

## Dear Parents of Future HBHS Oilers:

This guide is a brief introduction to the guidance services available at Huntington Beach High School. It is designed to assist you in making class selections with your student. Included in this guide are graduation requirements, an outline of the placement criteria, college admission requirements, and a brief description of the courses available to freshmen.

Our goal at HBHS is excellence...in academic performance, in character development of students, in role-modeling by staff, in co-curricular activities, in athletics, and meaningful guidance programs. If you have any questions, please contact one of the guidance staff listed on the inside of the back cover.

### **HBHS GRADUATION REQUIREMENTS**

<b>GRADUATION REQUIREMENTS</b>	<b>YEARS</b>	<b>CREDITS</b>
English	4	40
World History	1	10
U.S. History	1	10
U. S. Government	½	5
Economics	½	5
Advanced Math (Algebra or above)	1	10
Mathematics	2	20
Earth Science	1	10
Life Science	1	10
Physical Education	2	20
Visual & Performing Arts/Foreign Language/Applied Curriculum (one year Foreign Language or Visual & Performing Arts)	1 ½	15
Health	1/2	5
Elective Credits		60
<b>TOTAL</b>		<b>220</b>
Pass CAHSEE (H.S. Exit Exam)		

### **COLLEGE ADMISSION REQUIREMENTS**

The following information is based on the University of California/California State University admission requirements. These are typical of most universities, however be sure to check with your college of choice to determine specific requirements. This information is available in the Career Center at HBHS.

<b>UC/CSU Admission Requirements (a – g requirements)</b>	<b>YEARS</b>
U.S. History	1
World History or AP European History	1
College Prep English, AP recommended	4
Advanced Math (Algebra 1, Geometry, Algebra 2 or Algebra 2/trig.)	3
Laboratory Science	2
Foreign Language	2
Visual or Performing Arts	1
Additional Academic Electives are required. These include a third year of science, foreign language, and a fourth year of math, social science, advanced visual or performing arts	1

In addition, the SAT I or ACT exams are required.

## COURSE PLACEMENT CRITERIA

In order to ensure student success, there are specific criteria that are used to place students in their classes. These include:

- *Performance on placement tests (math and reading)*
- *Standardized test scores*
- *Teacher recommendations*
- *Course prerequisites*
- *Student grades*

Eighth grade teacher recommendations are seriously considered when placing students.

## REQUIRED COURSES FOR FRESHMEN

All students are enrolled in a sequence of courses they must complete based on their grade level. For freshmen, one class from each of the following content areas is required: English, Math, Science, Health and Physical Education.

Additionally, they must have **one** elective class from the following areas: Business, Foreign Language, Industrial Arts, Performing Arts, and Visual Arts, Consumer/Family Studies, and Social Studies.

**ENGLISH**

### **\*ENGLISH 1**

English 1 is a literature-based course, which introduces the basic literary genres through representative works and authors. The curriculum reflects an integration of writing, vocabulary, speaking and listening, and library research skills. English 1 meets university entrance requirements and is approved for Scholar with Distinction, Scholar with Honors and Scholar with Expertise programs.

### **\*ENGLISH HONORS 1**

English Honors 1 is a challenging year-long literature/composition (see English 1 description) that meets college entrance requirements and is approved for Scholar with Distinction, Scholar with Honors, and Scholar with Expertise Programs. Daily homework, in-class assignments, and long-term projects demonstrate such critical thinking skills as evaluation, interpretation, reflection, and synthesis.

***Prerequisite: Teacher recommendation, summer assignment and a writing sample may be required.***

*\* approved by the UC/CSU systems to meet “a–g” subject requirement*

## **READING**

### **DEVELOPMENTAL READING I (Test score determines placement)**

Developmental Reading I emphasizes basic skills in vocabulary strategies, independent reading, listening, comprehension, interactive reading, fluency, reading across the curriculum and technology.

### **DEVELOPMENTAL READING II**

Developmental Reading II is the final level in the reading program. This class is a continuation of Developmental Reading I. This class focuses on test taking strategies, CAHSEE remediation and test preparation activities. This class emphasizes listening, comprehension, reading across the curriculum, and technology.

# Program for English Language Learners (PELL)

\*\* ELD - English Language Development

**NOTE:** Students enrolled in an ELD course must also be enrolled in English LEP (Limited English Proficient). English LEP and ELD classes are designed for those students whose first or primary languages are languages other than English. In these classes, students develop standard fluency in oral and written language in order to compete equally with students whose first language is English and in order to succeed in classes for native speakers of English.

English LEP classes follow the state curriculum and students may remain in an English-LEP/ELD level for more than one year for credit, or may be moved to higher levels as their levels of fluency increase. English LEP classes meet graduation requirements for English credit; ELD classes receive elective credit.

## **ENGLISH 1 LEP / ELD 1**

These courses are designed for entry-level speakers of English as a second language. Students will acquire survival vocabulary and learn the basic structures of English, including simple and progressive verb tenses. They will learn to read and write standard English and read adapted works of core literature at a beginning level.

## **ENGLISH 2 LEP/ELD 2**

These courses are designed for intermediate speakers of English as a second language. They will continue to acquire vocabulary and understand the grammatical structures of English, including the perfect and conditional verb tenses. They will read and write increasingly complex standard English and study adapted works of core literature recommended by the state of California. The English curriculum focuses on the academic uses of English, while the ELD 2 classes focus on oral fluency and the specific difficulties of English as a second language.

This course may not be used to meet university admission requirements or for the district Academic Recognition Program.

## **ENGLISH 3 LEP/ELD 3**

English 3 LEP and ELD 3 are for those non-native speakers of English who have almost native-level fluency but need additional refinement of skills in order to succeed in classes where only English is used and where the specific difficulties for non-native speakers are not addressed. Students will continue to increase vocabulary, develop writing skills and read core works of literature. English 3 LEP emphasizes the academic uses of English, while the ELD 3 class focuses on oral fluency and the specific difficulties for speakers of English as a second language.

Adjustments in the LEP 3/ELD 3 combination may be made according to student achievement with PELL coordinator approval.

This course may not be used to meet university admission requirements or for the district Academic Recognition Program.S

### **ENGLISH 1 SHELTERED**

English 1 Sheltered is a literature-based course, which introduces the basic literary genres through representative works and authors. The curriculum reflects an integration of writing, vocabulary, speaking and listening, and library research skills.

## **SOCIAL STUDIES**

### **\*WORLD GEOGRAPHY HONORS**

World Geography Honors is designed for the strongly motivated, academically accelerated student. The class studies the political, economic, and cultural characteristics of man and his environment. The themes of Geography provide a unifying matrix for the course: the interrelations of humans and their environment; patterns of location of human activities; patterns of human variations: regional, national, and global; problems of human welfare, such as urbanization, hunger, pollution, disease, population, poverty, aging, resource depletion, industrialization and global interdependence. This course fulfills an elective graduation requirement and may be used in fulfillment of the one- year academic elective requirement of the universities.

### **\*WORLD GEOGRAPHY HONORS MUN**

This course incorporates a basic geography course of study into the Model United Nations format. Students will represent various nations in simulated UN committees, which will develop resolutions that attempt to solve modern day problems. These include social, economic, and political issues. Students will learn to work together and will develop skills in the areas of public speaking, research, and problem solving. Students will also attend three local novice conferences. This course fulfills an elective graduation requirement and may be used in fulfillment of the one- year academic elective requirement of the universities.

**NOTE:** MUN is a 4-year program. Students are encouraged to participate freshman through senior year. More information about the MUN program may be obtained from the program's coordinators.

# MATH

## **\*ALGEBRA A/B**

This course extends the first semester of regular Algebra 1 material through one year and is designed for students who have had difficulty with the fast pace of previous courses. The complete 4-semester sequence meets one year of the University of California requirement for Algebra 1. Each course must be completed satisfactorily and in sequence.

**\*Meets the Algebra 1 requirement for Scholar with Expertise but is not approved for Scholar with Distinction or Scholar with Honor programs.**

\*approved by the UC/CSU systems to meet “a-g” subject requirement

## **\*ALGEBRA C/D**

This is the second year of the Basic Algebra C/D program and completes a full year of Algebra. This course extends the second semester of Algebra 1 material through one year and is designed for students who have had difficulty with the fast pace of previous courses. The complete 4-semester sequence meets one year of the University of California requirement for Algebra 1. Each course must be completed satisfactorily (Grade of “C” or better) and in sequence.

## **\*ALGEBRA 1**

This course is a rigorous introduction to Algebra 1, designed to prepare for Algebra 2/Trigonometry. Topics covered include, solving equations in one and two variables, absolute value and inequalities, exponents and roots, factoring, graphing linear equations/inequalities, quadratic equations, solving quadratic equations, simplifying radicals and solving radical equations, simplifying and solving radical expressions/equations, functions and relations.

## **\*ACCELERATED GEOMETRY**

This rigorous one-year course studies Euclidean geometry through the principles of logic, deductive reasoning, formal proof and indirect proof. The course includes study of measurement, angles, perpendicular and parallel lines, congruent and similar triangles, polygons, right triangles, coordinate geometry, circles, area of polygonal regions, constructions and volume of solid regions. ***Students must pass geometry placement exam to enroll in accelerated geometry.***

## **\*ALGEBRA 2**

This course expands the concepts of Algebra 1 to develop skills in algebraic manipulations necessary for the study of higher math. Content of the course specifically includes solving equations in one, two and three variables; factoring, relations and functions; conic sections, rational and irrational numbers; complex numbers, quadratic system, exponents, and logarithms and sequences and series. Algebra 2 is designed for college-bound students who do not intend to enter the university as math/science majors.

\* approved by the UC/CSU systems to meet “a-g” subject requirement

# SCIENCE

## **LIFE SCIENCE**

Life Science is a one-year freshman level non-lab class. It consists of cell biology, a survey of the kinds of living things, the human body, genetics, ecology, and changes in organisms over time. Meets life science graduation requirement.

## **LIFE SCIENCE/LEP**

Life Science is a one-year freshman level non-lab class. It consists of cell biology, a survey of the kinds of living things, the human body, genetics, ecology, and changes in organisms over time. Meets life science graduation requirement. This program is designed to support the Limited English Student.

## **\*BIOLOGY**

Biology is a lab science designed for all college preparatory students. The course includes the biology of the cell, genetics, microbiology, ecology, and the biology of evolution. The investigative approach is emphasized and laboratory techniques are used extensively. This course meets the life science graduation requirement and meets the laboratory science requirement for the University of California, California State University and the Scholar Program.

### ***Prerequisite:***

- ***At grade reading score on Gates-MacGinitie assessment***
- ***“A” or “B” in 8<sup>th</sup> grade science class***
- ***Teacher recommendation***

## **HEALTH SCIENCE**

The Health class has been designed to align with the California State Health Framework. This course will emphasize the themes of health literacy and decision making skills. The unifying ideas included are, “Acceptance of personal respect for lifelong health, respect for and promotion of the health of others, and an understanding of the process of growth and development.” (California State Health Framework) Students will focus on making healthy choices, personal safety, mental and emotional health, social and family health, nutrition and fitness, diseases and disorders, prevention of substance abuse, and family life education.

# World Language

## **\*SPANISH 1**

Spanish 1 is the first part of a four-year sequence. Course content focuses on the development of skills in listening, speaking, reading and writing with emphasis on communication in the Spanish language and mastery of a core vocabulary. Students are given an introduction to basic expressions, grammar, and Spanish culture.

## **\*SPANISH 2**

Spanish 2 is a continuation of Spanish 1 with emphasis on communication skills, review and expansion of fundamentals of grammar, a core vocabulary, and culture.

## **\*ESPANOL UNO**

Espanol Uno is a year-long course designed to improve students' ability to read, write, understand and speak formal Spanish. The readings and classroom discussions take students through an exploration of the self and the Hispanic culture in the United States and Latin America. In addition, students learn about the Arts and its importance to the Hispanic culture. This course introduces students to Latin American and Mexican American culture.

## **\*ESPANOL DOS**

Espanol Dos is a year-long course, which emphasizes critical thinking, writing, vocabulary development, listening to different Spanish dialects and speaking in an academic register. The readings and classroom discussions will take students through an exploration of the Hispanic world in the American continent and Europe. Espanol Dos students will continue learning the principles of Spanish orthography to bring up areas of grammar that are known to be particularly difficult for Hispanic bilinguals and to raise awareness of textual organization and composition. Students write different types of essays for a variety of audiences and purposes. Students will make oral presentations so that they can practice their spoken language.

## **\*FRENCH 1**

This course is designed as the first part of a four-year sequence. Course content focuses on the development of skills in listening, speaking, reading, and writing with emphasis on communication in the French language and mastery of a core vocabulary. The Rosetta Stone level one program is used weekly to encourage fluency. Also included is an introduction to basic expressions, grammar, and French culture.

## **\*FRENCH 2**

This course is a continuation of French 1 with emphasis on communication skills, review and expansion of fundamentals of grammar, a core vocabulary, and culture. The class is conducted primarily in French, which creates an environment in which the student will carry on a simple conversation in the language. The Rosetta Stone level 2 program is used weekly to encourage fluency.

### **\*AMERICAN SIGN LANGUAGE 1**

This course teaches the basics of American Sign Language and is the first course in a 3-year sequence. Similar to other foreign languages, students will learn to communicate silently and visually. Along with learning to sign, students will practice finger spelling and will learn about deaf culture.

- *approved by the UC/CSU systems to meet "a-g" subject requirement*

## **Non-Departmental**

### **AVID 1**

AVID-Advancement Via Individual Determination: This program provides support to the academic middle students who wish to take advanced classes. An application is required; meets elective credit for graduation.

### **YEARBOOK**

This class is responsible for the school yearbook. Course emphasis is on production and innovation. The students are actively engaged in designing layouts, writing copy, and taking photographs to be used in the yearbook.

## **Business Education**

### **VIDEO GAME BUSINESS AND DEVELOPMENT**

This course teaches the basics of video game development. Students will learn basic game programming and are taught to combine their technology skills with their passion for gaming. We will discuss a variety of topics including different types of games, game design, and the business of video games.

### **NEW MEDIA**

New Media is an introductory multimedia course. Students will use technology tools that will allow them to incorporate text, graphics, sound, animation and video into their work. Students will apply design elements and principles to projects ranging from print media publications, digital presentations, and website design. Some of the programs that will be used include: Power Point, Photo Shop, Movie Maker, In Design, Virtual Business Retailing and Dreamweaver.

# Industrial Technology

## Scholar With Expertise Focus Area

**Note:** Lab Donation Requested

### **CAREER TECHNOLOGY**

This Technology course will uncover how technology affects social, economic and environmental aspects of society. Through cooperative learning experiences students will formulate opinions, predict future outcomes and draw inferences as to how technology will affect present and future society. Each student will participate in many different laboratory settings where they will utilize the principles of engineering to design and build solutions to technological problems.

### **COMPUTER AIDED DESIGN**

This course provides the necessary training in the use of modern Computer Aided Design (CAD) programs that are used in industry. This class prepares students toward obtaining SolidWorks Computer Aided Design (CAD) Certification. After completing this course, you will be able to produce engineering and architectural drawings.

### **\*PHOTOGRAPHY 1**

Photography 1 is a one-year course in beginning camera and black and white darkroom techniques. Emphasis is placed upon using the photographic process as an art expression; aesthetic as well as technical components are addressed. The course includes the study of visual qualities; creative expression; criteria for analyzing, interpreting, and judging photographic works; and the historical and cultural aspects of photography. Other topics covered are understanding the camera, using light as a tool, processing film, evaluating negatives, printing, enlarging, finishing, and mounting.

# Consumer and Family Studies

## Scholar With Expertise Focus Area

**Note:** Lab Donation Requested

### **FOODS I**

Foods I is a course designed to introduce students to nutrition, health, food selection and preparation, and meal planning. Knowledge of safety and sanitation, use and care of equipment, measuring techniques, and acceptable social practices related to food serving are developed. Students practice decision making and management skills, and apply knowledge through laboratory experiences.

- *approved by the UC/CSU systems to meet "I" subject requirement*

# Visual and Performing Arts

## Scholar With Expertise Focus Area

**Note:** Lab Donation Requested

### **\*ART 1-Foundation Art**

Art 1 is an exploratory course in the appreciation and use of the principles and elements of art fundamentals which underlie the creation of all things. Opportunities are provided in a wide variety of media and materials.

### **STUDIO ART**

This course is intended for highly motivated students committed to serious study in art. Various media and techniques at an advanced level will be emphasized. Personal progress and critiques will be addressed also.

### **PE MARCHING BAND**

Marching Band is a performance class, which develops skills relative to the contemporary marching band medium. Instrumental technique, marching technique, musicianship, and performance skills are included in the daily curriculum, which culminates in several required public performances (home football games, marching band tournaments, and other school and community events). PE credit may be received. While experienced musicians are encouraged, beginners with enthusiasm will be accepted with instructor approval. Fall semester only. Concurrent enrollment in Wind Ensemble required.

### **INSTRUMENTAL I**

One year entry level course open to all students with a basic performance level on band instrument. This course may be taken concurrently with Marching Band. This course is designed to increase the knowledge, skill and musical ability of each student, and to develop aesthetic values and cultural awareness through critical listening and instrumental performance. Emphasis will be on stages of portfolio preparation as a foundation for advanced study.

### **GUITAR**

Learn to play guitar in the HBHS “state of the art” music lab. This course assumes no prior knowledge of the instrument and students will study 20<sup>th</sup> century music, basic music theory and Apple’s Garage band software. Advanced guitarists will have an independent study program. This course is considered a pre-academy class for the Academy for the Performing Arts Commercial Recording Arts Department. Students will also learn video production techniques to promote their art via “personal branding”.

### **\*THEATRE I**

Theatre I is a general study of and experience in basic techniques wherein students have the opportunity for originating, creating, performing, and interpreting dramatic literature on the stage for an audience.

### **\*DIGITAL CINEMA THEORY**

Produce television shows, short films, web pages, and more. Explore how and why we use the media by screening and critiquing films, TV shows, and websites. Learn how to work a camcorder, surf web, and burn CDs. Earn UC arts credit...at the same time. Students will also learn Apple, Life Software and Music Applications via garage band and our guitar lab.

*\* approved by the UC/CSU systems to meet "f" subject requirement*

## **Academy for the Performing Arts**

**Audition and Teacher Recommendation are required to be placed in program.**

## **Physical Education**

### **PHYSICAL EDUCATION: 1**

This is a one-year course required of ninth grade students. The course is comprised of the following: motor learning, biomechanics, exercise physiology, human growth and development, psychology, aesthetics, sociology and historical perspectives. The goal of the class is for the student to become educated, physically fit, and committed to lifelong health.

### **PHYSICAL EDUCATION ACCELERATED**

This is a one-year course required of ninth grade students who are participating in athletics. The course is comprised of the following: motor learning, biomechanics, exercise physiology, human growth and development, psychology, aesthetics, sociology and historical perspectives. The goal of the class is for the student to become educated, physically fit, and committed to lifelong health. Students must be in a sport or intend on try-out for a sport.

### **PE CHEER ENSEMBLE/CHEER ENSEMBLE**

This course is designed for students with advanced levels of dance ability. Emphasis will be placed on choreography, appropriate dance movements, style, creative movement, and music selection. Students will perform for live audiences and at competitions.

Performances will include at least six performance/competitions and 18 school-related performance/activities. Students are selected by audition and teacher approval. First semester may meet the PE requirement for graduation.

## **PE FLAG ENSEMBLE/FLAG ENSEMBLE**

This performance ensemble is an adjunct group of the Band Program. The Flag Ensemble is also known as the "Color Guard." It is designed for beginning and experienced students alike. Students will develop technical skills on standard color guard equipment – flags, rifles, sabers – as well as body movement and dance skills. In the Fall, students will perform with the Oiler Marching Band at competitions and football games. In the Spring, performances are primarily at "winter guard" competitions. These performances are required as part of the grade.

# Athletics

## Scholar With Expertise Focus Area

### Important notes about athletics:

Placement on an athletic team may involve tryouts, participation in summer camp, and/or coaches approval.

Once a season has ended **all** athletes will be assigned to an athletic conditioning class. If there is no out of season program.

Students enrolling in a Spring Sport may be enrolled in PE first semester.

Girls may enroll in a boys' sport which has no girls' equivalent, such as football or wrestling.

<b>ATHLETICS Registration indicates your interest; try-outs may be required</b>	
<b>Fall Sports</b>	
Water Polo	Boys
Football	Boys
Cross Country	Boys
Surfing	Coed
Frosh Football	Boys
Golf	Girls
Tennis	Girls
Volleyball	Girls
Field Hockey	Girls
Cross Country	Girls
<b>Winter Sports</b>	
Basketball	Boys
Soccer	Boys
Wrestling	Coed
Basketball	Girls
Soccer	Girls
Water Polo	Girls
<b>Spring Sports</b>	
Track	Boys
Tennis	Boys
Swimming	Boys
Volleyball	Boys
Baseball	Boys
Golf	Boys
Track	Girls
Lacrosse	Boys
Softball	Girls
Swim/Dive	Girls
Accelerated	Boys/Girls

## For Additional Assistance...

The HBUHSD “Planning Guide for Parents and Students” will be sent to you in August. It contains information regarding weighted courses, graduation requirements, academic recognition, college entrance requirements and the STAR program (Specialized Training/Talent Achievement Recognition).

- If you have specific questions regarding registration, contact your Guidance Specialist.

### Huntington Beach High School

1905 Main Street – Huntington Beach, CA 92648 (714) 536-2514

<b>TITLE</b>	<b>NAME</b>	<b>EXTENSION</b>
<b>Principal</b>	<b>Mrs. Janie Hoy</b>	<b>4401</b>
<b>Assistant Principal, Guidance/Curriculum</b>	<b>Mr. Jason Ross</b>	<b>4404</b>
<b>Assistant Principal’s, Supervision/Attendance</b>	<b>Dr. Karen Dabney (10 &amp; 12) Mr. Kevin Seidel (9 &amp; 11)</b>	<b>4403 4406</b>
<b>Assistant Principal, Activities/Athletics</b>	<b>Mrs. Shelley Morris</b>	<b>4408</b>
<b>Athletic Director, Boys</b>	<b>Mr. Roy Miller</b>	<b>4275</b>
<b>Athletic Director, Girls</b>	<b>Mr. Eric Lo</b>	<b>4275</b>
<b>Guidance Specialist</b>	<b>Mrs. Nancy Muschetto A-Gon</b>	<b>4423</b>
<b>Guidance Specialist</b>	<b>Mrs. Linda Gardner Good-Oj</b>	<b>4422</b>
<b>Guidance Specialist</b>	<b>Mrs. Candice Supernaw Ok-Z</b>	<b>4421</b>
<b>Career/College Specialist</b>	<b>Mrs. Martha Wait-Hubner</b>	<b>4435</b>
<b>ROP Career Specialist</b>	<b>Mrs. Hope Mares</b>	<b>4436</b>
<b>School Counselor</b>	<b>Ms. Kathy Cadigan</b> <b>A-Z</b>	<b>4470</b>



# HUNTINGTON BEACH HIGH SCHOOL REGISTRATION WORKSHEET FOR FRESHMEN

Please fill out this registration worksheet with your child. All incoming 9th grade students are asked to return the signed and completed worksheet to their Guidance Specialist at the time of registration. As you select classes, keep in mind your child's future goals, interests, abilities and the academic level of your child's current classes.

Name: _____	
<b>Course Categories</b>	<b>(ALL FRESHMEN MUST TAKE 6 CLASSES.)</b>
	<i>Please select one course from each category:</i>
English	<input type="checkbox"/> English 1 <input type="checkbox"/> English 1 Honors <input type="checkbox"/> English LEP *
Math	<input type="checkbox"/> Basic Algebra <input type="checkbox"/> Algebra 1
Science	<input type="checkbox"/> Life Science <input type="checkbox"/> Biology <input type="checkbox"/> Science LEP*
Physical Education	<input checked="" type="checkbox"/> PE 1 <input type="checkbox"/> Band      Sport Desired _____
Health (required)	<div style="display: flex; align-items: flex-start;"> <div style="flex: 1;"> <input checked="" type="checkbox"/> Health         </div> <div style="flex: 2; border-left: 1px solid black; padding-left: 10px;"> <p style="font-size: small; margin: 0;">**One of the following electives will be paired with Health 1<sup>st</sup> or 2<sup>nd</sup> semester. Your elective choice is <u>NOT</u> guaranteed due to limited space.</p> <input type="checkbox"/> Career Technologies    or    <input type="checkbox"/> Foods 1  <input type="checkbox"/> TV Theory/Production  <input type="checkbox"/> Video Game Development  <input type="checkbox"/> New Media         </div> </div>
Electives (choose 1)	<input type="checkbox"/> Reading (Placement is based upon test scores) <input type="checkbox"/> Spanish <input type="checkbox"/> Espanol Uno <input type="checkbox"/> Espanol Dos <input type="checkbox"/> French <input type="checkbox"/> ASL (American Sign Lang.) <input type="checkbox"/> Art <input type="checkbox"/> Ceramics <input type="checkbox"/> Guitar <input type="checkbox"/> Photo <input type="checkbox"/> Computer Aided Design
	<input type="checkbox"/> AVID <input type="checkbox"/> MUN <input type="checkbox"/> World Geo Hon.

\*Note: Some classes may be assigned based on test scores and 8<sup>th</sup> grade teacher recommendations. Reading placement will be verified by test scores. Foreign Language is recommended for students reading at or above grade level and earning A's and B's in 8<sup>th</sup> grade.

\* LEP – Limited English Proficient

Parent Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_