

# Millennium High School Course Catalog

## 2018-2020



## HISTORY/SOCIAL SCIENCE (4 years required)

### **Geography/Anthropology: (5916)**

This course familiarizes students with the regional geography of Africa, Australia, South and North America, Europe, and Asia. Students learn about the distribution and relationships among various physical and human phenomena throughout these regions, but this course's primary objective is to have students understand why these distributions occur by analyzing the various physical (climate and landforms etc.), cultural, historical, economic, political and demographic elements that produce them. **(MHS, UC, CSU)**

### **World History: (1503)**

This course is designed to introduce students to the key events that had a lasting and persistent impact on modern human history from the late 18<sup>th</sup> century to the present. The course delves into the industrial revolution, the rise of capitalism and the communist rebuttal, imperialism, the causes and consequences of the World Wars, the impact of the cold war, and finally the rise of globalization. The purpose of this course is to give students a background and context for modern history and the present state of the world by tying it to the respective historic, geopolitical, cultural, and economic issues. This course will be presented in such a way that encourages personal reflection about the complexities and path of modern history, which will result from a variety of perspectives on world conflicts and issues being presented during the course. **(MHS, UC, CSU)**

### **U.S. History: (7253)**

This course familiarizes the student with the events that shaped modern America. Special attention will be paid to the formation of the government, the key individuals involved in the formation and the progress of this system throughout time. Major events such as The Industrial Revolution, World War II and the Cold War will be considered as they pertain to transformation of the country and an emphasis on relating the events of U.S. History to events of the current day will also be made. **(MHS, UC, CSU)**

### **American Government: (1551)**

This course is an introduction to government and politics through the study of the government of The United States. Special Consideration will be paid to the Constitution, Legal Process, How Media influences Government, The Structure of Political Parties and Elections and Campaigns. The purpose of the course is to look behind institutions, practices, and benefits to appreciate how we are governed. We shall examine some of the major institutions of American government, some of America's political processes, and some of the key forces competing for power in the U.S. to see how decisions in the areas of economic, social and foreign policy are reached. **(MHS, UC, CSU)**

**Economics: (7382)**

This course is an introduction to the methodology and analytical tools used by economists. Economic theory, policy and history are examined with major emphasis placed on macroeconomics and microeconomics. **(MHS, UC, CSU)**

**English (4 years required)****English 1P: (1003)**

English 1P is designed to begin student's preparation for college. Students read novels, nonfiction works, plays, short stories and poetry. Students learn to analyze and compare works in terms of theme, historical influence and literary devices. Students study vocabulary, word roots and develop speaking and listening skills. They also learn to produce a variety of writing including but not limited to; narrative, short stories, expository, journals, persuasive, cause and effect, compare and contrast and research essays. **(MHS, UC, CSU)**

**English 2P: (1133)**

Writing: This class will help students discover and develop the writing processes to bring their proficiency to the level necessary for entrance into their respective curricula. The class will guide students through the process of starting, composing, revising, and editing. The class will emphasize strategies within the writing process to help students with specific writing situations. Students will develop techniques to improve clarity of writing and raise proficiency to the level necessary for entrance into particular curricula.

Literature: Each class will read a minimum of 5 books from the reading list. The works will be read in their entirety. Classes will focus on major elements of literature such as characterization, figurative language, theme, style devices, plot, conflict, tone, mood, point of view. Students will read short narratives, passages, short stories, and articles to help make inferences, draw conclusions, detect relationships between generalizations and supporting details, interpret graphic aids, and basic library skills. **(MHS, UC, CSU)**

**English 3P: (1263)**

English 3P (American Literature) is a junior level course intended to introduce students to literature from all different periods in the nation's history with a year-long emphasis on the pursuit of the American Dream. Students will write essays weekly and the course will have strong emphasis on vocabulary development, growth and independence through literature, grammar, reading comprehension and higher level thinking skills such as interpreting symbolism, diction, imagery, and tone. Students will be exposed to short stories, non-fiction pieces, traditional literature and poetry. The class will center on student involvement and discussion as well as written reflection, oral presentations, and various assessments. **(MHS, UC, CSU)**

## **English 4P: (1383)**

**Writing:** The class will emphasize strategies within the writing process to help students with specific writing situations. Students will develop techniques to improve clarity of writing while developing writing fluency and editing for grammatical and mechanical accuracy. The class will guide students through the process of starting, composing, revising, and editing.

**Literature:** The reading emphasis is on contemporary nonfiction works, novels, short stories, plays, and poetry. A minimum of five works from the reading list will be read in their entirety. Students will concentrate on major elements of literature such as characterization, figurative language, symbolism, theme, style devices, plot, conflict, tone, mood, point of view. With a focus on analysis, students will learn through writing, discussion, debate and research based activities. **(MHS, UC, CSU)**

## **Mathematics (4 years required)**

### **Basic Math: (6400)**

High School Preparation for Math Applications:

This course focuses on critical prerequisite topics that are central for success in Introduction to Algebra. Students work in an environment that requires partnership work, oral responses to the teacher in class, some individualized learning through technology, and clear, personal feedback each week. The course includes teacher directed instruction at a pace appropriate for the class. The course assesses where each student is at the start of the year and tracks growth every month. By the end of the year, students are learning the basics of topics taught in Pre-Algebra, such as the Distributive Property, properties of exponents, solving equations, and inequalities. **(MHS)**

### **Introduction to Algebra: (2076)**

This course introduces students to algebraic concepts and prepares them to be successful in Algebra. The course provides a quick overview of basic mathematical skills in whole numbers, fractions, and decimals and percentages, which then progresses, to exponents, algebraic expressions, equations, square root, simplest radical form, solving inequalities, graphing and coordinate planes, working with polynomials for addition, subtraction and multiplication, factoring including quadratic formula. Students who receive an A or B+ in this course are entitled to take Algebra 1 in FAST TRACK. **(MHS)**

### **Algebra 1A: (2060)**

This is the first half of our Algebra 1 class. It is designed for students who are ready for Algebra 1 but at a slower pace. It allows more time to cover the topics in the first semester of Algebra 1 which include: solving and graphing inequalities, graphing on a coordinate plane, linear

equations and systems of equations. Students who pass this class with a C+ or higher move on to Algebra 1B.

**(MHS)**

### **Algebra 1B: (2061)**

This is the second half of our Algebra 1 class. It is designed for students who have passed Algebra 1A and ready for the second half. It allows more time to cover the topics in the second semester of Algebra 1 which include: adding, subtracting, multiplying and dividing polynomials; factoring polynomials, solving and graphing quadratics, rational expressions and equations. Students who pass this course with a C+ or better will move on to Algebra 2.

### **Algebra 1P: (2052)**

This is a beginning course in Algebra. The course is based on the standards set by the State of California. The following topics are included: algebraic operations; rules of exponents; solving and graphing linear equations, inequalities, and quadratics; solving systems of equations; parallel and perpendicular lines; functions and relations; application problems.

**(MHS, UC, CSU)**

### **Algebra 2P: (2093)**

This is a second course in algebra. The course is based on the standards set by the State of California. The following topics are included: functions; variation and graphs; linear functions; matrices; systems; quadratic functions; powers; inverses and radicals; exponential and logarithmic functions; trigonometry; polynomials; quadratic relations.

**(MHS, UC, CSU)**

### **Geometry P: (2103)**

This is the second course in high school mathematics. The course is based on the standards set by the State of California. The following topics are included: geometric proofs; perimeter, area, and volume of two- and three- dimensional figures; size transformations; Pythagorean theorem; constructions; trigonometric functions; special triangles; coordinate geometry. **(MHS, UC, CSU)**

### **Finance Math: (4620)**

The goal of Personal Finance is to educate students about sound money management skills and the financial planning process. Furthermore, we want to help students begin to develop positive behaviors that are necessary to be financially mature, which will help them have a more secure financial future. **(MHS)**

**Pre-Calculus: (2130)**

This course is designed to prepare students for the field of calculus. The course focuses on periodic functions, trigonometry, combinations of sinusoids, vectors, probability, matrices, conic sections, polar coordinates, sequences and series, and rational functions. **(MHS, UC, CSU)**

**Calculus: (3123)**

This course was been designed for students that enter high school above the algebra level and have completed Pre-Calculus at the end of their junior year with a “B” or higher grade. In order to meet the four-year requirement for math at this high school, Calculus is the option for these students. This course will prepare students for college level Calculus. The course will cover differential and elementary integral calculus at an introductory level. After achieving this solid fundamental understanding of calculus, our students will be well prepared for the rigor of college level mathematics. This course includes four depth units, including functions and limits, derivatives, applications of derivatives, and integrals. Students will work using advanced graphing calculators as a major tool for this course.

Assigned unit projects will bridge abstract concepts from each unit to a more concert level of understanding. **(MHS, UC, CSU)**

**Science (3 years required)****Basic Science: (1340)**

The Basic Science curriculum is designed to give students a broad-based foundation of knowledge in the areas of Physical Science, Chemistry, Earth Science, and Life Science. Throughout the year students will be engaging in explorations and class discussions that emphasize skills of argumentation and critical thinking in science.

**Intro to Biology: (3044)**

This class covers the main concepts of Biology, such as the Cell, Mitosis, DNA, Evolution, and Anatomy. In the Cell Unit students will learn about the different organelles that exist in animal and plant cells, as well as they differences. In the DNA Unit, students will learn what DNA is made out of and how it is important for life. Students will also work on projects during the year to reinforce their understanding of the Unit. Students in this class will gain a much better understanding of Biology. **(MHS)**

**Biology P: (3133)**

Biology is a laboratory science course that covers the study of living things using a molecular approach. This course focuses on the study of life by examining cellular structure, function and process, genetics, ecology, evolution and physiology. Scientific processes and laboratory skills are emphasized along with scientific writing skills and biology’s connection to other scientific disciplines. Students research current biological issues and investigate the ethical issues. The foundation of the class is based upon the standards developed by the California Board of Education. **(MHS, UC, CSU)**

**Earth Science: (3021)**

This course is designed to introduce students interested in science-related fields to the study of Earth Science. Students will learn what makes Earth unique to other planets in the Solar System. This course will discuss the most modern theories on the evolution of the planet, the moon and our solar system. Topics studies in the course are plate tectonics, weathering and erosion, glaciers, the atmosphere, oceans, and the bodies in the Solar System. **(MHS, UC, CSU)**

**Chemistry: (3263)**

This course is designed to introduce students to basic chemical principles. Topics covered will include atomic and molecular structure, bonding, conservation of matter, gases, acids and bases, solutions, thermodynamics, reaction rates, equilibrium, organic chemistry and biochemistry, and nuclear processes. **(MHS, UC, CSU)**

**Forensic Science: (1334)**

Forensic Science is a laboratory-based introduction to the analysis of crime scenes by collecting and analyzing physical evidence. This course is designed to integrate the core scientific disciplines while giving students both theory and hands-on experience with the skills and knowledge required of a forensic crime scene investigator. This multidisciplinary approach will highlight topics in DNA, genetics, anatomy, chemistry, physics, entomology, botany, and investigative techniques with supplemental subject matter through case studies, earth science, mathematics, medicine, technology and sociology. In addition, the ethical, legal, and social concerns surrounding forensics will be discussed. Sample evidence for analysis will include, but is not limited to, fingerprints, DNA, projectiles and trajectories, hair, fibers, toxicology, blood spatter patterns, ballistics, chromatography, entomology, soil samples, flowers, and impressions. Process skills will include comparative analysis, critical thinking, deductive reasoning, interviewing, observation, organization, problem solving, research, communication, evidence collection, lab safety, and technical reading. Students will also study infectious disease and cell biology and cancer as part of the course. **(MHS, UC, CSU)**

**Anatomy and Physiology (3100)**

**Pre-Requisites:** Biology & Chemistry (C or better)

This course is designed to introduce students interested in science-related fields to the study of Human Anatomy and Physiology with emphasis on the systems of the body and how they are interrelated. This is a yearlong laboratory based course of intense studies of the human body including a comparative anatomy dissection lab using a fetal pig. The areas of study include, medical terminology, basic chemistry, cell and tissue structure, and thee eleven systems of the human body (integumentary, skeletal, muscular, nervous, endocrine, circulatory, lymphatic, digestive, respiratory, urinary and reproductive).

**(MHS, UC, CSU)**

## **Fine Arts (1 year required)**

### **Art: (6003)**

This introductory course is a comprehensive study of fundamental art skills with a strong emphasis on the elements of art and the principles of design. Students will have to solve a wide variety of visual problems that are designed around the five content strands of the Visual and Performing Arts Standards. Students will have the opportunity to experiment with a variety of two-dimensional art media while they are engaged in creative exploration. Art history and aesthetic valuing will be strategically interwoven throughout each unit of study. **(MHS, UC, CSU)**

### **Advanced Art: (6008)**

#### **Pre-requisites: (Permission of Instructor)**

Advanced Art is a drawing and painting course based on the idea that the true nature of an artist is to create significant meaning through visual expression. Therefore, the overall goal of this course is to help students become more personally expressive in their works of art by placing an emphasis on content while improving their level of technical skill throughout the creative process. Advanced Drawing and Painting is a course for those students whom have successfully completed an introductory 2-D art course and/or show an intermediate to advanced understanding of 2-D media and design.

Students will be presented with a wide variety of visual problems that are designed around the five content strands of the Visual and Performing Arts Standards. Students will be expected to solve these problems in such a way so that the finished product involves a solution that is unique to the individual and shows a mastery of the elements of design and a strong understanding of the principles of design. Students will have the opportunity to experiment with a variety of two-dimensional art media while they are engaged in creative exploration. Art history and aesthetic valuing will be strategically interwoven throughout the entire school year. **(MHS, UC, CSU)**

### **Choir (6152)**

This course is designed to develop musical excellence through participating in a choral program and ideal for the beginning musician as well as more advanced students. All will have an opportunity to grow and develop their vocal skills. There are five main areas of mastery: Music Theory: Students will develop a music vocabulary, learn how to read music notation, sight sing music using solfege, and engage in basic music competition.

Vocal Technique and Development: Students learn how to use the physical and psychological aspects of voice production as they learn to use their voice as an instrument. The focus of this course will not only develop individual vocal skills but also cultivate skills for blending with a group of singers.

Performance skills: Student will learn how to engage an audience while using appropriate performing etiquette and technique.

History and Culture of Music: Students will receive a broad overview of music history. They will also be able to connect the music repertoire in which they are learning directly to music history and cultures.

Music Connections: Students will be able to identify the ways that music is used in careers and socially relating to television, radio, advertising, and social media. **(MHS, UC, CSU)**

### **Drama - Introduction to the Theatre Arts (6043)**

Students will explore different styles of theatre, learning about the specific elements that are unique to each one. Styles will include a range from Japanese Kabuki theatre, Italian Comedia Del Arte, Improvisational Acting, as well as Classical and Modern genres of Performance. The class will serve as a total exposure to most areas involved in the performing arts; Culminating in projects that will engage the students on skills in Acting/Performance, Creativity/Design, and Leadership/Directing. The level for this class is structured for beginning to intermediate levels of experience, giving even the most 'stage shy' a chance to learn in a comfortable, engaging, and dynamic atmosphere. This class will culminate in at least two public performances that will be open for parents, friends, and fellow students' enjoyment. **(MHS, UC, CSU)**

### **Beginning Band (6602)**

**Prerequisite:** No prior experience needed. This class is open to anyone in grades 9 – 12.

This is an introductory class that will teach a student how to perform on a traditional band instrument with no previous experience in music instruction. This class is also appropriate for any student that has music experience but has not yet developed the skills to participate in the upper Marching band/Concert band. This beginning ensemble will focus on the preparation of music in a variety of styles for performance and on the development of band techniques. Band techniques include tone, rhythmic accuracy, technical facility, articulation, intonation, balance, blend, music theory, and musical expression. Students are required to participate in all dress rehearsals and performances of the band. Private lessons are encouraged. **(MHS, UC, CSU)**

### **Advanced Band (6904)**

**Prerequisite:** Instructor consent is required for anyone entering this class. A short audition may be required for incoming students from outside music programs.

Advanced Band is the advance instrumental performance ensemble at Millennium High School. Instruction for this ensemble focuses on the development of advanced performance techniques and performance of standard repertoire. During the fall, all Advanced Band members participate in the Marching/Pep Band. The Marching/Pep Band performs at all home football games, field show competitions on a local and state level, rallies, and parades. The emphasis of the marching program is on student learning through teamwork, student leadership, and the highest quality performance experience in the contemporary marching band activity. Due to the athletic component of this class students should be in good physical health. Students that participate in Marching band are eligible to receive .25 of their physical education credits per year. No marching experience is necessary. Students are required to participate in all after school rehearsals, sectionals, and performances of the band. Private lessons are strongly suggested. **(MHS, UC, CSU)**

## **Colorguard (6074)**

**Prerequisite:** No prior experience needed. This class is open to anyone in grades 9 – 12.

Colorguard is the combination of performance using flags, weapons, and dance technique combined to complement and enhance the marching band. Fundamentals and technique on all of the specialized equipment as well as dance vocabulary will be taught during this class. Colorguard has two main seasons through the school year. The first is in cooperation with the Marching band in which they will need to attend all after school performances, rehearsals, and competitions that the band will participate in. The second season is Winterguard in which Colorguard will compete and perform independently from the marching band. Mandatory after school performances and rehearsals will be required to participate in winterguard. The emphasis of Colorguard is on student learning through teamwork, student leadership, and the highest quality performance experience in the contemporary competitive Colorguard activity. Due to the athletic component of this class students should be in good physical health. Students that participate in Colorguard are eligible to receive .25 of their required physical education credits per year.

## **Electives (4 years required)**

**NOTE: Not all electives are offered each year.**

## **Academic Decathlon (Acadec): (0103)**

This is nationally recognized as the premier academic competition for high school students. It looks great on college applications, and has significant weight on college admissions decisions. The competition is a ten subject academic challenge that is an annual event. There are many honors, awards, medals, and scholarships available to students who work hard and put in the effort necessary to medal in the various categories. All students who prepare themselves adequately for the competition will have an opportunity to compete. The San Joaquin County Office of Education has also partnered with California State University, Sacramento to offer college credit for academic decathlon courses in high school. Academic Decathlon is a challenging, but rewarding experience that will give students an awesome opportunity to get the study skills necessary to be competitive in college, and earn scholarships to help them pay for college. After the competition concludes in February, the course focus will shift to SAT prep and an independent study based elective entitled, "Learn What You Want." Students will propose what they want to learn, include how they will learn it, and then teach what they have learned to the class. In addition, when the new theme for next year is released in April, preliminary study will begin to prepare for next year's competition.

## **American Sign Language 1 (1546)**

Beginning ASL is a first year course studying American Sign Language, the language used by the Deaf. The course covers finger spelling, basic signs, common phrases and conversational skills, as well as an understanding of and appreciation for Deaf culture. **(MHS, UC, CSU)**

### **American Sign Language 2 (1547)**

**Pre-requisite: Pass ASL 1 with a C or better**

American Sign Language II builds on the foundational skills acquired in ASL I and expands fluency both receptively and expressively with special attention to the critical language components of ASL: non-manual signals, facial expressions and body language. At this level, emphasis will be on the complex language demands of ASL, including syntax and expression of abstract concepts. Extended dialog creation, storytelling and direct involvement with Deaf members of the community will be critical to this second year course. In addition to attending one deaf event per semester, students will be assigned reports, projects and assignments emphasizing appreciation of Deaf culture. Upon completion of this course, students will have the skills necessary to communicate effectively with and demonstrate respect for Deaf individuals. **(MHS, UC, CSU)**

### **American Sign Language 3 (1007)**

**Pre-requisite: Pass ASL 2 with a C or better**

In American Sign Language 3, students will expand their knowledge and ability to communicate with the American Deaf Community with goals of building fluency. Students will expand their expressive and receptive skills by utilizing role playing situations taken from the everyday lives of deaf individuals. Students will learn to recognize and properly express spatial relationships, facial expressions, body shifting and morphemes. Students will become more familiar with deaf culture, including history, art, storytelling, poetry and literature. Students will also be encouraged to interact with the Deaf Community. Students will also continue to immerse themselves in the Deaf community and practice their fluency in sign language through the use of these tools and exercises listed below:

Internet

Sign Language Dictionaries

Social Media

Interaction with Deaf at Deaf events (when available)

Guided Practice

Class Participation

Signed Presentations

Homework and Assessment Testing

**(MHS, UC, CSU)**

### **Speech and Debate: (0147)**

This course covers the basic structure of argumentation and debate. This course covers the fundamentals of logical debate premises and validity as well as argument assessment, critique, logical fallacies, and rebuttal. In the course, students will learn different styles of debate including factual, value, and policy debates. The goal of this course is that students will be able to assess and analyze all types of arguments in a logical manner. **(MHS)**

**Intro to Computer Science in JavaScript: (2814)**

The CodeHS Introduction to Computer Science Curriculum teaches the foundations of computer science and basic programming with an emphasis on helping students develop logical thinking and problem solving skills. The curriculum includes five learning modules that are made up of short video tutorials, quizzes, example code, applied programming exercises and programming challenges. All course content is web-based and available to teachers and students through the CodeHS website. The CodeHS Introduction to Computer Science course is accessible to students who have never coded before, while serving as a rigorous and comprehensive introduction to programming. Once students complete the CodeHS Introduction to Computer Science course, they will have learned material equivalent to a semester college introductory course in computer science and be able to program in JavaScript. **(MHS, UC, CSU)**

**Film Studies: (6035)**

This class is a survey of the history and development of the art of motion pictures, including criticism of aesthetic and technical elements. Photography, movement, editing, sound, acting and writing are all critical elements of the curriculum. Films are shown on a weekly basis, and are chosen to identify specific technical elements of a film. Students are required to explain how those elements are used to stimulate different emotional responses from the audience and to illuminate the lives of characters in the film. As a culminating project, students will analyze significant films to explain the techniques the filmmakers use to express their ideas and values. **(MHS)**

**Leadership: (8460)**

Leadership is a 2.5 unit semester long course. Students must submit an application for evaluation to the Leadership Director before being accepted. The purpose of the Leadership Class is to teach students the skills needed in order to be an effective leader. Students practice these skills through planning rallies, dances, school events, etc. Leadership students are responsible for selling spirit wear at home sporting events, promoting school pride and are taught how to budget appropriately for activities throughout the year. The Leadership Class provides students with the unique opportunity to become a leader of our school and make decisions that affect the student population. **(MHS)**

**Spanish 1: (4045)**

This is a beginning course in Spanish with an emphasis on communication, listening and speaking, as well as reading and writing. Specific teaching techniques and modifications are used to facilitate a smooth transition into Spanish 2. **(MHS, UC, CSU)**

**Spanish 2: (4150)**

This course is a continuation of the foreign language study from Spanish I. Emphasis is on cultural understanding, creation of advanced dialogue using more complex sentence structure and appropriate verbiage, and reading historical texts. Upon completion of course work, students will be prepared for Spanish 3. **(MHS, UC, CSU)**

**Spanish 3: (4065)**

Students will be expected to be able to read, speak, and write about topics such as the differences of culture between the United States and other countries with Spanish speaking citizens. Students will discuss local American customs, popular culture, music, international events and literature from around the globe. Students also will keep a diary throughout the school year. **(MHS, UC, CSU)**

**Teaching Assistant: (0800)**

This class is for students who are in good standing and on track to graduate. It is an opportunity for students to provide much needed help to teachers in a variety of disciplines. Students must get prior approval from the teacher they wish to TA for before being enrolled in the class and they must maintain good attendance. This class can be for one or two semesters. **(MHS)**

**Technical Construction: (5139)**

**Prerequisites:** None

This class will explore simple woodcraft projects geared to teach basic wood shop skills. Students will work with hand tools and power tools while completing five projects throughout the year. Geometry will also be covered in the class using a program known as Construction Geometry. Math is not a prerequisite for the course; however, a portion of the grade is going to be based on the completion of math projects. Special projects will be granted to students who display a level of aptitude in the class. These projects are decided by the teacher on an individual basis. **(MHS)**

**Other Requirements****Career Education: (7814) (one year required)**

This course is designed to prepare students for senior internships. Students research occupations of interest and post-high school educational opportunities. Furthermore, students will learn specific skills to improve interviewing techniques, create résumés, and discuss appropriate attire. In addition, students will listen to presentations by professionals of the community to help students understand all aspects of the varying occupations. Lastly, we will take field trips to different universities/vocational schools throughout Northern California. The field trips will be offered to juniors who meet the eligibility requirements. **(MHS)**

**Senior Internship and Seminar: (2810) (one semester required)**

The senior internship and seminar class provides students with an opportunity to intern at a local place of employment or maintain a part-time job in order to prepare them for the world of work. Students interview for their internship either at the end of their junior year or in the fall semester of their senior year. Students will work a minimum of 10 hours per week at their internship or job site and attend the seminar class once per week. The seminar class will provide them with an opportunity to learn from one another what it is like to be in the work force. The seminar class will also cover topics that will prepare them to be an asset to any organization. **(MHS)**

**Life Skills: (5922) (One year required)**

This yearlong course is a requirement for all ninth grade students, including transfer students. Career Choices & the online 10-year plan is an interdisciplinary curriculum that engages students and teachers in an interactive learning process, helping them develop the knowledge, skills, and attitudes needed to be successful in their future. This course facilitates the in-depth exploration of three fundamental questions: Who am I? 2. What do I want? 3. How do I get it? These questions drive the academically integrated curriculum, making it relevant, rigorous, and relationship-rich. The course culminates with students developing an individualized, online, 10year plan that motivates them to envision a self-sufficient, productive life beyond high school, college or post-secondary training. To maintain student motivation and direction, the online 10year plan becomes a common planning tool used throughout each student's time in high school for the next four years...and beyond. **(MHS)**

**Physical Education: (250701) (Two years required)**

Physical education at Millennium High School is an amalgamation of fitness and athletic competition. The course is based around the California State Standards. The students are expected to achieve a high level of aerobic and anaerobic conditioning. Students are required to participate in the following team sports; football, soccer, basketball, and baseball. The course also introduces new activities such as; Frisbee, Frisbee golf, team handball, indoor soccer, volleyball, and track and field. All of the students are tested regularly on their aerobic capacity and anaerobic improvement. **(MHS)**