVID Tutor (Zero Period)

Grade: 12

UC: Not UC Approved

Prereq: Grade of "B" or better in English 3CP and Algebra 2CP / Math 3 CP/H

Weight: 4 Point

Description: The tutors work with AVID students individually and in study groups, tutoring students in their college prep level (CP) classes. Tutors should undergo a training session, which covers the writing process, methods for teaching and facilitating each stage of the writing process and methods and materials of using writing across the curriculum.

Fire Cadet

Grade: 12

UC: Not UC Approved

Prereq: Application and acceptance into program

Weight: 4 Point

Description: Fire Cadets are assigned to a Fire Station and placed under direct supervision of a Fire Captain and Crew. The Fire Cadets will ride-along on the Fire Apparatus on which they are assigned and respond as observers to various types of emergencies including, fires, traffic collisions, medical aids, and public services. Cadets are assigned homework and are required to attend Battalion Cadet Drills. Cadets must also be able to spend at least 10 hours per week at the Fire Station.

Helping Hands Tutor

Grade: 11-12

UC: Not UC Approved

Prereq: Must have Counselor Approval

Weight: 4 Point

Description: General education students provide social and academic support to their classmates with disabilities by (a) helping them acquire skills needed to succeed in the general education environment and (b) adapting the environment to be more welcoming and accommodating to individual differences and needs (c) modeling appropriate high school behavior.

Hospitality and Tourism Management (Hospitality and Tourism Pathway)

Grade: 10-12

UC: "G" Requirement

Prereq: None

Weight: 4 Point

Description: The purpose of this course is to explore the hospitality industry from a variety of perspectives of historical, financial, economic, geographic, sociological and cultural as a basis for understanding the concepts and theories that guide industry practices today. The goal is for students to gain overall knowledge about the hospitality industry, along with more-detailed understanding of select segments, including lodging, travel and tourism, food and beverage operations, and event management.

Food Service and Hospitality (Hospitality and Tourism Pathway)

Grade: 11-12

UC: "G" Requirement

Prereq: Hospitality and Tourism Management

Weight: 4 Point

Description: Hospitality and Food Services will build on concepts and theories of the beginning course. Hospitality industry internships for students will be the primary focus of the advanced course.

Leadership-Renaissance

Grade: 10-12

UC: Not UC Approved

Prereq: Academically Eligible (2.0 GPA of higher) / Attendance/Behavior in good standing

Interview with Leadership teacher and Cabinet members

Weight: 4 Point

Description: The Renaissance class is made up of students wishing to run an academic recognition program for the student body. Students will acquire skills for leadership, team building, activity planning, parliamentary procedures, organization, financial accountability, budgeting, fundraising, and problem solving; some summer and after school hours maybe expected. Students will learn how to create and develop major student body activities. Students must attend a 2-day training session in August.

Leadership-Student Government (ASB)

Grade: 9-12

UC: Not UC Approved

Prereq: Elected to an Associated Student Body Office or selected as a Commissioner. Academically Eligible (2.0 GPA or higher) / Attendance/Behavior in good standing.

Interview with Cabinet & ASB Director

Weight: 4 Point

Description: The Moorpark High School student government class consists of the following parts: Executive Cabinet (President, Vice President, Secretary, Treasurer, and Parliamentarian) Class Cabinet (Class Presidents, Vice Presidents, Secretaries and Treasurers) and student appointed commissioners. This class, including all parts, approves all club, class and student government expenditures. It sponsors student-centered events and activities throughout the year. The student government also puts on school-wide assemblies, rallies and evening dances. The class is a student run class. The ASB President runs the class, which meets daily during fourth period, with the direction of the advisor. Through the participation in the class, students learn many valuable skills including leadership, fiscal responsibilities, time management, and organization of events and debating skills. Students must attend a 2-day training session in August.

Office Assistant (Aide)

Grade: 11-12

UC: Not UC Approved

Prereq: None

Weight: 4 Point

Description: Limited to seniors who are academically eligible, this course will help the student learn how to work for a supervisor similar to an employer-employee relationship. Students will receive additional exposure to the skills of the subject area. The counselors' will assign students after eligibility has been verified. This course may be repeated for credit. (Requires Parent Signature).

Teacher Assistant

Grade: 12

UC: Not UC Approved

Prereq: None

Weight: 4 point

Description: Limited to seniors who are academically eligible, this course will help the student learn how to work for a supervisor similar to an employer-employee relationship. Students will receive additional exposure to the skills of the subject area. The counselors' will assign students after eligibility has been verified. Students' may be a teacher aide for only one period, per semester. This course may be repeated for credit. (Requires Parent Signature).

Career Education Center

www.vcoe.org/cec

CEC is a way to prepare the student for work or advanced training. These classes are free vocational courses taken as part of the regular high school program. Most of the training takes place at the Camarillo Airport, with free bus transportation to and from the high school. Instructors are experts in their field. They will train the student in a shop area or on-the-job training in a local shop, office or business. Students will receive a Certificate of Proficiency when the course is successfully completed. The bus will pick up students around 12:20 at the high school and will return approximately a half hour after departing Camarillo. The days and hours of the classes are Monday/Wednesday or Tuesday/Thursday, 12:50 to 5:15. There are some evening courses offered from 5:45 to 9:45. All CEC / ROP classes earn 10 (ten) credits per semester and are scheduled period 5 and 6. For further information, please see your counselor.

Agriculture and Natural Resources

- Applied Agriculture Business: Ornamental Horticulture
- Applied Agriculture Business: Floral Design
- Honors Agriculture Business

Arts, Media and Entertainment

- Digital Media
- Air Academy: Aerial Video and Photography
- Advanced Multimedia Design
- Mobile Application Development
- Game Design
- Honors Game Design
- Sound and Music Production
- Digital Broadcasting
- Choreography
- Honors Choreography
- Honors Stage Production
- Honors Independent film and Video Portfolio
- Introduction to Digital Video Production
- Sound and Music Production
- Stagecraft

Education, Child Development

- Introduction to Teaching
- Translation Services

Energy, Environment and Utilities

- Honors Environmental Field Studies

Engineering and Architecture

- Honors Computer Aided Drafting & Design
- Honors Engineering

Health Science & Medical Terminology

- Introduction to Health Careers A
- Introduction to Health careers B
- Medical Terminology
- Health Insurance Billing and Coding
- Medical Office Administration
- Medical Assistant Clinical
- Medical Assistant Internship
- Pharmacy Lab Technician
- Veterinary Assistant
- Mind Matters: Mental Health
- Honors Certified Nurse Assistant
- Honors Dental Assistant
- Athletic Training A
- Athletic Training B
- Medical Terminology-Spanish

Hospitality, Tourism and Recreation

- Food Service and Hospitality ROP

Information & Communication Tech

- Advanced Computer Technologies
- Honors Cyber Security

Manufacturing and Product Design

- Applied Manufacturing
- Technology and the Art of Engineering (Steam)
- Introduction to Welding
- Advanced Welding
- Robotics Technology
- Honors Robotics Technology

Marketing, Sales and Service

- 21st Century Marketing Sales
- Sports and Entertainment Marketing

Public Service

- Emergency First Responder A
- Emergency First Responder B

Criminal Justice

- Criminal Justice: Law Enforcement
- Introduction to Fire Science Careers

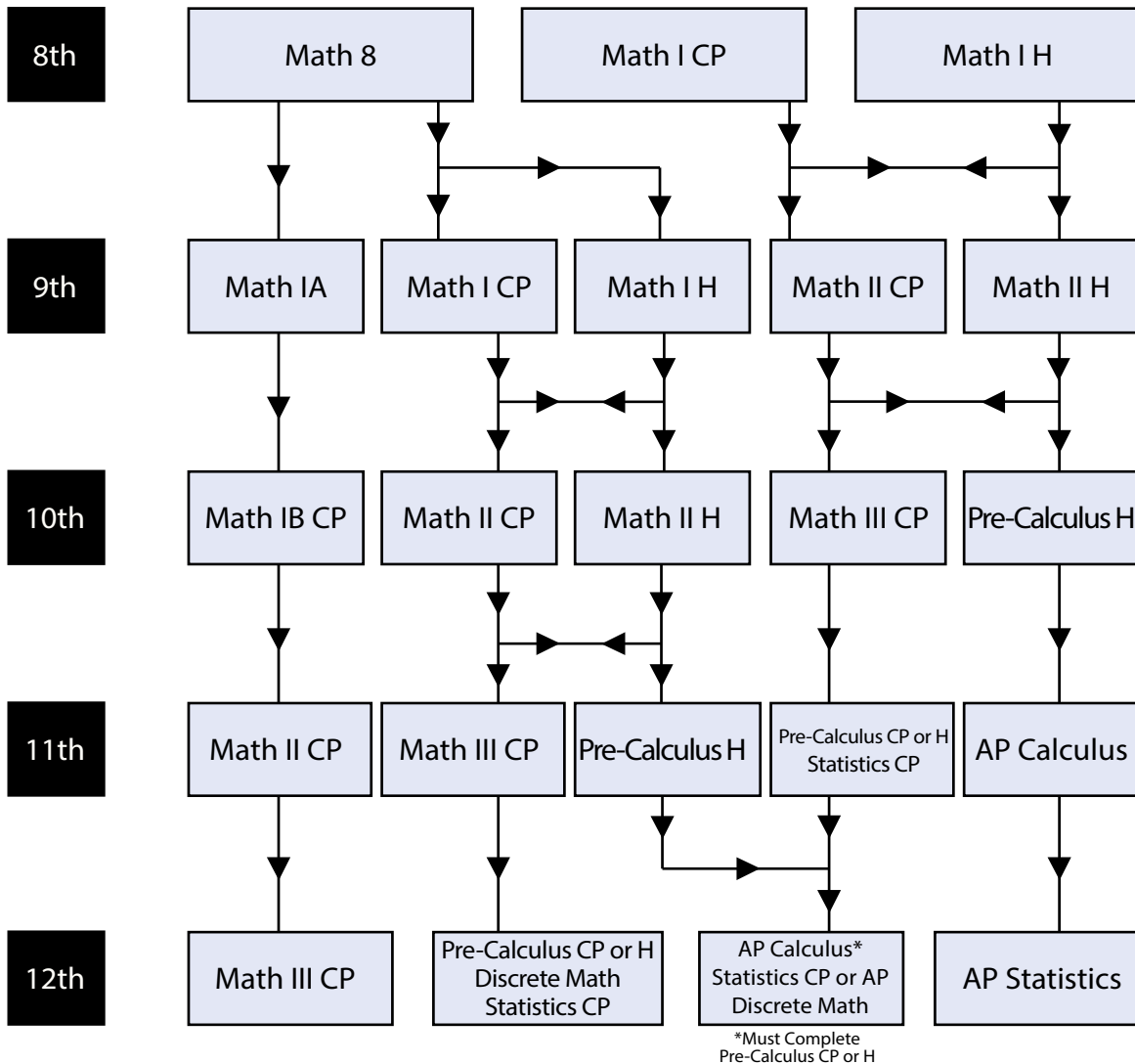
Transportation

- Air Academy: Unmanned Aerial Systems
- Air Academy: Honors Unmanned Aerial Systems
- Air Academy: Introduction Aerospace Sciences
- Auto Body Repair
- Advanced Auto Body Repair
- Auto Paint and Refinishing
- Advanced Auto Paint and Graphics
- Introduction to Automotive Technology
- Advanced Automotive Technology
- Automotive Technology DRAGG
- Specialized Welding: Transportation

Moorpark High School

Math Flow Chart

Grades 8-12



The purpose of this flow chart is to help guide parents and students along common math pathways. These are typical routes taken by students who demonstrate academic success in math at each grade level (See General Course Recommendations Below). Based on academic performance, students may transfer between paths on a year to year basis. One goal of our district is to prepare all students to be college/career ready upon graduation, so it is strongly recommended that students take four years of high school math.

General Course Recommendations:

Honors:

- Move to Honors pathway for next school year with a grade of A in a CP class, teacher recommendation, placement test, and suggested summer work
- Move to CP pathway for next school year with a C or lower in an Honors class

College Prep:

- Continue on same pathway with a grade of C or better

