Notice of Non-Discrimination:
Bellflower Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation or association with a person or a group with one or more of these actual or perceived characteristics. Parents/students who have questions or concerns about the policy can contact Dina Hernandez, Director- Academic Accountability, Title IX and Equity Compliance Officer. (562) 866-9011 ext. 2010.

Aviso de no discriminación:
El Distrito Escolar Unificado de Bellflower prohíbe discriminación, hostigamiento, intimidación, y acoso a base de real o percibido antepasado, edad, color, discapacidad, género, identidad de género, expresión de género, nacionalidad, raza o grupo étnico, religión, sexo, orientación sexual, o asociación con una persona o grupo con una o más de estas características reales o percibidas. Padres de familia/estudiantes que tengan preguntas o inquietudes sobre la política pueden comunicarse con Dina Hernández, Directora- Responsabilidad Académica, Oficial de Titulo IX y Cumplimiento de Equidad (562)866-9011 Ext. 2010.
Dear Bellflower Parents and Students,

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

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

As our students plan their high school courses of study, they need to explore all avenues: their interests, abilities, talents, and desired career choices. The Curriculum Handbook 2016-2017 is designed to help students and parents gather the necessary information for making critical selections to complete an individual educational plan. Careful study of this handbook will provide course descriptions of both required and elective classes, as well as requirements for high school graduation, college entrance requirements and career preparation.

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

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

Sincerely,

Michael Lundgren
Principal
<table>
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<th>Page</th>
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</thead>
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<td>BELLFLOWER HIGH SCHOOL BUC PRIDE MATRIX</td>
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<td>WORLD LANGUAGES</td>
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<td>PHYSICAL EDUCATION</td>
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<td>SCIENCE</td>
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<tr>
<td>HISTORY/SOCIAL SCIENCE</td>
<td>39</td>
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<tr>
<td>NON-DEPARTMENTAL</td>
<td>41</td>
</tr>
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<td>42</td>
</tr>
<tr>
<td>SPECIAL SERVICES</td>
<td>43</td>
</tr>
</tbody>
</table>
OUR MISSION:

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

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

WE BELIEVE THAT:

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

WE COMMIT TO:

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

Mission Statement

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

Bellflower Middle/High School

Vision Statement

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

- All students will participate in an academic foundation of courses while having access to a variety of quality curricular and co-curricular programs as proficiency levels allow.

- The learning community will reflect a high degree of ethics, integrity, and responsibility, and will take full advantage of the diversity and talents of the staff and student population.

- Students who have barriers to learning will receive support services through school and community resources.

- All students will develop personal learning plans connected to goals beyond high school.

- All students will be prepared, upon graduation, to pursue post-secondary education and/or pursue a career in the work force.
# Bellflower Middle/High School

**The Bellflower Buc community is committed to supporting the learning & behavior needs for all students through Positivity, Respect, Integrity, Dedication, and Excellence!**

<table>
<thead>
<tr>
<th>Positivity</th>
<th>Respect</th>
<th>Integrity</th>
<th>Dedication</th>
<th>Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Value others feelings</td>
<td>• Speak when appropriate</td>
<td>• Be truthful and honest</td>
<td>• Bring materials to class</td>
<td>• Persevere: Always try your best</td>
</tr>
<tr>
<td>• Have positive class participation</td>
<td>• Actively listen</td>
<td>• Always be on your best behavior</td>
<td>• Be prepared to work when the bell rings</td>
<td>• Actively participate</td>
</tr>
<tr>
<td>• Be helpful to others</td>
<td>• Value school property</td>
<td>• Respect substitutes</td>
<td>• Turn in assignments on time</td>
<td>• Stay on task</td>
</tr>
<tr>
<td></td>
<td>• Follow class procedures</td>
<td>• Do the right thing</td>
<td>• Complete all work</td>
<td>• Always participate</td>
</tr>
<tr>
<td></td>
<td>• Use appropriate language</td>
<td></td>
<td>• Be on time</td>
<td>• Produce quality work</td>
</tr>
<tr>
<td></td>
<td>• Treat others the way you want to be treated</td>
<td></td>
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<td></td>
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<tr>
<td><strong>Common Areas</strong> (Quads, Walkways, Stairways, Cafeteria, Bucs Cove)</td>
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</tr>
<tr>
<td>• Support school activities</td>
<td>• Be polite &amp; courteous</td>
<td>• PG-POA</td>
<td>• Encourage others to keep areas clean</td>
<td></td>
</tr>
<tr>
<td>• Use appropriate language</td>
<td>• Share the space</td>
<td>• Avoid confrontation</td>
<td>• Be a leader</td>
<td></td>
</tr>
<tr>
<td>• Follow the rules of the road when walking</td>
<td>• Keep voices low</td>
<td>• Respect others’ property</td>
<td>• Use good table manners</td>
<td></td>
</tr>
<tr>
<td>• Keep areas beautiful</td>
<td>• Keep hands to self</td>
<td>• Report suspicious behavior</td>
<td>• Help guide new students</td>
<td></td>
</tr>
<tr>
<td>• Be patient in lines</td>
<td>• Observe surroundings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Set good examples</td>
<td>• Property dispose of own trash</td>
<td></td>
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<tr>
<td><strong>Bathrooms</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Wait patiently</td>
<td>• Clean up after yourself</td>
<td>• Property respond to authority</td>
<td>• Encourage others to keep areas clean</td>
<td></td>
</tr>
<tr>
<td>• Bathroom business only</td>
<td>• Use bathroom supplies appropriately</td>
<td>• Follow rules</td>
<td>• Be a leader</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Have appropriate pass</td>
<td>• Use good table manners</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Follow procedures property</td>
<td>• Help guide new students</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Get to destination quickly</td>
<td></td>
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<tr>
<td><strong>PE/Athletics/Locker Rooms</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Do your best, never give up</td>
<td>• Take responsibility for your actions</td>
<td>• Be on time</td>
<td>• Help others</td>
<td></td>
</tr>
<tr>
<td>• Perfect Practice makes Perfect</td>
<td>• Be honest</td>
<td>• Maintain good attendance</td>
<td>• Do your best to improve your skills</td>
<td></td>
</tr>
<tr>
<td>• Get Dressed and ready to be involved</td>
<td>• Be helpful to others</td>
<td>• Follow coaches’ instructions</td>
<td>• Model positive behavior at all times</td>
<td></td>
</tr>
<tr>
<td>• Finish what you start</td>
<td>• Play hard, but fair</td>
<td>• Be supportive of all team members</td>
<td>• Go the extra mile even if others are not</td>
<td></td>
</tr>
<tr>
<td>• Leave areas cleaner than you found them</td>
<td>• Be on time</td>
<td>• Follow through on your commitments</td>
<td></td>
<td></td>
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<tr>
<td>• Exhibit good sportsmanship</td>
<td>• Maintain good attendance</td>
<td>• Keep up with studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Include everyone</td>
<td>• Be on time</td>
<td>• Desire to do your best at all times</td>
<td></td>
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<td></td>
<td></td>
<td>• Help others who might need assistance</td>
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<tr>
<td><strong>Library/Computer Lab</strong></td>
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</tr>
<tr>
<td>• Use computers appropriately</td>
<td>• Use positive language</td>
<td>• Take care of equipment</td>
<td>• Be on time</td>
<td></td>
</tr>
<tr>
<td>• Take pride in completing your work</td>
<td>• Take care of equipment</td>
<td>• Keep locker room &amp; fields clean</td>
<td>• Maintain good attendance</td>
<td></td>
</tr>
<tr>
<td>• Use resources available to you</td>
<td>• Listen to teachers &amp; coaches</td>
<td>• Respect personal property and space</td>
<td>• Follow coaches’ instructions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Respect others’ property</td>
<td>• Be respectful</td>
<td>• Be supportive of all team members</td>
<td></td>
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<tr>
<td></td>
<td>• Use appropriate language</td>
<td>• Respect others</td>
<td>• Follow through on your commitments</td>
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<tr>
<td></td>
<td>• Wait quietly</td>
<td></td>
<td>• Keep up with studies</td>
<td></td>
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<tr>
<td></td>
<td>• Follow directions</td>
<td></td>
<td>• Desire to do your best at all times</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Help others who might need assistance</td>
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<tr>
<td><strong>Offices</strong></td>
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<tr>
<td>• Arrive at appropriate times</td>
<td>• Use a calm and respectful tone of voice</td>
<td>• Respect office property</td>
<td>• Show appreciation</td>
<td></td>
</tr>
<tr>
<td>• Arrive with a pass during school hours</td>
<td>• Be patient</td>
<td>• Turn in lost items</td>
<td>• Always have a purpose</td>
<td></td>
</tr>
<tr>
<td>• Positive thinking and reflection</td>
<td>• Use good manners (please &amp; thank you)</td>
<td>• Keep it clean</td>
<td></td>
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<tr>
<td></td>
<td>• Use appropriate language</td>
<td>• Send a helping hand</td>
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<td></td>
<td>• Wait quietly</td>
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<td></td>
<td>• Follow directions</td>
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<tr>
<td><strong>Off-Campus Conduct/Bus</strong></td>
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<tr>
<td>• Use positive or encouraging language</td>
<td>• Keep all hands and objects in appropriate places</td>
<td>• Respect others’ property</td>
<td>• Thank the bus driver or guide</td>
<td></td>
</tr>
<tr>
<td>• Include others</td>
<td>• Keep voices/electronics low</td>
<td>• Report suspicious behavior</td>
<td>• Be helpful to others</td>
<td></td>
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<tr>
<td></td>
<td>• Remain in your seat</td>
<td>• Vandalism is inappropriate and should be reported</td>
<td>• Represent yourself and your school in a positive manner</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Pick up after yourself and others</td>
<td>• Wait your turn when entering or exiting a facility</td>
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</tbody>
</table>

The Bellflower community is working together to ensure all students demonstrate personal responsibility, communicate effectively, work collaboratively, use higher order thinking skills, and produce high quality work upon graduation.

We expect all Buccaneers to demonstrate BUC PRIDE!!
BELLFLOWER HIGH SCHOOL
ACADEMIC FOUNDATION

**Required 9th Grade Courses**
- English 9
- World Geography (1 semester)
- Health (1 semester)
- Mathematics
- Science
- Physical Education
- Elective
  * Students who are English learners will be placed in English Language Development (Beg/Int/Adv) as their elective.

**Required 10th Grade Courses**
- English 10
- Modern World History
- Mathematics
- Science
- Physical Education
- Elective
  * Students who are English learners will be placed in English Language Development (Beg/Int/Adv) as their elective.

**Required 11th Grade Courses**
- English 11
- US History
- Mathematics
- Science
- 2 Electives
  * Students who are English learners will be placed in English Language Development (Beg/Int/Adv) as their elective.

**Required 12th Grade Courses**
- English 12
- Government
- Economics (1 sem) or AP Economics (1 year)
- Mathematics or Science
- Electives as needed
  * Students who are English learners will be placed in English Language Development (Beg/Int/Adv) as their elective.

Juniors should enroll in six periods. A free period is available if seniors have successfully earned at least 175 credits. Seniors should plan on successfully completing at least five periods the first semester.

**COURSE WITHDRAWALS**

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

**Seniors must have a minimum of 5 classes on their schedule.**

**HOMEWORK**

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

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>1st Semester Grade</th>
<th>2nd Semester Grade</th>
<th>Summer Grade</th>
<th>Meets a – g Requirements</th>
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</thead>
<tbody>
<tr>
<td>English 9</td>
<td></td>
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<tr>
<td>Geography/Health</td>
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<td>PE</td>
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</tr>
<tr>
<td>Science</td>
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<td>Math</td>
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<td>Elective:</td>
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<tr>
<th>10th Grade</th>
<th>1st Semester Grade</th>
<th>2nd Semester Grade</th>
<th>Summer Grade</th>
<th>Meets a – g Requirements</th>
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</thead>
<tbody>
<tr>
<td>English 10</td>
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</tr>
<tr>
<td>World History</td>
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<tr>
<td>PE</td>
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<tr>
<td>Science</td>
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<td>Math</td>
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<td>Elective:</td>
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<thead>
<tr>
<th>11th Grade</th>
<th>1st Semester Grade</th>
<th>2nd Semester Grade</th>
<th>Summer Grade</th>
<th>Meets a – g Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 11</td>
<td></td>
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</tr>
<tr>
<td>US History</td>
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<tr>
<td>Science</td>
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<tr>
<td>Math</td>
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<td>Elective:</td>
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<td>Elective:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>12th Grade</th>
<th>1st Semester Grade</th>
<th>2nd Semester Grade</th>
<th>Summer Grade</th>
<th>Meets a – g Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 12</td>
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<tr>
<td>Government</td>
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<tr>
<td>Economics (1 semester)</td>
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<tr>
<td>Math or Science:</td>
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<tr>
<td>Elective:</td>
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</tbody>
</table>
### A-G COURSE CHECKLIST

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

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

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

*Bellflower High School’s approved a-g course lists can be viewed at [https://doorways.ucop.edu/list](https://doorways.ucop.edu/list).*
The a – g Subject Requirements

UC/CSU COURSE REQUIREMENTS

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

<table>
<thead>
<tr>
<th>Subject Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HISTORY/SOCIAL SCIENCE</strong></td>
<td>40</td>
</tr>
<tr>
<td>2 YEARS REQUIRED</td>
<td></td>
</tr>
<tr>
<td>• One year of World History, Cultures or Geography</td>
<td></td>
</tr>
<tr>
<td>• One year of US History or one-half year of US History and one-half year of American Government/Civics.</td>
<td></td>
</tr>
<tr>
<td><strong>ENGLISH</strong></td>
<td>40</td>
</tr>
<tr>
<td>4 YEARS REQUIRED</td>
<td></td>
</tr>
<tr>
<td>• Four years of college preparatory English</td>
<td></td>
</tr>
<tr>
<td>• Students may only use 1 year of ESL/ELD</td>
<td></td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>20</td>
</tr>
<tr>
<td>3 YEARS REQUIRED</td>
<td></td>
</tr>
<tr>
<td>• Algebra 1/Integrated Math 1</td>
<td></td>
</tr>
<tr>
<td>• Geometry</td>
<td></td>
</tr>
<tr>
<td>• Algebra 2</td>
<td></td>
</tr>
<tr>
<td>• Math Analysis/Honors Math Analysis</td>
<td></td>
</tr>
<tr>
<td>• Statistics/ AP Statistics</td>
<td></td>
</tr>
<tr>
<td>• AP Calculus (AB) or (BC)</td>
<td></td>
</tr>
<tr>
<td><strong>SCIENCE: BIOLOGICAL</strong></td>
<td>10</td>
</tr>
<tr>
<td>1 YEAR</td>
<td></td>
</tr>
<tr>
<td>• Survey of Biology</td>
<td></td>
</tr>
<tr>
<td>• Biology (lab) or Honors Biology (lab)</td>
<td></td>
</tr>
<tr>
<td><strong>SCIENCE: PHYSICAL</strong></td>
<td>10</td>
</tr>
<tr>
<td>1 YEAR</td>
<td></td>
</tr>
<tr>
<td>• Earth Science</td>
<td></td>
</tr>
<tr>
<td>• Chemistry (lab)</td>
<td></td>
</tr>
<tr>
<td><strong>ADDITIONAL YEAR OF MATH OR SCIENCE</strong></td>
<td>10</td>
</tr>
<tr>
<td>• Forensics</td>
<td></td>
</tr>
<tr>
<td>• Environmental Science</td>
<td></td>
</tr>
<tr>
<td>• Anatomy &amp; Physiology (lab)</td>
<td></td>
</tr>
<tr>
<td>• Physics (lab)</td>
<td></td>
</tr>
<tr>
<td>• Chemistry (lab)</td>
<td></td>
</tr>
<tr>
<td>• Biology (lab)/AP Bio.</td>
<td></td>
</tr>
<tr>
<td><strong>FINE ARTS OR FOREIGN LANGUAGE</strong></td>
<td>10</td>
</tr>
<tr>
<td>1 YEAR</td>
<td></td>
</tr>
<tr>
<td><strong>PHYSICAL EDUCATION</strong></td>
<td>20</td>
</tr>
<tr>
<td>2 YEARS</td>
<td></td>
</tr>
<tr>
<td><strong>PRACTICAL ARTS</strong></td>
<td>5</td>
</tr>
<tr>
<td>1 SEMESTER</td>
<td></td>
</tr>
<tr>
<td>• Business or Industrial Technology Courses</td>
<td></td>
</tr>
<tr>
<td>• <strong>May be waived if the student passes an additional year of the same foreign language.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>HEALTH (STATE REQUIREMENT)</strong></td>
<td>5</td>
</tr>
<tr>
<td>1 SEMESTER</td>
<td></td>
</tr>
<tr>
<td><strong>ADDITIONAL ELECTIVE CREDITS</strong></td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td>220</td>
</tr>
</tbody>
</table>

**Students will also need to take appropriate college tests:**
- CSU website: [http://calstate.edu/](http://calstate.edu/)
- UC Website: [http://www.universityofcalifornia.edu/](http://www.universityofcalifornia.edu/)
- Course requirements may differ for private colleges/universities: [http://www.californiacolleges.edu/](http://www.californiacolleges.edu/)
- **SAT information:** [http://www.collegeboard.com/](http://www.collegeboard.com/)
- **ACT information:** [http://actstudent.org/](http://actstudent.org/)
TESTING PROGRAMS

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

REQUIRED TESTING PROGRAMS

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

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

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

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

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

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

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

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

SAT SUBJECT TESTS (www.collegeboard.com)
SAT Subject Tests are used to determine student levels of competency in specific subject areas, including foreign language, mathematics, English, history and science. All UC campuses require that students take two SAT subject tests in two different areas, chosen from the following: history, literature, mathematics (level 2 only), science or language other than English. Many other universities require or recommend that students take one or more of these tests for admission as well as placement purposes. There is a fee to take this examination, but it may be waived if necessary. Guidance counselors can assist students in determining which tests to take. The University of California system requires that all applicants take the writing and math tests, plus an additional test in another academic area.
The following courses meet the requirements for admission to the University of California school system. Underlined courses denote extra honors credit. A=5, B=4, and C=3.

A. HISTORY/SOCIAL SCIENCE
AP US Government/Politics
AP Human Geography
AP US History
AP World History
Modern World History
US History
US Government/Political Systems
World Geography

B. ENGLISH
AP English Language & Composition 11
AP English Literature & Composition 12
CSU Expository Reading & Writing (ERW)
English 9
English 9 Honors
English 10
English 10 Honors
English 11
English 12

C. MATHEMATICS
Algebra 1
Algebra 2
Algebra 2 Honors
Geometry
Geometry Honors
Integrated Math 1
Integrated Math 2 (pending)
Integrated Math 2 Honors (pending)
Math Analysis
Math Analysis Honors
Calculus
AP Calculus AB
AP Calculus BC
Statistics

D. LABORATORY SCIENCE
Anatomy & Physiology
Anatomy & Physiology Honors
AP Biology
AP Environmental Science
AP Physics 1 (Algebra Based)
AP Chemistry
Chemistry
Chemistry Honors
Biology
Biology Honors
Physics

E. WORLD LANGUAGE
French 1
French II
French III
AP French IV
Spanish for Spanish Speakers 1
Spanish for Spanish Speakers 2
Spanish 1
Spanish II
Spanish III
Spanish IV (pending)
AP Spanish IV
Mandarin I
Mandarin II (pending)

F. VISUAL/PERFORMING ARTS
Angels
AP Music Theory
Ceramics A
Ceramics B
Choir
Concert Band
Digital Photography
Drama
Drama Workshop
Drawing/Painting A
Drawing/Painting B
Ensemble
Film Studies
Guitar 1
Jazz Band
Marching Band
Percussion Ensemble
Photography 1
Printmaking 1
Shakespearean Theater
Women’s Chorus

G. COLLEGE PREP ELECTIVE
Advanced ELD 9-12
Ceramics B
Criminalistics
Earth Science
Economics
Forensic Science
Oceanography
Psychology
Film/Video 1
Film/Video 2 (pending)
Journalism
Creative Writing
GUIDANCE AND COUNSELING SERVICES

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

BELLFLOWER HIGH SCHOOL COUNSELORS

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

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

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

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

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

HOW AND WHEN DOES A STUDENT SEE THE COUNSELOR?
* Individually and in groups
* Student request
* Counselor request
* Parent request
* Teacher, administrator, or staff referral
* Referral by a friend
* Before, during, and after school

WHERE CAN THE STUDENTS SEE THE SCHOOL COUNSELOR?
* In the High School Office
* In the classroom
* At snack and lunch supervisions
* At student activities
* In the community
* At athletic supervision
During the two years of middle school and the four years of high school, student and parents are encouraged to seek counselor assistance on an individual basis:

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

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

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

RESPONSIVE SERVICES - Assistance and referral information for special needs.

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

| Ninth Grade | • Identify interests and abilities and relate these to future plans  
|             | • Develop a tentative four-year educational plan, including diploma requirements  
|             | • Investigate post high-school plan, including college admission requirements and financial aid  
|             | • Assist students in acquiring study skills |
| Tenth Grade | • Explore decision-making process  
|            | • Continue to learn about colleges/financial aid and develop post high school plans  
|            | • Be encouraged to take college recommended testing |
| Eleventh Grade | • Continue to update four year plan and review progress toward diploma requirements  
|              | • Evaluate college information, financial aid, and/or occupational programs  
|              | • Have opportunity to take community college courses  
|              | • Formulate a tentative post high school plan  
|              | • Be encouraged to take college recommended testing |
| Twelfth Grade | • Review diploma status, college requirements, vocational job skills, and research post high school alternatives  
|              | • Apply decision-making skills to educational and career plans  
|              | • Investigate specific information on colleges, scholarships, financial aid, and employment opportunities  
|              | • Be encouraged to take college recommended testing  
|              | • Be encourage to participate in R.O.P services  
|              | • Have the opportunity to take community college courses |

Students and parents can also expect the following services:

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

WHAT STUDENTS WILL RECEIVE

- Financial aid information
- Chance to meet college representatives
- College admission testing information
- Assistance with applications for colleges and scholarships
- Additional options outlined to students: ROP, trade, technical, and direct work placement
The goal of the Visual and Performing Arts Department is to develop and enhance an appreciation for art, design, music and drama. Students have an opportunity to create and to have their work displayed and/or performed. These courses meet the Fine Arts/Foreign Language graduation requirement when taken in grades 9-12.

**DRAWING AND PAINTING A**
1120 Year

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

**DRAWING AND PAINTING B**
1123 Year

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

**Prerequisite:** Drawing and Painting A

**CERAMICS A**
1110 Year

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

**Materials fee for projects taken home.**

**CERAMICS B**
1113 Year

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

**Prerequisites:** Satisfactory completion of Ceramics A or teacher permission.

**Materials fee for projects taken home.**
PHOTOGRAPHY 1 1413 Year
Through the completion of specific projects, the student safely learns to control the photographic process from camera to printing, which will allow them to expertly express their creative and technical abilities. This course is counted towards the practical arts graduation requirement. This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.
Materials fee for projects taken home.

UC DIGITAL PHOTOGRAPHY 2756 Year
This course trains students for entry-level employment in the photography field. Students learn types and operations of cameras and accessories common to the photography industry. This course will include black and white film processing, proper printing techniques, studio lighting, lighting equipment, exposure meters, print finishing, and portfolio presentations. See also ROP section. This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.

PRINTMAKING 1 1012 Year
This course is designed to provide students with a foundation to printmaking as a fine art. Students will create original print projects using linoleum block, intaglio/etching, screen printing, nature prints, monoprints, lithography, papermaking & handmade bookbinding. Students will explore the personal styles and cultural heritage of famous printmaking artists, art movements, and participate in art critiques. Computers & internet is used throughout the year for art image ideas and museum research. Second semester will emphasize students’ advanced skills, multi-color printing and multi-plate techniques, professional art display and presentation, digital computer techniques, and the historical aspects of printmaking. Students are required to keep a current portfolio of their print samples and class progress.

ADVANCED PLACEMENT (AP) ART HISTORY 1200 Year
This course offers the serious student the opportunity to explore, in depth, the history of art from ancient times to the present. Rough reading, research, slides, pictures, videos, and museum visit, students will view significant artworks from around the world. Students must keep a notebook to record class discussions on specific historical events, art periods/styles, specific artworks, and issues/themes that connect these artworks.

DRAMA 1940 Year
This course is the beginning level for high school students with no previous theatre experience. It is an in-depth study of theatre arts in which students will learn about the different areas of theatre, with emphasis on acting technique. Students will develop performance skills in speaking, oral interpretation, memorization, characterization, pantomime, and audience awareness through performance of individual and small group exercises leading to performance of multiple character scenes. The development of theatre through history and technical theatre will also be examined. This course is also for those students who need time to further develop skills acquired in previous theatre courses. This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.
Materials fee for projects taken home.

DRAMA WORKSHOP 1950 Year
Students will maintain and extend the skills, knowledge, and appreciation developed in previous theatre courses. Students will work on classical theatre as well as contemporary theatre. They may attend conferences, festivals and competitions. This may involve work during some nights, weekends and holidays. Participation at selected play festivals may be required. This course may be repeated for credit. This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.

ACTING FOR THE CAMERA 1905 Year
This course is designed for the acting student to adapt stage-acting techniques for the video/film camera. Emphasis will be placed on gaining an understanding of camera shots, angles, the shooting process, auditioning, and actor behavior in front of the camera. This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.
Course Prerequisite: Drama 1 or Theatre 7/8.

FILM STUDIES 5952 Year
This course is a study of film as both an art and a means of communication. The course will focus on film history, criticism, and film analysis. Students will learn to read a film, analyzing its narrative structure, genre conventions, subtext, technical and artistic elements, and purpose. This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.
Open to grades 10-12.
THEATRE PRODUCTIONS 1932 Quarter
After auditioning and being cast, students will develop characters through memorization and rehearsal, finally performing roles in a major production. Students will also complete technical theatre assignments given related to the individual production. This class is for actors, technicians, and musicians. Grades and credits will be based on participation. This course is offered during 7th period.
Course Prerequisite: Audition only

MUSICAL THEATRE PRODUCTION 1933 Quarter
After auditioning and being cast, students will rehearse and perform a major musical theatre production. This class is for actors, technicians, and musicians. Grades and credits will be based on participation. This course is offered during 7th period.
Course Prerequisite: Audition only

SHAKESPEAREAN THEATRE 1935 Quarter
This class will cast, rehearse, build and produce a Shakespeare play for school and community performance. Students will research and study the language and theatrical conventions of Shakespeare. This course is offered during 7th period.
Course Prerequisite: Audition only

WOMEN’S CHORUS 1531 Year
This class is for any female student who likes to sing and wants to participate in the school’s choir program. Students will develop their vocal skill and gain confidence by singing in a group. Students will learn to sing in harmony, and sing a variety of music, incorporating classical, folk, do-wop and contemporary styles. Personal enjoyment of music is stressed. Music reading is included in the curriculum, and students will learn basic musicianship through ear training and notational skills. No prior experience is necessary. Performances are a part of this course. This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.

MEN’S CHORUS 1532 Year
This class is for any male student who likes to sing and wants to participate in the school’s choir program. Basic skills of singing are stressed, as well as personal enjoyment of music. Vocal music instruction will introduce music theory while students gain confidence and skill in singing with a group. Students will learn to sing in harmony, and sing a variety of music, incorporating classical, folk, do-wop and contemporary styles. Music reading is included in the curriculum. No prior experience is necessary! Public performances are a part of this course. This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.

CHOIR 1535 Year
This class is for outstanding vocal music students. Students will sing four-part music and solos. They will develop choral/vocal techniques as well as music reading skills. They will sing music from a variety of cultures and time periods. Students will have the opportunity to perform in a variety of venues and to hear other groups perform. Choir members will also work individually to prepare solos or small group projects. This course may be repeated for credit with teacher permission. This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.
Course Prerequisite: Previous choral experience or instructor approval

ANGELS 1530 Year
This class is for outstanding female vocal music students. Advanced vocal techniques are stressed, and students will sing in three and four part harmony. The group will perform throughout the community and in a wide variety of venues including concerts, festivals and competitions. The course stresses personal enjoyment of music as well as performance skills. Angels will provide opportunities for learning advanced reading techniques, advanced music theory concepts, and music from a variety of time periods, cultures, and choral styles. Students will also work individually to prepare solos and small group projects. Students will be financially responsible for their performance outfits. This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.
Course Prerequisite: Audition

ENSEMBLE 1545 Year
This course is designed for advanced choral students. Students will develop their vocal and musical skills by singing music from a variety of choral styles. Singers will also work individually to prepare solos and small group projects. The Ensemble will perform throughout the community and in a wide variety of venues including concerts, festivals and competitions. In addition, the group takes a tour each year. This course stresses personal understanding and enjoyment of music as well as performance skills. This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.
Course Prerequisite: One year choral experience and audition
GUITAR 1 1520 Year
This year-long course is designed to provide students with beginning through intermediate guitar instruction while completing their a-g requirement in fine arts. Throughout the semester students will learn musicianship, music reading skills, and guitar technique as well as performance practices. The class will perform throughout the year on and off campus. Students will feel confident playing guitar for their family and friends after this yearlong course. This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.
Must own or rent your own guitar.

BANNER AND FLAG 1522 Year
DRILL TEAM 8257 Year
Banner and Flag/Drill Team develops dance, flag, and rifle skills needed to compliment the marching band, and the Winterguard performs at indoor competitions 2nd semester. Students will gain knowledge of the fundamentals of dance, flag, rifle and saber while studying historical/social implications and performance practices of their genre. Students will enhance their cardiovascular fitness and endurance, including the use of marching and dynamic, rhythmic dance. Students will perform at a level that reflects understanding of the mechanical aspects of their movement as well as artistic interpretation. Many public performances are required, and are not an optional part of this course. Drill Team is a 7th period course.
Course Prerequisite: Students must attend workshops, then audition.
Course Co-requisite: Banner/Flag students must also be enrolled in Drill Team.

BEGINNING STRINGS/ORCHESTRA 1513 Year
Students learn how to play one of the following string instruments: violin, viola, cello or bass. Beginning techniques for each instrument are taught along with an introduction to music through its language, notation and historical background. Students perform concerts on campus and in the community. Some instruments can be loaned out upon teacher approval. No audition necessary.

ADVANCED STRINGS/ORCHESTRA 1514 Year
Intermediate and advanced musicians will perform in various settings including orchestra competitions, community events, and school functions. Students will gain knowledge of music foundations including music theory, and historical/social implications and performance practices of various genres. Students will perform at a level that reflects understanding of the mechanical aspects of their instruments. Many public performances are required, and are not an optional part of this course.
Course Prerequisite: Completion of Beginning Strings or teacher recommendation

JAZZ BAND 1515 Year
This advanced ensemble explores improvisation and various styles of Jazz and Latin music. Students will perform in various settings including jazz festivals, concerts, community events, and school functions. Students will enhance knowledge of music fundamentals and study historical/social implications. Students will learn to demonstrate basic improvisation. Students will perform at a level that reflects understanding of the mechanical aspects of their instruments as well as artistic interpretation. Many public performances are required, and are not an optional part of this course. One to two years of concert band is recommended as a prerequisite. This course meets the UC/CSU a-g requirements in the following category: (f) - Visual and Performing Arts.
Course Prerequisite: Students must audition or receive teacher recommendation

BEGINNING BAND 1505 Year
A course in band instruments designed for the new music student who wishes to learn to play an instrument or to learn a second instrument. Students must be willing to rent instrument if school supply runs out.

MARCHING BAND 1521 Semester
(Students must enroll in 1508)
Intermediate and advanced musicians will perform in various settings including competitions, community events, and school functions. Students will perform at a level that reflects understanding of the mechanical aspects of their instruments, and the understanding needed to perform while in motion. Marching Band develops the ideas and concepts learned in Concert Band, and integrates them with body movement and drill formations. Many public performances are required, and are not an optional part of this course.
This course is offered first semester during 7th period and earns elective credit.
Course Prerequisite: Teacher recommendation

CONCERT BAND 1508 Year
(Students must enroll in 1521)
Intermediate and Advanced musicians will perform in various settings including concert festivals, community events, and school functions. Students will enhance knowledge of music fundamentals including music theory, and
historical/social implications and performances practices of various genres. Students will perform at a level that reflects understanding of the mechanical aspects of their instruments. Many public performances are required, and are not an optional part of this course.

**Course Prerequisite:** Teacher recommendation

**PERCUSSION ENSEMBLE**

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

**Course Prerequisite:** Students must audition or receive teacher recommendation.

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

**ADVANCED PLACEMENT (AP) MUSIC THEORY**

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

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

**Course Prerequisite:** Teacher recommendation

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**CAREER TECHNICAL EDUCATION (CTE)**

The Career Technical Education/Industrial Technology Department offers courses designed to meet professional and personal goals including preparation for jobs and preparation for students who plan to major in graphic production technology, electronics, automotive technology, film/video production, culinary arts, or professional woodworking. Career Technical Education plays a key role in preparing all students for success in occupations that are fast growing and in high demand. Career Technical classes are open to students from grades 9-12 to give them the opportunity to gain job-entry skills, college preparedness, as well as leadership skills.

**TRANSPORTATION SECTOR**

This sector is designed to provide a foundation in transportation services for all industrial technology education students in California. The standards are designed to integrate academic and technical preparation and focus on career awareness, career exploration, and skill preparation in one of three pathways. Integral components include classroom, laboratory, and hands-on contextual learning; project- and work-based instruction; and leadership development. The standards in this sector prepare students for continued training, postsecondary education, and entry to a career.

**AUTO 1**

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

**ADVANCED AUTOMOTIVE**

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

**Prerequisite:** Satisfactory completion of Introduction to Auto 1

**BUILDING AND CONSTRUCTION TRADES SECTOR**

This sector provides a foundation in the Building and Construction Trades industry for secondary students in California. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in the Building and Construction Trades industry. The sector encompasses four career pathways: Cabinetry, Millwork, and Woodworking; Engineering and Heavy Construction; Mechanical Systems
Installation and Repair; and Residential and Commercial Construction. These pathways emphasize processes, systems, and the way in which structures are built. The knowledge and skills are acquired in a sequential, standards-based pathway program that integrates hands-on, project-based, and work-based instruction. Standards included in the Building and Construction Trades sector are designed to prepare students for technical training, postsecondary education, and entry to a career.

**CONSTRUCTION TECHNOLOGY A**  
5740 Semester

**CONSTRUCTION TECHNOLOGY B**  
5750 Semester

**INTRODUCTION TO WOODWORKING**  
5732 Year

This course prepares students to safely design, lay out and shape stock; assemble wooden articles or subassemblies; mark, bind, saw, carve, and sand wooden products; repair wooden articles; and use a variety of hand and power tools.

**CABINETMAKING**  
5733 Year

This course introduces students to all phases of cabinet construction, design and production and covers the construction of both custom and small scale production/manufacturing.  
**Prerequisite:** Satisfactory completion of Introduction to Woodworking

**MANUFACTURING AND PRODUCT DEVELOPMENT SECTOR**

The Manufacturing and Product Development sector provides a foundation for secondary students in California in manufacturing processes and systems, including graphic design production, machine tooling and forming, welding and materials joining, and product innovation and design. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in four pathways. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in manufacturing. The knowledge and skills are acquired within a sequential, standards-based pathway program that integrates hands-on, project-based, and work-based instruction. Standards in this sector are designed to prepare students for entry to a career, postsecondary education, or advanced technical training.

**GRAPHIC PRODUCTION TECHNOLOGY**  
2267 Year

This course provides students with an understanding of printing and manufacturing processes and systems common to careers in the graphic production and printing technology industries. Representative topics include the principles of design composition, graphic design and layout, typography, image generation and file preparation, photography, digital imaging, prepress preparation, printing and screen printing technologies, binding and finishing processes, multimedia blending, and business and entrepreneurship principles.

**ADVANCED GRAPHIC PRODUCTION TECHNOLOGY**  
2240 Year

This course provides advanced students the opportunity to specialize in a particular area of interest, expand their expertise in a particular specialization, and develop more advanced skills.  
**Prerequisite:** Satisfactory completion of Graphic Production Technology

**ARTS, MEDIA AND ENTERTAINMENT SECTOR**

Of all the career industries, the Arts, Media, and Entertainment sector requires perhaps the greatest cross-disciplinary interaction because the work in this sector has a propensity to be largely project-based, requiring both independent work and interdependent management skills for career success. Learning the skills and knowledge for creating, refining, and sharing work in the Arts, Media, and Entertainment industry sector promotes teamwork, communication, creative thinking, and decision-making abilities—traits that are necessary to function successfully in the competitive and media-rich twenty-first century. Through the manipulation of sight, sound, and motion, those choosing a pathway from this sector reach out in unique ways to enhance the quality of life for those around them.

**FILM/VIDEO 1**  
5948 Year

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

**FILM/VIDEO 2**  
5949 Year

This course is designed to introduce students to concepts and principles used to pursue a career pathway in film and video production. This course exposes students to the basics of visual storytelling through the creation of storyboards, script writing, basic shot types, camera movements, lighting, audio, and techniques of editing. Students will learn the skills necessary for jobs within the industry such as: producer, director, art director, set design, camera operator, script supervisor, editor, etc.  
*This course meets the UC/CSU a-g requirements in the following category: (g) – Electives.*
Prerequisite: Satisfactory completion of Film/Video 1

ENGINEERING, ARCHITECTURE AND DESIGN SECTOR
This sector is designed to provide a foundation in engineering, architecture, and design for students in California. Students are engaged in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and career preparation in four pathways that emphasize real-world, occupationally relevant experiences of significant scope and depth: Architectural Design; Engineering Technology; Engineering Design; and Environmental Engineering. To prepare students for continued training, advanced educational opportunities, and direct entry to a career, the Engineering and Architecture programs offer the following components: classroom, laboratory, and hands-on contextual learning; project- and work-based instruction; and leadership and interpersonal skills development.

INTRODUCTION TO ENGINEERING DESIGN 5602 Year
An introduction to electronics will be given with an emphasis on electronic assembly techniques. Students will construct a small audio amplifier, computer bug and burglar alarms. Students will learn how to make printed circuit boards, solder, measure continuity, and do simple testing and trouble-shooting procedures using a multimeter. An introduction to electricity, magnetism, component identification, component testing, and electromagnetism will be given.

ELECTRONICS 2 5640 Year
Students will study power supply circuits, amplifiers and radio circuits. Advanced test equipment such as a digital voltmeter and an oscilloscope will be used by the student for testing and trouble-shooting for items they construct. Students will also work with robotics and work with Electronic Circuit Design software, as well as build electrical systems and learn about the Electrical Apprenticeship Programs. Opportunities will be provided for students to participate in contests and events, and field trips to view various companies and colleges.
Prerequisite: Satisfactory completion of Electronics 1

HOSPITALITY, TOURISM AND RECREATION
The Hospitality, Tourism, and Recreation sector provides students with the academic and technical preparation necessary to pursue high-skill, high-demand careers in these related and growing industries. The sector encompasses three distinct, yet interrelated, career pathways: Food Science, Dietetics, and Nutrition; Food Service and Hospitality; and Hospitality, Tourism, and Recreation. The standards are designed to integrate academic and career technical concepts. The anchor standards include Consumer and Family Studies comprehensive technical knowledge and skills that prepare students for learning in the pathways. The knowledge and skills are acquired within a sequential, standards-based pathway program that integrates hands-on projects, work-based instruction, and leadership development such as that offered through FHA-HERO, the California affiliate of Family, Career and Community Leaders of America (FCCLA). Standards in this sector are designed to prepare students for technical training, postsecondary education, and entry to a career.

CULINARY ARTS 1 5121 Year
This course prepares students to understand the scientific principles of nutrition, the relationship of nutrition to health and wellbeing, and careers related to food and nutrition. Instruction includes nutrition and health, safety and emergencies, food safety and sanitation, meal management, food preparation, food purchasing, food in culture, the science of food and nutrition, food costs and production, and food technology. This course provides a solid background for a wide range of careers food science, dietetics and nutrition, as well as food service and hospitality. Students will learn the principles of basic nutrition for use in the selection and preparation of food.

CULINARY ARTS 2 5122 Year
This course prepares students with food production, preparation, and service skills for employment institutional, commercial, or independently owned food establishments or other food and hospitality industry occupations. Instruction includes topics such as planning, selecting, storing, purchasing, preparing, testing, serving and selling of quality food and food products; nutritive values; safety and sanitation; use and care of commercial equipment; management of food establishments; cost and profitability analysis; side work and customer orders; and handling cash and credit transactions.
Prerequisite: Satisfactory completion of Culinary Arts 1
Bellflower High School
Career Technical Education Pathways

**Sector: Transportation**
Pathway: Systems Diagnostics, Service & Repair

**BHS Courses:**
- Auto 1
- Advanced Auto

**Sample Occupations:**
- Service Technician
- Maintenance Worker
- Shop Foremen
- Technical Writer
- Dispatcher
- Engineer
- Investigator/Inspector

**Sector: Building and Construction Trades**
Pathway: Cabinetry, Millwork, and Woodworking Pathway

**BHS Courses:**
- Intro to Woodworking Cabinetmaking
- Film/Video 1
- Film/Video 2

**Sample Occupations:**
- Cabinetmaker
- Cabinet Installer
- Woodworking Machinery Operator
- Custom Millwork Project Estimator
- Woodworking Engineer/Drafter (CAD)

**Sector: Arts, Media and Entertainment**
Pathway: Production and Managerial Arts

**BHS Courses:**
- Film/Video 1
- Film/Video 2

**Sample Occupations:**
- Producers/Directors for Theater, TV, Concerts, & Movies
- Event Planner
- Stage Manager
- Production Manager
- Talent Manager
- Theatrical and Broadcast Technician

**Sector: Manufacturing and Product Development**
Pathway: Graphic Production Technologies

**BHS Courses:**
- Graphic Production Technologies
- Adv. Graphic Prod Technologies

**Sample Occupations:**
- Service Technician
- Maintenance Worker
- Shop Foreman
- Technical Writer
- Dispatcher
- Engineer
- Investigator/Inspector

**Sector: Hospitality, Tourism and Recreation**
Pathway: Food Service and Hospitality

**BHS Courses:**
- Culinary Arts 1
- Culinary Arts 2

**Sample Occupations:**
- Executive Chef
- Research Chef
- Food Expeditor
- Restaurant Manager
- Banquet and Catering Director

**Sector: Engineering and Architecture**
Pathway: Engineering Design

**BHS Courses:**
- Intro to Eng. Design
- Principles of Engineering

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

**BUSINESS SKILLS**

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

**WORD PROCESSING**

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

**WORD PROCESSING 2**

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

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**ENGLISH LANGUAGE DEVELOPMENT (ELD)**

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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Steps</th>
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<tbody>
<tr>
<td>1. ASSESSMENT OF ENGLISH PROFICIENCY</td>
<td>• Student must score English proficient on the CELDT, which means the overall score is Early Advanced (4), Advanced (5) and Listening, Speaking, Reading, and Writing scores must be Intermediate (3) or higher.</td>
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| 2. DEMONSTRATION OF GRADE LEVEL BASIC SKILLS | • Student must score as meeting district academic performance indicators for his/her grade level’s current corresponding SBAC Interim Assessment or annual summative SBAC with a score of 3 or above.  

  • Student is meeting district progress monitoring indicators in writing using a grade level appropriate rubric applied to a current on demand writing sample. |
| 3. TEACHER EVALUATION OF ACADEMIC PERFORMANCE | • Student is meeting district progress monitoring indicators in ELA AND math or social science or science on their current report card evidenced by a grade of C or better on his/her report card. |
| 4. PARENT OPINION AND CONSULTATION | • Parents or guardians are to be encouraged to participate in the reclassification process, to be provided with a notice advising them of their right to participate, and to be given an opportunity for a meeting with school personnel. |

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

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ELD NEWCOMER

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

BEGINNING ELD

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

INTERMEDIATE ELD

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

ADVANCED ELD

The Advanced ELD class aligns the California English-Language Arts standards and the English Language Development standards to meet the needs of the early advanced and advanced English learners. This course has been carefully designed for English learners to accelerate both their growth in language and literacy. It has also been designed to assist the English learner master the English-Language Arts content standards. Students are concurrently enrolled in their grade level English class. *Students receive elective credit for this course.*
The English language arts standards emphasize reading, writing, speaking, critical thinking, and listening skills. Classes provide students with the opportunity to write about a variety of subjects, focused on practicing the academic forms (analytical, argumentative, expository), with due attention given to the narrative and reflective forms – the basis of all good writing. The department’s goal is to enable students to write effectively and confidently throughout their high school classes and beyond. In service to this goal, students are immersed in core narrative and expository texts, and are taught to read both primary and secondary source material closely. To foster a habit of lifelong reading, instructional time may be devoted to independent reading as well. All classes provide experience and training in reading, writing, speaking, thinking and listening skills. All students will experience a core of literature at each grade level.

9TH GRADE

**ENGLISH 9**

**ENGLISH 9 HONORS**

3250 Year

3261 Year

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

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

10TH GRADE

**ENGLISH 10**

**ENGLISH 10 HONORS**

3420 Year

3431 Year

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

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

11TH GRADE

**ENGLISH 11**

3510 Year

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

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

**AP ENGLISH 11 - Language and Composition**

3530 Year

The focus of this course is on nonfiction prose, rhetorical analysis, argumentation, and synthesis. Students read widely about a topic before crafting a position of their own. Arguments and language are deconstructed so that the elements of effective communication become transparent, accessible, and replicable. Students are expected to read independently, conduct research, and write both informal and formal responses to class readings and to current issues. Formal essays are both on demand timed quick writes and multi-draft essays ranging between 500 and 3500 words in length. In addition to the study of rhetoric, students read works of American literature and consider the issues raised by these texts from an argumentative stance. Successful completion of class requirements will prepare...
ENGLISH 12 3610 Year
This course focuses on British literature studied through the theme of The Individual and Society. Major core works studied include non-fiction books, fiction novels, and drama selections. Students study a variety of the extended works of British literature. This course focuses on close reading, careful analysis, and extensive writing.
Academy Requirement: Students must complete integrated mastery projects that are developed between English, social science, and industrial technology classes.

EXPOSITORY READING AND WRITING (ERW) ENGLISH 12 3616 Year
The goal of the Expository Reading and Writing Course is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of several rigorous instructional modules, students in this year long, rhetoric-based course develop advanced proficiencies in expository, analytical, and argumentative reading and writing. Modules provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors, and to apply those strategies in their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose, to analyze the impact of structural and rhetorical strategies, and to examine the social, political, and philosophical assumptions that underlie the text. In the spring of the junior year, students take standardized tests in English and math; their test results are evaluated for college readiness. Students who test “conditionally” college ready in English at the end of their junior year may demonstrate college readiness during the senior year by taking ERWC and earning a “C” or better during both semesters.

AP ENGLISH 12- Literature and Composition 3630 Year
This college level course will prepare students to take the AP English Literature and Composition examination. Students in this course will learn techniques for the analysis of prose, poetry, and drama, including rhetorical devices, literary elements, literary devices, (such as metaphor and metonymy), sound devices, and literary modes of expression. The course will focus on analysis of style and thematic connections in major novels and poetry through a variety of genres including drama, fiction, narratives, nonfiction and persuasive essays, epics, and sonnets. Students write using a variety of prompts to hone upper level writing skills including thesis statements, organization, pacing, and mechanics. This course may serve as a substitute for first year college literature in some universities; therefore, it models a college course in both content and pacing.
Recommended: Students who pass the AP English 12 class may receive college credit. Therefore, this course models college level work in both content and pacing. It is recommended for students who are advanced on the CST in English/Language Arts, earn a grade of B or better in English 10 Honors, and/or obtain a teacher recommendation.
Prerequisite: Attendance at informational meeting in June of student’s sophomore year and completion of summer homework are required.

ENGLISH ELECTIVES 3840 Year

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

CREATIVE WRITING 3820 Year
Students in this course will explore and produce short stories, drama, poetry, and screenplays. Students will keep a portfolio of their original work and participate in the publication of a creative writing portfolio.
Course Prerequisite: Grade 12; C or better in English
The focus of the Foreign Language program is on meaningful and useful communication in the language. Each language is taught within the contemporary cultural context of countries where the language is spoken. The cultures and customs are explored along with learning to speak the language. Foreign Language classes meet the Foreign Language/Fine Arts graduation requirement when taken in grades 9-12.

SPANISH

SPANISH I

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

Course Prerequisite: C or better in English

SPANISH FOR SPANISH SPEAKERS I

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

Course Prerequisite: Teacher or counselor approval

SPANISH II

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

Course Prerequisite: C or better in Spanish I.

SPANISH FOR SPANISH SPEAKERS II

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

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

SPANISH III

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

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

SPANISH IV

The primary goals for this course are the refinement of communicative skills in the four skill areas of listening, speaking, reading, and writing; the enhancement of strategic competence (communicative strategies); the enhancement of grammatical competence (review of previously learned structures and acquisition of new structures
and uses); and the refinement in understanding Spanish and Hispanic cultures. Students are expected to participate in using Spanish language 100% of the time.

**Course Prerequisite:** A grade of C or better in Spanish III

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

9030 Year

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

**Course Prerequisite:** Satisfactory completion of Spanish III or Spanish for Spanish Speakers II and/or teacher recommendation

**FRENCH I**

9100 Year

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

**Course Prerequisite:** C or better in English

**FRENCH II**

9110 Year

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

**Course Prerequisite:** C or better in French I

**FRENCH III**

9120 Year

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

**Course Prerequisite:** C or better in French II

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

9130 Year

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

**Course Prerequisite:** A grade of A or B in French III and/or teacher approval recommended
Mandarin I 9202 Year
Mandarin 1 is a year-long introductory course for students with no basic knowledge of Mandarin Chinese. It introduces students to Mandarin Chinese through a communication-based approach. Students will learn the fundamentals of the language, history, as well as, the culture by involving high-frequency everyday topics needed to communicate in the classroom and in the community. Some of the cultural topics include traditional holidays and activities, such as Moon Festival, Chinese New Year, and the Dragon Boat Festival. In addition, students will learn Chinese through comparing and contrasting the celebration of Chinese holidays and that of Western holidays such as Halloween, Thanksgiving, Christmas, Easter and any applicable American holidays.

*This course has been submitted for approval for UC/CSU a-g requirements in the following category: (e) – Foreign Language.*

**Course Prerequisite:** C or better in English

Mandarin II 9203 Year
Students further develop their abilities to function in situations they might encounter in a Chinese Mandarin-speaking environment. Students learn how to travel in town, use public transportation and give directions; they learn how to make purchases in stores; and they learn to use the appropriate language in a variety of social interactions. Students learn to appreciate Chinese customs and history in more depth and develop critical thinking skills through the comparisons between Chinese culture and their home culture. Students are expected to participate in class activities using Chinese Mandarin to a large extent.

*This course will be submitted for approval for UC/CSU a-g requirements in the following category: (e) – Foreign Language.*

**Prerequisite:** A grade of “C” or better in Mandarin I.
The Mathematics Department courses provide a sound analytical foundation for citizenship, college and the workplace. The Math Department provides the skills and experiences necessary for students to be computationally competent and mathematically powerful. The standards call for learning mathematical content in the context of real-world situations, using mathematics to solve problems, and developing "habits of mind" that foster mastery of mathematics content as well as mathematical understanding.

The California Common Core State Standards for Mathematics (CA CCSSM)
Common Core Standards reflect the importance of focus, coherence, and rigor as the guiding principles for mathematics instruction and learning. California’s implementation of the CA CCSSM demonstrates a commitment to providing a world-class education for all students that supports college and career readiness and the knowledge and skills necessary to fully participate in the twenty-first-century global economy.

Integrated Math Pathway
The Bellflower Unified School District is proud to offer an integrated math sequence to present the new California Common Core Standards (CA CCSSM). The Integrated Math sequence was designed to optimize the organization of the new standards into a more natural and coherent order. For example, students will receive instruction in Algebra every year. The Integrated Math Pathway consists of three courses (IM 1, IM 2, and IM3) that will eventually replace the traditional sequence (Algebra 1, Geometry, and Algebra 2). The three courses (as a package) are equivalent to the conventional courses (Algebra I, Geometry & Algebra II). We believe that the integrated approach to teaching and learning math will be beneficial to students. It will allow them to see mathematics as more relevant to their lives and enjoy a higher probability of success on standardized tests and be college and career ready. The integrated sequence will be phased in one course at a time, beginning with Integrated Math I, over a three-year period.

INTEGRATED MATH 1
The purpose of Integrated Math 1 is to develop each student’s ability to think mathematically and conceptually. In this course, students will learn how to analyze and model multiple representations of linear functions, inequalities, and systems. Students will learn how to communicate and make connections in order to understand real world situations and use algebraic reasoning to facilitate deeper learning. Students will also learn about exponential functions and how to compare and contrast them with linear functions. Linear and exponential concepts will also be used to identify and create arithmetic and geometric sequences. In addition, students will learn how to apply geometric reasoning with respect to transformations, constructions, and coordinate proofs.

Minimum Course Requirement for 9th and 10th Grade Students

INTEGRATED MATH 2
The focus of the Mathematics II course is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I. Students will expand their experience with functions to include more specialized functions such as absolute value, step, and piecewise-defined. For the Mathematics II course, instructional time should focus on five critical areas: (1) extend the laws of exponents to rational exponents; (2) compare key characteristics of quadratic functions with those of linear and exponential functions; (3) create and solve equations and inequalities involving linear, exponential, and quadratic expressions; (4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning.

Prerequisite INTEGRATED MATH 2: C or better in both semesters of Integrated Math I.

Prerequisite INTEGRATED MATH 2 Honors: Grade of “A” in Integrated Math I and/or teacher recommendation.

ALGEBRA 2
This discipline complements and expands the mathematical content and concepts of Algebra I and Geometry. Students who master Algebra II will gain experience with algebraic solutions of problems in various content areas including the solution of systems, quadratic equations, the binomial theorem, the complex number system, polynomial functions, conics, matrices, logarithmic and exponential functions.

Algebra 2 Prerequisite: C or better second semester of Geometry

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

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

INTEGRATED MATH 2 HONORS*

INTEGRATED MATH 2 HONORS*

ALGEBRA 2 HONORS*

ALGEBRA 2 HONORS*

7470 Year

33
**Prerequisite:** C or better second semester of Geometry and Algebra II

**MATH ANALYSIS HONORS**

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

**Prerequisite:** B or better both semesters of Algebra 2 recommended

A TI-84 Graphing Calculator is required.

**ADVANCED PLACEMENT (AP) CALCULUS A/B**

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

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

Graphing calculator required.

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

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

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

**BUSINESS MATHEMATICS**

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

**Prerequisite:** Students must have completed Algebra 1/Integrated Math 1. Open to incoming Seniors ONLY.

**STATISTICS**

This course provides an introduction to statistics. In addition to learning how to apply statistical procedures, this course explains how to meaningfully describe real sets of data, what the results of statistical tests mean in terms of their practical applications, and how to evaluate the validity of the assumptions behind statistical tests. Topics included are mean, standard deviation, variance, probability, random variables, binomial probability distribution, normal probability distribution, central limit theorem, testing hypotheses, confidence intervals, linear regression, and linear correlation.

**Prerequisite:** C or better second semester of Algebra II, Senior students only
Physical Education is an integral part of the educational process. Students will gain a variety of competencies and knowledge, which will contribute to their health and well-being. The courses are comprehensive, co-instructional programs that are designed to meet the fitness needs of today’s youth.

PHYSICAL EDUCATION 9 8110(Fall)/8115(Spring)
Physical Education for grade nine will teach students health-related benefits of regular physical activity and the skills to adopt a physically active, healthful lifestyle. Students will be asked to demonstrate their knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. Students will be asked to achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. All ninth grade students will be required to take the FITNESSGRAM, a state mandated physical fitness test.

PHYSICAL EDUCATION 10 8140(Fall)/8145(Spring)
Physical Education for grade ten will allow students to become confident, independent, self-controlled, and resilient. Students will develop positive social skills, set and strive for personal, achievable goals. Students will also learn to assume leadership, cooperate with others, accept responsibility for their own behavior, and ultimately, improve their academic performance. Students will add to the standards learned and achieved in grade nine and will be asked to demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. Students may be placed in classes that have both 9th and 10th graders depending on availability.

FITNESS AND CONDITIONING 8210(Fall) 8536 (Spring)
This course, which meets P.E. graduation requirements, features a variety of activities designed to increase the fitness levels of all students. This course will teach students through classroom and physical activity, the components of fitness and the impact of fitness for life-long health. The course features cardiovascular conditioning through powerwalking, running, jumping rope, dance aerobics, and various fitness activities designed to increase strength, flexibility, muscular endurance, and overall health. Course Prerequisite: Students must be in grades 11 or 12.

WEIGHT TRAINING 8536 Semester
This course is offered to provide students with the opportunity to explore weight training as an intensive experience in an activity that they wish to participate in for years to come. Students will be asked to explain the principles of biomechanics of first-, second-, and third-class levers and apply those principles to a variety of lifting techniques. Demonstrate proper spotting techniques for all lifts and exercises that require spotting. Identify and apply the principles of biomechanics necessary for the safe and successful performance of weight training. Establish a set of personal physical fitness goals, using the principles of training, and create a strength-training and conditioning program. Course Prerequisite: Students must pass P.E. in both grades 9 and 10.

ATHLETICS/TEAM SPORTS Semester
The goal of the athletic program is to provide training in sports as an integral part of the educational offerings for secondary students. Each area of athletics is organized to provide students with experiences which fulfill physical and mental training, provide for leadership opportunities, develop cooperation, sportsmanship and fair play, and teach the skills related to each sport. Course Prerequisite: Academic eligibility, coach approval, and athletic director approval.

AEROBICS 8202 Semester
This course is offered to provide students with the opportunity to explore aerobics as an activity they wish to participate in for years to come. In this course, students will learn to demonstrate a physically active lifestyle that provides enjoyment and challenge through aerobic activity. Students will also be able to identify the qualities of aerobic activity that enhance personal enjoyment, evaluate changes in self-responsibility as skills in aerobic activities improve, set personal goals for improved performance and enjoyment of aerobic activities. Students will also be able to perform and evaluate planned and spontaneous leadership assignments and roles in high-level aerobic activities.
The science department offerings are designed to meet the needs of all students with the primary goal of teaching scientific literacy, so that students learn basic concepts, facts, and processes of science, develop an appreciation for science in everyday life, and use thinking skills for lifelong learning.

OCEANOGRAPHY 6370 Semester
This course includes an introduction to ecology (living things and their environment, food and energy in the environment, and cycles in nature), an exploration of human impact on the environment, and a community service project in an area of environmental concern. Half the semester will emphasize life forms found in the ocean and their relationship to their physical environment. This course may be used for either life or physical science credit.

Course Prerequisite: Grades 11 and 12

ENVIRONMENTAL SCIENCE 6380 Semester
The course combines general life science and general physical science, with emphasis on the environment. Students will observe nature in an attempt to better understand the relationships and interactions between organisms and the environment. Emphasis will be placed on current topics pertaining to the environment such as energy use, pollution, and human impact. Environmental science provides useful information that will allow students to make educated decisions for our community, country, and the planet. This course does not satisfy college lab-science requirements but meets graduation requirements as an additional year of science or for elective credit.

Prerequisite: Grade 11 or 12

ADVANCED PLACEMENT (AP) ENVIRONMENTAL SCIENCE 6383 Year
This course is a college level science course that prepares students for the Advanced Placement exam in Environmental Science. The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Writing and math skills are critical. There are numerous laboratory activities that require extended commitments beyond the normal school day. Extensive study is required.

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

EARTH SCIENCE 6249 Year
This course includes Earth's place in the universe, its dynamic processes, the role of energy in Earth's system, biochemical cycles, the structure and origin of the atmosphere and the connections to California's geology. The scientific method is used and science careers are discussed.

Prerequisite: Eighth grade Physical Science

FORENSIC SCIENCE 6280 Year
This course is designed to follow the history of forensic science from the simplest crime solving techniques to today's DNA technology. The class will require students to act as investigators, engaging in many of the processes necessary for a Science-as-Inquiry approach. At various points, students must gather data, think critically and logically about relationships between evidence and explanations, construct and analyze alternative explanations, and communicate scientific arguments. This course does not satisfy college lab-science requirements but meets graduation requirements as an additional year of science or for elective credit.

CRIMINALISTICS 6281 Year
This course builds upon academic themes in Physics, Chemistry, and Biology. Students will be exposed to lecture, demonstrations, problem-solving, experiments, and research in order to develop a better understanding of Forensic Science - the application of hard science and technology to the solution and prosecution of crime. The course is designed to follow the history of Forensic Science from the simplest crime solving techniques to today's DNA technology.

Course Prerequisite: Grade 11 and 12

SURVEY OF BIOLOGY 6202 Year
This course is designed to prepare students for Biology. The areas of study include cells, biochemistry, genetics, microbiology, evolution, comparative anatomy and physiology of the systems, and ecology. Students will utilize basic tools of biology and will learn to apply the scientific method to their studies.

Prerequisite: Grade 10
BIOLOGY

HONORS BIOLOGY

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

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

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

ADVANCED PLACEMENT (AP) BIOLOGY

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

Prerequisite: Grade 11 and 12, a B average in Biology, a B average in Chemistry, and teacher recommendation. Summer Reading: Students will be tested on chapter readings on the first day of school. All assignments will also be due at that time. See instructor for details.

CHEMISTRY

CHEMISTRY HONORS

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

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

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

ADVANCED PLACEMENT (AP) CHEMISTRY

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

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

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

PHYSICS

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

AP PHYSICS 1

Students explore principles of kinematics; Newton’s laws of motion; torque; rotational motion and angular momentum; gravitation and circular motion; work, energy, and power; linear momentum; oscillations, mechanical waves and sound; introduction to electric circuits. The course is based on the "big ideas" in physics, which encompass core scientific principles, theories and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world, such as: (1) Objects and systems have properties such as mass and charge. Systems may have internal structure. (2) Fields existing in space can be used to explain interactions. (3) The interactions of an object with other objects can be described by forces. (4) Interactions between systems can result in changes in those systems. (5) Changes that occur as a result of interactions are constrained by conservation laws. (6)
Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.

**Prerequisite:** Grade 11 or 12; Algebra 2 with B or better; Chemistry with B or better; Physics with a B or better (or concurrent enrollment in Physics) strongly recommended; teacher recommendation.

**ANATOMY/PHYSIOLOGY**

**ANATOMY/PHYSIOLOGY HONORS**

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

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

**SCIENCE ELECTIVES**

**INTRODUCTION TO HEALTH CAREERS**

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

**Prerequisite:** Grade 10, 11, or 12 only
The goals of the History-Social Science curriculum are to develop cultural understanding, civic values, an understanding of the democratic process, and to promote critical thinking and participation skills that are essential for effective citizenship.

### 9TH GRADE

**WORLD GEOGRAPHY**

World Geography is a semester class dedicated to the study of the five geographic themes of location, place, interaction, movement and regions. This course includes rigorous assignments and special projects. **It is an expectation that each student complete a Civic Investigation project relative to the class curriculum and participate in the Annual Bellflower Civics Fair.**

**AP HUMAN GEOGRAPHY**

This year-long course is available to students in grades 9 – 12, and it may be taken in lieu of World Geography. This course is concerned with the ways in which patterns on Earth’s surface reflect and influence physical and human processes. Looking at the world from a spatial perspective, students seek to understand the changing spatial organization and material character of Earth’s surface. Students will utilize geographical tools to learn about population changes, migration patterns, cultural patterns, political organization of space, agricultural and industrial development, and land usage. **It is an expectation that each student complete a Civic Investigation project relative to the class curriculum and participate in the Annual Bellflower Civics Fair.**

**Recommended Prerequisite:** It is recommended that advanced students should take this course only if they received at least a B in their social studies course the previous year. Students who pass the AP Human Geography exam may receive college credit. Therefore, the course models college level work in both content and pacing. **A summer assignment may be required by the instructor in order to enroll in the course.**

### 10TH GRADE

**MODERN WORLD HISTORY**

This is a 10th grade course that deals with the significant developments throughout the world from the late 18th Century to the present. It will emphasize the political, cultural and social events that have shaped modern civilizations. Geography will be studied as it relates to the content of the course. **It is an expectation that each student complete a Civic Investigation project relative to the class curriculum and participate in the Annual Bellflower Civics Fair.**

**ADVANCED PLACEMENT (AP) WORLD HISTORY**

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

**Recommended:** Students who pass the AP World History exam may receive college credit. Therefore, the course models college level work in both content and pacing. **A summer assignment may be required by the instructor in order to enroll in the course.**
11TH GRADE

UNITED STATES HISTORY
The year begins with a selective review of United States history with an emphasis on two major themes: the nation's beginnings and the industrial transformation of the new nation. The remainder of the course emphasizes the major turning points in American history in the twentieth century. It is an expectation that each student complete a Civic Investigation project relative to the class curriculum and participate in the Annual Bellflower Civics Fair.

ADVANCED PLACEMENT (AP) UNITED STATES HISTORY
This college level course for 11th and 12th graders is designed to provide students with the analytical skills and factual knowledge necessary to assess critically the problems and issues in American history, including the analysis of primary documents. This course covers various social, cultural, intellectual and political aspects of the historical growth of the United States in world perspective from early exploration in the 1400's to the present. This course guides students in preparation for the AP exam in American history. It is an expectation that each student complete a Civic Investigation project relative to the class curriculum and participate in the Annual Bellflower Civics Fair.

Recommended: Students who pass the AP US History exam may receive college credit. Therefore, the course models college level work in both content and pacing. A summer assignment may be required by the instructor in order to enroll in the course.

12TH GRADE

UNITED STATES GOVERNMENT/POLITICAL SYSTEMS
This course will provide students with an overview of the general principles, concepts, theories and actual operations of the American political system and contemporary issues. Emphasis is placed on the characteristics of American government and its interactions with the global community. Successful completion of this course satisfies state graduation requirements and prepares college-bound students for an introductory course in political science and develop a better understanding of their economic needs in society. It is an expectation that each student complete a Civic Investigation project relative to the class curriculum and participate in the Annual Bellflower Civics Fair.

ADVANCED PLACEMENT (AP) GOVERNMENT/POLITICAL SYSTEMS
This is an introductory college course in American government and politics designed to assist students in their understanding of U.S. Constitutional underpinnings, political beliefs and behavior, political parties and interest groups, institutions (Congress, Presidency, Courts and the Federal Bureaucracy) and policy processes of the federal and state governments, civil rights and liberties and foreign policy. This course also guides students in preparation for the AP exam in American Government. It is an expectation that each student complete a Civic Investigation project relative to the class curriculum and participate in the Annual Bellflower Civics Fair. A summer assignment may be required by the instructor in order to enroll in the course.

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

ADVANCED PLACEMENT (AP) ECONOMICS
This college level course will prepare students for both the Advanced Placement Examination in microeconomics and the Advanced Placement examination in macroeconomics. This course has been designed to help students develop critical-thinking skills through the understanding, application, and analysis of fundamental economic concepts. Recommended: Students who pass the AP Micro/Macro Economics exams may receive college credit. Therefore, the course models college level work in both content and pacing. A summer assignment may be required by the instructor in order to enroll in the course.
HEALTH
This required course is a contemporary field of study on today's health issues. The issues covered in this semester course are proper nutrition, physical fitness, communicable and non-communicable diseases, abuse, human sexuality, personal safety, life-saving techniques, mental health concepts and some human anatomy.

YEARBOOK
Students selected for this class are involved in the design, layout, and production of the school's yearbook, writing of stories and captions, photography, candid and group events, design and layout of section pages and the overall editorial theme of each year's book. Course may be repeated for credit with permission.
Course Prerequisite: Grades 9-12; Advisor's signature needed, GPA of 3.0 or above; high student motivation; positive attitude

PSYCHOLOGY
This course will provide a study of personality, thinking, learning, heredity and environment, emotion, mental illness, perception, child development, and other aspects of behavior of human beings. This course meets the UC/CSU a-g requirements in the following category: (g) - Electives.
Course Prerequisite: Grades 11-12

OFFICE AIDE
Students that desire to be an office aide must have good grades, attendance, and no disciplinary entries on their student screen. Students in these positions are asked to assist in the day-to-day operations of the offices on our campus. This includes answering phones in a polite and professional manner, taking passes out to classes without disturbing classes, and assisting in the numerous other tasks that an office manager is asked to do. A maximum of fifteen credits may be counted towards graduation.
Course Prerequisite: Counselor approval, Grades 11-12

LIBRARY AIDE
Students are trained to file books correctly in the Dewey System and to read shelves. They assist other students in finding both casual reading books and research materials. Students assist peers in using online and other computer resources. Students assist library clerks with other tasks including textbook processing, stocking, deliveries, book mending, cleaning and other related tasks. A maximum of fifteen credits may be counted towards graduation.
Course Prerequisite: Counselor approval; Grades 11-12

TEACHER AIDE
Students in these positions assist teachers in the instruction of students in various subjects. Students may be asked to translate for students, to tutor students in a one on one fashion, or be asked to lead small group lessons teaching various subject matters. They may also assist the teacher in organizing teaching materials or in the collection and distribution of teaching supplies and materials. Students are not asked to grade student work or enter grades into the computer.
Course Prerequisite: Counselor approval; Grades 11-12

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

ASB/LEADERSHIP
This course is mandatory for all student body officers and ASB appointed positions. These students serve as the student government for Bellflower High School and should be role models for their peers. Their role as leadership students should embody school spirit and BUC Pride. The course will introduce students to the elements of sound organizational and administrative skills and the preparation to implement them with integrity and forthrightness. This course is open to a limited number of students.
Course Prerequisite: Students need a 2.0 G.P.A.; good attendance and have no discipline issues.

PEP SQUAD
Students develop skills in yell leading, song, mascots, and precision drill team. They will develop routines for games, rallies, assemblies, half-time shows, and competitions. The group also develops routines for the next year's tryouts.
Prerequisite: Tryout the previous spring and physical exam on file. Students considering this course should be aware of the requirement of a commitment of time – mornings, evenings, and some weekends.
Fee is required for uniforms taken home.
Thenth paragraph is practical hands-on experience with fire apparatuses, tools, and equipment, and to learn valuable leadership skills through a variety of classroom activities. Students learn skills including writing, interpersonal, and intrapersonal communication, team-building, agenda setting, presentation/facilitation, time management, health and balance, and the closure method. Through the curriculum, students learn to act as team leaders, motivators, role models, and peer facilitators who provide support to their freshman “crew” throughout the year.

California Advancing Pathways for Students (CalAPS)

Bellflower Unified School District and Lynwood Unified School District have formed a partnership that will expand access to career technical education (CTE) for students in both districts and, potentially, across the region. California Advancing Pathways for Students (CalAPS) will allow students to take career technical courses at either district.

CAREERS IN EDUCATION - Course 1
This entry-level course is designed to provide students with knowledge of career opportunities in the field of teaching and other school site educational professions. Basic academic, safety, communication, interpersonal and problem-solving skills are integrated throughout the course. Students will learn about children and adolescents in the areas of physical, intellectual, emotional and social growth and development. Students will learn instructional strategies and how to apply them in the classroom to meet the needs of all students. Students will identify ways to create an environment that stimulates learning and encourages student achievement. Classroom management techniques will be explained, discussed and practiced. Lesson plan organization and assessments are also taught in this course.

ENTREPRENEURSHIP AND INNOVATION - Course 1
This entry-level course trains students to recognize business opportunities and to develop business management skills for starting, operating, and maintaining their own business. It also provides a foundation in business concepts for individuals planning to work in the increasingly competitive corporate world. Students will learn the areas of business planning, accounting, finance, marketing, management, business ethics, and social responsibility. Training includes required hours for participating in and/or operating a business such as a t-shirt printing business or other campus venture under the supervision of the instructor.

FIREFIGHTING OCCUPATIONS - Course 1
This entry-level course provides students an overview of the eligibility and training standards required for careers in fire service that may include firefighting, arson investigating, rescue, and providing emergency medical services. This course introduces students to various aspects of fire behavior and fire science, including: combustion, fuels, and extinguishing agents. Students will gain practical hands-on experience with fire apparatuses, tools, and equipment, e.g., hoses and nozzles, ladders, pumps, and personal protective equipment. Students participate in training first aid, CPR (Cardiopulmonary Resuscitation) and rescue practices.

HEALTH OCCUPATIONS - Course 1
This entry-level course provides students an overview of the eligibility and training standards required for various professions in the health industry and examines the roles and responsibilities of one or more entry-level job titles in the areas of biotechnology, patient care, administrative, operational support services, and community/public health. The goal 66 of the course is to expose the students to diverse career opportunities available in the healthcare field. Units of instruction include medical terminology, introduction to anatomy and physiology, CPR certification, infection control, communication, documentation, ethics, confidentiality, and patient care skills. Students will apply knowledge and skills acquired in the classroom while working in a healthcare environment. Community classroom opportunities are provided to students. Concurrent-related instruction reinforces on-the-job training experiences.

LAW ENFORCEMENT SERVICES - Course 1
This introductory level course provides an overview of the eligibility and training standards required for various professions in law enforcement and examines the roles and responsibilities of the police, courts, corrections, private security, and other U.S. protective agencies. Students will learn the history and the development of law enforcement and the concerns facing law enforcement today including discretion, civil liability, decision-making, and police community relations. Students will gain experience in the area of police communications, report writing, procedures regarding probable cause, warrants, arrests, use of force, and patrol and traffic procedures.
SPECIAL SERVICES

SPECIAL EDUCATION

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

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

GIFTED AND TALENTED EDUCATION (GATE)

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

ADVANCED PLACEMENT PROGRAM (AP)

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

CAREER CENTER

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

CONCURRENT ENROLLMENT

Bellflower Unified School District students may enrich their programs or make up failed courses through concurrent enrollment in the Bellflower High School Credit Recovery or Cerritos College. With prior approval from their high school counselor, students may apply these courses toward high school graduation. Permission forms are available in the counseling centers.
The library is the hub of curricular activity on campus. A wide range of appropriate print, audio-visual, electronic and human resources are available. The library media program facilitates resource-based learning where students access, evaluate and use resources to affect their own learning. Several computers are available for research and academic use. Teachers and the librarian and staff work together to provide research skills, information analysis, technology skills, reading motivation and cultural literacy to all students. Curriculum development, an ongoing evaluation of materials and equipment, and direct work with students are also integral functions of the library media program.

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

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

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

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

Membership for four of a student's last six semesters, including one semester in his/her senior year in high school entitles him/her to:
- Life Membership designation on his/her diploma and school transcripts
- The right to apply for scholarships reserved for Life Members (over 50 colleges and universities offer such scholarships)
- Special recognition at graduation

Most colleges and universities recognize CSF membership as an advantage. When considering an application, most colleges and universities look favorably upon CSF membership. For more information, contact your counselor or the CSF Advisor at Bellflower.
The Civic Learning Initiative is a three-year pilot program. Our mission through the California Democracy School Project is to create lifelong active learners, teach our students to demonstrate respect for themselves and others in a dynamic, diverse and global society, create responsible, informed, productive, independent and contributing citizens, and create citizens who can perform successfully in their chosen field and in society. Bellflower High School has an incredibly diverse student population – and that diversity represents various levels and backgrounds in how civic responsibility is defined. One of our goals is to give them a common “civic” ground. Our mission is to introduce our diverse population to the American democratic system. There is no better way for students to understand their roles as responsible citizens than to actually get involved with issues that are important to them.

The Civic Learning Initiative is an ongoing community outreach and support program that takes place in the History-social science classrooms of Bellflower Middle and High school. Students actively work with historical texts and ideas, to support their understanding and response to their current community environment. The Civics Initiative culminates with a civics fair in which all students show off their year-long civics project work, the fair is open to the community at large and all students and staff of Bellflower. The staff in charge of teaching and preparing the Civics Initiative has been recognized for their efforts as an outstanding example of what the Civics Initiative can become at a school site if properly utilized.

Through various classroom activities/projects in history/social science classes, students will integrate their personal concerns with concerns about the larger world and the common good. As they explore, they engage in rigorous academic work, display high-level cognitive skills, develop mutual respect, and slowly recognize that they are a small part of something larger.