



# 2016–2018 High School Course Catalog



# Overview

In order to achieve Natomas Unified's Vision that all students graduate high school as college and career ready, productive, responsible, engaged global citizens, and to implement its Core Belief and Commitments, the Board of Trustees commit to a Theory of Action for Student Success. This Theory of Action is intended to provide stability and consistent direction for student success. This theory will drive the Board's policies, budgets, and staff actions to build and maintain the culture of Natomas Unified. The Theory of Action addresses seven major areas.

- Staff Quality & Commitment
- Systematic Professional Development, Support and Collaboration
- Systematic Access, Academic Support, Social Emotional Support/Mental Health and Climate
- Parent Involvement and Engagement
- Supervision and Evaluation of Staff through a Cycle of Continuous Learning and Improvement
- Paths to Promotion and Formal Recognition of Top Talent
- Implementation and Reporting

This High School Guide to Course Offerings describes the Natomas Unified School District's course offerings for the 2016-2017 school year. This catalog provides basic planning information so students and parents can develop a class schedule. Included in this booklet are the current Natomas Unified graduation requirements as well as UC/CSU admission requirements and NCAA eligibility standards.

Using these resources and with the support of their parents and counselor, students will be able to design their course schedule for the upcoming school year. Natomas Unified students are encouraged to select classes that are both interesting and challenging to them. Students should select courses that will best prepare them for postsecondary experiences and options. Each high school counseling staff is ready to assist students and parents in the development of a personalized four-year plan. The Natomas Unified School District's commitment to parent involvement encourages and welcomes the continuous participation of parents during this planning process and throughout their student's high school years. Parents are vital partners in their student's high school success. Please call upon your school's educational staff whenever you are in need of assistance and for the most current course offerings.

*Disclaimer: Not all course offerings are available at all sites and during all semesters. Check with your student's school for specific offerings for the upcoming semester. The following information is subject to change.*

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## **NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES (BP 0410)**

The Governing Board is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

The Full Policy can be found at

<https://nUSD-dlshdesign.netdna-ssl.com/content/uploads/2015/04/0410-BP-Nondiscrimination-in-District-Programs-and-Activities.pdf>.

### **Board-Adopted Core Beliefs**

- Staff must be committed, collaborative, caring, and exemplary.
- Our diversity is a strength.
- Disparity and disproportionality can and must be eliminated.
- Every student can learn and succeed.

### **Board-Adopted Commitments**

#### **EVERY STUDENT CAN LEARN AND SUCCEED**

- We will ensure every student will learn and succeed.
- We will dedicate differentiated resources based on diverse and unique student and family needs.
- We will engage our families and community as partners for student success.

#### **DISPARITY AND DISPROPORTIONALITY CAN AND MUST BE ELIMINATED**

- We will eliminate the achievement gaps.
- We will utilize data to identify and eliminate disparity and disproportionality.
- We will increase access and raise expectations.

#### **OUR DIVERSITY IS A STRENGTH**

- We will recruit, hire, and retain diverse staff.
- We will champion options and choices for our students.
- We will differentiate instruction and programs to meet the needs and potential of each student.
- We will provide services that meet the diverse needs of our parents and families.
- We will break down barriers and promote cultural understanding.

#### **STAFF MUST BE COMMITTED, COLLABORATIVE, CARING, AND EXEMPLARY**

- We will commit to ongoing professional development, support, and accountability.
- We will institute collaborative work practices.
- We will value and acknowledge exemplary performance.
- We will demonstrate caring through responsive and quality customer service.
- We will maintain a culture of accountability.

## Board-Adopted Goals

The purpose of the five Natomas Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District goals, it is expected that all students will be in school, on time and ready to learn every day.

1. Increase student success in ELA, math, science, and literacy
2. Prepare students to be college and career ready
3. Engage parents and families to support student success in school
4. Create safe and welcoming learning environments where students attend and are connected to their schools
5. Recruit, hire, train, and retain high quality staff who are committed, collaborative, caring, and exemplary

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## Board of Trustees

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### PARENTS:

If you need assistance using this guide, please schedule an appointment with your student's counselor. Translation will be available upon request.

*Disclaimer: Not all course offerings are available at all sites and during all semesters. Check with your student's school for specific offerings for the upcoming semester.*

### PADRES:

Si ustedes necesitan asistencia para usar esta guía, por favor hagan una cita con el consejero(a) de su estudiante. Habrá intérpretes disponibles en cuanto lo soliciten.

*Rectificación: No todos los cursos que se ofrecen están disponibles en todas las escuelas y durante todos los semestres. Verifique con la escuela de su estudiante en relación a cursos específicos que se ofrecen para el próximo semestre.*

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## PLANNING FOR CAREER & COLLEGE

### Graduation Requirements

A total of 220 units of credit must be earned. Normally five (5) units are granted for successfully (D or better) completing each semester of each course.

To obtain a diploma of graduation from high school, students attending the comprehensive high school shall complete at least the following courses in grades 9-12: (Education Code 51225.3)

Subject Area	Credits	Notes
<b>English</b>	<b>40</b>	<i>One year for each grade-level, 9th -12th grade</i>
<b>Mathematics</b>	<b>20</b>	<i>At least one mathematics course, or a combination of the two mathematics courses, shall meet or exceed state academic content standards for Algebra I or Mathematics I. Completion of such coursework prior to grade 9 shall satisfy the Algebra I or Mathematics I requirement, but shall not exempt a student from the requirement to complete two mathematics courses in grades 9-12. (Education Code 51224.5)</i>
<b>Science</b>	<b>20</b>	<i>Must include biological and physical sciences</i>
<b>Social studies</b>	<b>35</b>	<i>Must include United States history and geography; World history, culture and geography; a one-semester course in American government and civics; and a one-semester course in Economics</i>
<b>Visual or performing arts, foreign language, including American Sign Language, or career technical education (CTE) (Education Code 51225.3)</b>	<b>10</b>	<i>Visual and Performing Arts is also known as "VAPA"</i>
<b>Physical Education</b>	<b>20</b>	
<b>Health</b>	<b>5</b>	<i>Unless the Ed Code requirements are embedded in a different Board-approved course</i>
<b>Computer Studies</b>	<b>10</b>	
<b>Electives</b>	<b>60</b>	
<b>Senior Project</b>	<b>Pass/Fail</b>	<i>(optional by site with approval from Superintendent)</i>
<b>Total</b>	<b>220</b>	



### UC/CSU a-g Requirements

The University of California and the California State University systems have laid out a plan for the courses a student needs to take for acceptance into those university systems. This includes:

Subject Area	Years Required
<p><b>a History/Social Science</b> <i>Including one year of world history, cultures, and geography; and one year of U.S. History or one-half year of U.S. History and one-half year of Civics or American Government.</i></p>	<p><b>2 years</b></p>
<p><b>b English</b> <i>College-preparatory English that includes frequent and regular writing, and reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement. Not more than two semesters of 9th grade English can be used to meet this requirement.</i></p>	<p><b>4 years</b></p>
<p><b>c Mathematics</b> <i>College-preparatory mathematics that includes the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own math courses.</i></p>	<p><b>Equivalent to 3 years or 6 semesters</b></p>
<p><b>d Laboratory Science</b> <i>Fundamental knowledge in at least two of these three foundational subjects: biology, chemistry, and physics. Advanced laboratory science courses that have biology, chemistry, or physics as prerequisites and offer substantial new material may be used to fulfill this requirement. The last two years of an approved three-year integrated science program that provides rigorous coverage of at least two of the three foundational subjects may be used to fulfill this requirement.</i></p>	<p><b>2 years</b> <i>(3 years recommended)</i></p>
<p><b>e Language Other Than English (LOTE)</b> <i>Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition, and culture. Courses in languages other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses.</i></p>	<p><b>2 years</b> <i>(3 years recommended)</i></p>
<p><b>f Visual and Performing Arts (VAPA)</b> <i>Approved arts course from a single VAPA discipline (dance, drama/theater, music, or visual art).</i></p>	<p><b>1 year</b> <i>(in same discipline)</i></p>
<p><b>g College Preparatory Elective</b> <i>In addition to those required in a-f above, chosen from the following areas; visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science, and language other than English (a third year in the language used for the e requirement or two years of another language or courses approved for use as "g" electives.</i></p>	<p><b>1 year</b></p>

## **NCAA Eligibility Requirements**

Introductory information is available below on NCAA and eligibility for student-athletes. For additional information, particularly with regard to GPA requirements, see <http://www.eligibilitycenter.org>.

## **CORE COURSES**

NCAA Division will require 16 core courses for students enrolling before August 1, 2016.

## **TEST SCORES**

- Division I uses a sliding scale to match test scores and core grade-point averages. The sliding scale for those requirements is shown on page two of this sheet.
- Division II requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.
- When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

## **GRADE POINT AVERAGE**

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). Use the list as a guide.
- Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core grade-point average. Use the list as a guide.
- Division I core grade-point-average requirements are listed on a sliding scale on the NCAA Eligibility Center's website.
- The Division II core grade-point-average requirement is a minimum of 2.000.
- Remember, the NCAA grade-point average is calculated using NCAA core courses only.



## California Higher Education Opportunities

Community College	Admissions Requirements
<p><b>Number of:</b> Approximately 113 statewide</p> <p><b>Local Community Colleges:</b> American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College</p> <p><b>Length:</b> Two years</p> <p><b>Course Work:</b> Career and job-entry majors. Transfer credits to four-year educational institutions.</p> <p><b>Degree or Certificates:</b> Vocational certificates. Associate of Arts. Associate of Science.</p> <p><b>Costs (Tuition &amp; books):</b> Varies based on budget</p> <p><b>Website:</b> <a href="http://www.cccco.edu">http://www.cccco.edu</a></p>	<p><b>Core Subject Requirements:</b> There are no subject requirements.</p> <p><b>Grade Point Average (GPA):</b> There is no minimum GPA requirement.</p> <p><b>Educational Background:</b> You must be at least 18 years old or a high school graduate.</p> <p><b>Assessments:</b> Placement tests for English and mathematics.</p>
California State University	Admissions Requirements
<p><b>Number of:</b> Twenty-three (23) statewide, accepting the top one-third of the graduates.</p> <p><b>Schools:</b> CSU Sacramento State, CSU Stanislaus, Cal Poly San Luis Obispo, CSU San Diego, CSU San Jose, and CSU Sonoma</p> <p><b>Length:</b> Four years</p> <p><b>Course Work:</b> Pre-professional training. Various majors.</p> <p><b>Degrees:</b> Bachelor of Arts. Bachelor of Science. Various master's degrees, Teaching credentials, and some doctorate degrees (EdD's, DNP, PhD, and DPT)</p> <p><b>Costs (Tuition &amp; books):</b> Varies based upon budget factors.</p> <p><b>Website:</b> <a href="http://www.csumentor.edu">http://www.csumentor.edu</a></p>	<p><b>Core Subject Requirements:</b> Complete a minimum 15 college-preparatory course requirements, known as a-g (See UC core subject requirements).</p> <p><b>Grade Point Average (GPA):</b> Students should maintain at least a grade point average of "C" or better which is a 2.0 GPA. GPA is combined with SAT I or ACT scores to determine eligibility.</p> <p><b>Educational Background:</b> Graduate from high school or hold a valid California High School Proficiency Examination Certificate and meet the core subject requirements.</p> <p><b>Assessments:</b> American College Test (ACT) and/or Scholastic Assessment Test (SAT: Reasoning). In addition, student may be required to take the English Placement Test and/or the Entry Level Mathematics exam depending on their EAP, SAT 1, ACT or AP score.</p> <p><b>NOTE:</b> Many CSU campuses have higher standards for particular majors or for students who live outside the local admission area. Because of the number of students who apply, several campuses have higher standards (supplementary admission criteria) for all applicants.</p>
University of California	Admissions Requirements
<p><b>Number of:</b> Nine (9) undergraduate statewide, accepting the top 12.5% of the graduates.</p> <p><b>Schools:</b> Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, Santa Cruz</p> <p><b>Length:</b> Four years</p> <p><b>Course Work:</b> Pre-professional training. Various majors.</p> <p><b>Degrees:</b> Bachelor of Arts. Bachelor of Science. Various master's degrees. Various doctorate degrees.</p> <p><b>Costs (Tuition &amp; books):</b> Varies based on budget factors.</p> <p><b>Website:</b> <a href="http://www.universityofcalifornia.edu/admissions">http://www.universityofcalifornia.edu/admissions</a></p>	<p><b>CORE SUBJECT REQUIREMENTS:</b> Complete a minimum of 15 college-preparatory courses (<u>a-g courses</u>), with at least 11 finished prior to the beginning of your senior year.</p> <ul style="list-style-type: none"> <li>• (a) History/Social Science – 2 years to include World History, U.S. History, and/or ½ year of government and ½ year of economics.</li> <li>• (b) English – 4 years of college preparatory</li> <li>• (c) Mathematics – 3 years (4 years recommended)</li> <li>• (d) Science – 2 years of a lab science to include 2 of 3 disciplines of biology, chemistry, or physics (3 years recommended)</li> <li>• (e) Foreign Language – 2 years of the same language (3 years recommended)</li> </ul>

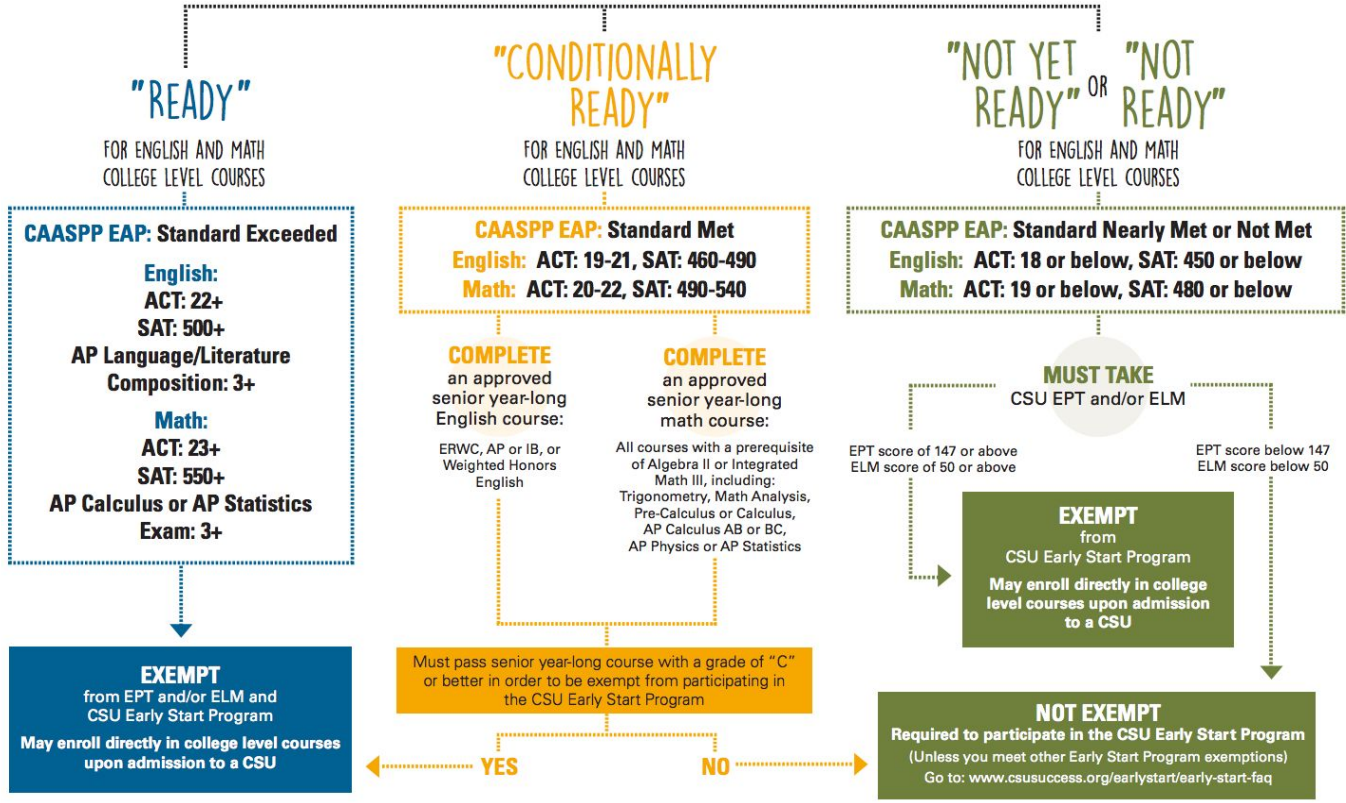
	<ul style="list-style-type: none"> <li>• (f) Visual &amp; Performing Arts – 1 year of college preparatory in same discipline</li> <li>• (g) Electives – 1 year from one of the above areas</li> </ul> <p><b>Grade Point Average (GPA):</b> Students should maintain at least a grade point average of “B” or better. GPA is combined with test scores to determine eligibility.</p> <p><b>Educational Background:</b> Graduate from high school or hold a valid California High School Proficiency Examination Certificate and meet the core subject requirements.</p> <p><b>Assessments:</b> American College Test (ACT) Plus Writing, Scholastic Aptitude Test (SAT: Reasoning). Scholastic Aptitude Test (SAT 2: Subject area test in math, English composition, and an elective area. Although, UC’s don’t require SAT Subject Tests, certain programs on some UC campuses recommend that they be taken.</p>
<p><b>Private Colleges and Universities</b></p> <p><b>Number of:</b> Approximately 112 statewide</p> <p><b>Schools:</b> University of the Pacific,, University of Southern California, Saint Mary’s, Pepperdine, Stanford, Claremont Colleges</p> <p><b>Length:</b> Four years</p> <p><b>Course Work:</b> Curriculum, programs, and professional programs vary according to the size or specialty of the college/university.</p> <p><b>Degrees:</b> BA/BS, but may offer up to a doctorate</p> <p><b>Costs (Tuition &amp; books):</b> Approximately \$10,000–\$40,000 per year.</p>	<p><b>Admissions Requirements</b></p> <p>Admission requirements vary by college or university. Usually students have met or exceeded the UC core subject requirements and assessment requirements.</p>



# YOUR PATHWAY TO COLLEGE READINESS

WWW.CSUSUCCESS.ORG

BELOW ARE THE MULTIPLE WAYS TO BECOME CSU COLLEGE READY



ACT: American College Testing  
 AP: Advanced Placement  
 CAASPP: California Assessment of Student Performance and Progress

EAP: Early Assessment Program  
 ELM: Entry Level Mathematics Exam  
 EPT: English Placement Test

ERWC: Expository Reading and Writing Course  
 IB: International Baccalaureate  
 SAT: Scholastic Aptitude Test

## PARENT RESOURCES

Parents play an influential role in helping their students plan, prepare, and develop an academic plan. Parents should:

- Review this guide and materials they receive at school and discuss them with their student.
- Learn graduation plan requirements and be sure that the student meets them.
- Make sure students select courses that help them meet their educational and career goals.
- Encourage students to take Advanced Placement, International Baccalaureate courses and Dual Enrollment courses to earn college credit while still in high school.
- Help students to learn about colleges and careers that interest them.

Students who are involved in extracurricular activities are often more successful in school. Natomas Unified offers clubs, teams and other opportunities for learning academic and social skills, making friends, and developing leadership skills. Encourage your student to be involved in at least one extracurricular activity.

### Infinite Campus

Infinite Campus is Natomas Unified's Student Information System (SIS). A key component for students is the Student Portal where students have the ability to check their grades on an ongoing basis. The Parent Portal does much the same for parents and it allows them to keep track of their student's progress throughout the school year. As of Spring 2014, parents can sign up to receive EduText, a grade and attendance texting technology. By simply ensuring parental contact information is accurate in Infinite Campus parents will be able to receive a regular grade text message. For login information, please see the office at your student's school.

### MYAP: Multi-Year Academic Planner (MYAP)

Multi-Year Academic Planning (MYAP) allows schools to plan a student's academic plan through their entire high school career, from middle school all the way through their senior year and track progress towards meeting that plan.

The tool allows families and staff to track credit, course, and assessment requirements towards graduation by program. NUSD has created a number of academic programs in MYAP designed to allow students, parents, counselors and administrators to plan to meet different graduation requirements. These include general state graduation requirements, IB requirements, CECA and others. By reviewing the 'Grad Progress' tab in Infinite Campus, stakeholders can see a student's progress towards meeting the requirements in a format that is concise and easy to interpret.

### Parent University

Parent University is a strategy initiated by Natomas Unified School District to engage and empower parents through learning opportunities and resources to develop partnerships between parents and their school community. At the core of this family and community engagement strategy is a focus on parent learning for the purpose of supporting student achievement. Parent University aims to strengthen and sustain meaningful family engagement at all levels of the school system.

## COLLEGE ENTRANCE EXAMS

Your transcript of high school courses and grades is the first prediction of your success in college and your college entrance examination is the second indication. The SAT (Scholastic Aptitude Test), SAT: Subject Tests, and ACT (American College Test) are some of the tests required by colleges and universities. These tests should be taken prior to the student's senior year. Any retesting should be completed by December of the senior year.

### **American College Test (ACT)**

Constructed as an achievement test, the American College Test, or ACT Program consists of four subject tests: English, Math, Reading Comprehension, and Scientific Reasoning. ACT offers a 30-minute Writing TEst as an optional component to the ACT. Many colleges accept ACT scores in lieu of the SAT. Check with the postsecondary institutions of your choice to make sure what the testing requirements are. Some colleges may allow for a combination of the ACT, ACT with writing, and SAT: Subject Tests or SAT and the SAR: Subjects Tests. Again, check with the colleges of choice.

The ACT college readiness assessment is a curriculum-and-standards-based educational and career planning tool that assesses students; academic readiness for college and is offered to all 11th graders in the spring of each year free of charge to students.

### **Preliminary Scholastic Aptitude Test (PSAT/NMSQT)**

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/ NMSQT) is a program cosponsored by the College Board and National Merit Scholarship Corporation (NMSC). When taken in the junior year, the PSAT is the qualifying test for the National Merit Scholarship competition. It is a standardized test that provides firsthand practice for the SAT. The test is administered once a year in October. (<http://www.collegeboard.org>)

Your high school preparation for college entrance begins with the PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test). NUSD provides the PSAT at no charge to 10th grades in the fall each school year. Studies show that students who take the OSAT as a 10th grader perform 20-25% higher when they take the test the second time as an 11th grader.

The PSAT identifies the National Merit Scholarship candidates in the junior year and predicts the score for your SAT exam. It tells you your strengths and weaknesses and provides a focus for your SAT preparation. Please remember that depending upon advanced level course work; students may take certain exams out of sequence. Students are encouraged to discuss college plans and testing with their school counselors and to register using the dates below.

#### ***Benefits of taking the PSAT***

Receive feedback on your strengths and weaknesses on skills necessary for college study. You can then focus on your preparation on those areas that could most benefit from additional study or practice.

## **Scholastic Aptitude Test (SAT)**

The SAT is one of the most readily accepted college entrance examinations by colleges in the west. It is wise to take the SAT for the first time in your junior year and then use the test information along with test preparation materials. (found in your high school career center) to improve your score. For more information on the SAT, visit: <https://collegereadiness.collegeboard.org/sat>

### ***Preparing for the SAT***

You can become familiar with the kinds of questions and the exact directions you will see on the SAT.

The PSAT and SAT both include:

- A student written essay
- Analogies eliminated
- Shorter reading passages added
- New content from third-year college preparatory math
- Quantitative comparisons eliminated

NUSD provides the PSAT at no charge to 10th graders in the fall of each school year. There is no sign up and no payment required. Just report to your testing classroom on the day of the test.

NUSD also provides the ACT for all 11th graders in the spring of each year, at no fee to the student. There is no sign up and no payment required. Just report to your testing classroom on the date of the test.

If you wish to take the PSAT, or ACT on a different day at another location, these tests are offered on Saturdays for a fee. Fee waivers are available, see your counselor for dates and times. The SAT is not offered on a school day at this time, but information bulletins with registration forms for tests are available outside the Counseling Office. Student should consult the bulletin for detailed information regarding application procedures and testing dates. Students typically can register by mail, by phone, or online. Students must plan carefully to complete their testing by their college application deadlines, which can be as early as October of their senior year.



## **HIGH SCHOOL EXAMS**

### **CAASPP Program**

*C.C.R., Title 5, Sec. 850-870; E.C. 60600-60652; B.P. 6162.51; A.R. 6162.51*

Students will participate in the California Assessment of Student Performance and Progress (CAASPP) system by taking a series of computer-based tests developed by the Smarter Balanced Assessment Consortium that will provide an academic check-up for students by measuring real-world skills like critical thinking and problem solving. These assessments offer significant improvements over tests of the past, including new types of questions and performance tasks that require students to apply a variety of skills to complete complex tasks that will prepare them for college and the workplace.

### **SMARTER BALANCED TESTS**

English/Language Arts/Literacy	Grades 3-8 and 11
Mathematics	Grades 3-8 and 11

### **EAP**

11th grade students will have the opportunity to receive feedback regarding their preparedness for college by participating in the Early Assessment Program (EAP). Tests are developed by CSU faculty, who make sure the CSU placement standards are covered.

After you take the test, you will receive a score report that tells you whether you need additional preparation for college-level work or meet CSU's requirements for freshman math and English courses. Visit CSU's Success website for tools available on pinpointing individual strengths and weaknesses. If you need more time to prepare, you have your entire senior year to do so.

<http://www.csusuccess.org/shome2>

<http://www.cde.ca.gov/ta/tg/sa/documents/eapflowchart.pdf>

### **CELDT Program**

The progress of English Learners is assessed by the Natomas Unified School district as required by state and federal law, and consistent with the district's English Learner Master Plan. Progress in acquiring English is measured annually through the California English Language Development Test (CELDT), which includes assessing students' ability to listen, speak, read, and write in English.

### **California High School Proficiency Examination**

The California High School Proficiency Examination (CHSPE) is a program established by California law. E.C. 48412. If eligible to take the test, you can earn the legal equivalent of a high school diploma by passing the CHSPE. The CHSPE consists of two (2) sections: an English-language Arts section and a Mathematics section. If you pass both sections, the California State Board of Education will award you a Certificate of Proficiency, which by state law is equivalent to a high school diploma.

You may take CHSPE if, on testing day, you:

- Are at least 16 years old; or

- Have enrolled in the 10th grade for one (1) academic year or longer; or
- Will complete one (1) academic year of enrollment in the 10th grade at the end of the semester during which the next regular administration will be conducted.

<http://www.chspe.net>

### **Advanced Placement (AP)**

The Advanced Placement (AP) program is a cooperative endeavor that helps able high school students complete college-level courses and permits colleges to evaluate, acknowledge, and encourage that accomplishment through the granting of appropriate credit and/or placement. The AP program is national in scope; its policies are determined by representatives of the College Board member institutions and agencies throughout the country (public and private secondary schools, colleges, and universities) and are implemented by the College Board.

Advanced Placement exams are offered each spring. Students successful in AP courses generally have adequate preparation for these three-hour long comprehensive examinations. Each exam is administered once a year during the second and third weeks in May. Most colleges award credits and/or advanced placement for demonstrated subject area proficiency. College entrance with sophomore standing is available through the AP program at cooperating colleges. Additional information about the AP program is available in the site supplement and in the counselors' offices.

Students choosing to take an AP examination are subject to a test fee which is charged by the College Board. The fee is currently \$91. Fee waivers are available to students who meet certain criteria. See the College Board website ([http:// CollegeBoard.org](http://CollegeBoard.org)) for additional information. To find colleges and universities with AP credit policy information, please visit:

<http://collegesearch.collegeboard.com/apcreditpolicy/index.jsp>

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## ALTERNATIVE EDUCATION

Natomas Unified School District offers one continuation high school option at Discovery High School. For information on attendance criteria, please see your counselor.

### Adult School

NUSD Adult School provides a variety of opportunities to adults who want to

- Improve academic skills, including basic reading and math skills
- Learn English, investigate citizenship and other applicable resources
- Earn a high school diploma or equivalency (GED) ( English & Spanish courses offered)
- Learn job skills, including specific career skills and general job skills
- Work towards enrolling in a community college
- Support the success of their NUSD student or participate in classes in an area of interest

As a member of the Capital Adult Education Regional Consortium (CAERC), Natomas Unified can help you reach your academic and career goals. Through our network of participating adult schools, community colleges, and community-based organizations, we connect adults with programs that teach you the skills you need to achieve your goals!

For more information, contact 916-928-5200 or visit

<https://natomasunified.org/programs-services/adult-education/> for our Course Catalog

### Dual Enrollment

Dual enrollment will provide students with the opportunity to gain college units while in high school at no cost to the student. This can lead students on a path towards certifications as well as preparing for college. At the end of each course, eligible students receive college credit as indicated on the student's college transcript. This is an option to earn college credit in high school; contact your student's instructor for more information.

### Online Learning

High school students have the opportunity to take courses online to achieve credit recovery. Natomas Unified currently uses APEX Learning as its course content provider. Students who are interested in taking online courses should speak to their high school guidance counselor.

Online courses are offered during the regular school day and as part of summer school offerings. Having these online courses available allows students to get back on-track for graduation and for a-g purposes.

## **STUDENT PROGRAMS & SUPPORTS**

### **Advancement Via Individual Determination (AVID)**

AVID, Advancement Via Individual Determination, is an elementary through postsecondary college readiness system that is designed to increase school-wide learning and performance. The AVID system accelerates student learning, uses research-based methods of effective instruction, provides meaningful and motivational professional development, and acts as a catalyst for systemic reform and change.

Although AVID serves all students, it focuses on the least served students in the academic middle. The formula is simple — raise expectations of students and, with the AVID support system in place, they will rise to the challenge. What differentiates AVID from other educational reform programs is its astounding success rate. Since 1990, more than 85,500 AVID students have graduated from high school and planned to attend college. Of the 22,210 AVID 2010 seniors who reported their plans, 91.3% intended to attend a postsecondary institution; 58.3% in four-year institutions and 33.0% in two-year institutions.

Not only are students enrolled in their school's toughest classes, such as honors and Advanced Placement®, but also in the AVID elective. For one period a day, they learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable. Their self-images improve, and they become academically successful leaders and role models for other students.

### **After-School Program**

The Natomas Unified's ASES(After School Education and Safety Program) is a no cost program funded by a California Department of Education ASES grant for eligible students which runs from dismissal until 6:00pm at American Lakes, Bannon Creek and Jefferson Elementary and at Natomas Middle School. In addition, Natomas Unified offers supplemental Title I funds for additional classes at the ASES sites as well as at Natomas Gateways Middle School. The ASES program provides educational, literacy and enrichment opportunities for students and runs Monday-Friday during the school year. For more information on applying for the after school programs at these school sites, contact your school site.

The City of Sacramento 4<sup>th</sup> R program offers fee based after school programs at H. Allen Hight, Heron, Natomas Park, Two Rivers and Witter Ranch. 4<sup>th</sup> R program and contact information can be found at <https://www.cityofsacramento.org/ParksandRec/Recreation/4thR/Locations>

### **Career Technical Education (CTE)**

Career Technical Education (CTE) courses represent fourteen recognized California Industry Sectors and over 25 pathway programs. CTE courses empower students to make meaningful career choices by providing opportunities to explore their interests, develop career skills, and reinforce academics. These courses also offer a wide range of additional educational benefits, including college credit for qualifying courses, industry certification, and internships when appropriate. Career Technical Education plays an integral part in achieving the District's mission of

preparing career-ready graduates. Through rigorous hands-on learning opportunities, students will better understand the relevance of what they are learning and learn early about potential career options.

### **English Learners**

English Learners (EL) classes are available for individuals with English language development needs. The focus of these classes is on the development of language acquisition through the use of different instructional approaches modified to meet the students' needs. In addition, there are Specially Designed Academic Instruction in English (SDAIE) courses that enable English Learner students to access core curriculum and complete graduation requirements while they continue to learn English. Parents or students wanting more information should contact the high school Counseling Office.

### **International Baccalaureate (IB) Diploma Programme**

The International Baccalaureate Diploma Programme, offered exclusively at Inderkum High, is internationally recognized as the most cohesive, comprehensive and challenging high school program available. The International Baccalaureate Diploma Programme offers your students the opportunity to earn college credit during high school and ensures that students leave high school prepared for college or a challenging career.

Students interested in the rigorous IB Diploma Programme can begin preparation in 9<sup>th</sup> and 10<sup>th</sup> grade through the Scholars program, part of the IB Middle Years Programme for freshman and sophomore students. Students attending Inderkum High have the option of entering IB Middle Years Program in the freshman year, and continuing with the IB course of study through their senior year. Students can enter the program at the beginning of the freshman, sophomore or junior year. However, after the first quarter of their junior year, only students who have the correct prerequisite course work may join the Diploma Programme. The students who follow this path will also be required to complete a personal project, a community service project, and a research project as part of the program. Students have the opportunity to earn a second diploma, in addition to their high school diploma, which is recognized nationally and internationally as an indicator of college readiness.

### **Seal of Biliteracy**

The Natomas Unified School District awards the State Seal of Biliteracy in accordance with the criteria developed by the California Department of Education. The award recognizes graduating seniors who can speak, read, write and comprehend proficiently in English and at least one other language.

Students earning the State Seal of Biliteracy in NUSD receive a medallion to wear at graduation, a certificate attesting to their bilingualism, and are recognized by the Board of Trustees. Students earning the State Seal of Biliteracy also receive a golden insignia from the State of California on their diploma and an annotation on their transcripts indicating their receipt of the State Seal of Biliteracy and in which language(s) they have demonstrated proficiency.

## Special Education

Each comprehensive high school site provides a continuum of services to meet the needs of students with identified disabilities under the Individuals with Disabilities Education Act (2004). The Individualized Education Program (IEP) developed by the student's IEP Team will determine the necessary supports and services for the identified students with exceptional needs.

Contact your student's Special Education Case Manager or Counselor for more specific information regarding your child's coursework.

## Summer School

Students enrolled in grades 9–12 may take summer school courses as a means of credit recovery or A-G recovery. Please contact your student's counselor for additional information on original credit summer school policy.

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## OTHER STUDENT INFORMATION

### Property Fabricated by Students

The governing board of a school district may authorize any officer or employee of the district to sell to any pupil personal property of the district which has been fabricated by such pupil, at the cost to the district of the materials furnished by the district and used therein. (Education Code section 17551.)

### Report Cards

Students receive report cards at the end of each quarter. Only semester grades are used for GPA and college admission purposes.

### Student in Danger of Failing a Course

*E.C. 49067 (a); A.R. 5121*

The Governing Board of each school district shall prescribe regulations requiring the evaluation of each student's achievement for each marking period and requiring a conference with, or a written report to, the parent/guardian of each student whenever it becomes evident to the teacher that the student is in danger of failing a course. The refusal of the parent/guardian to attend the conference, or to respond to the written report, shall not preclude failing the student at the end of the grading period.

### Title IX of the Educational Amendment

"No person...shall, on the basis of sex, be excluded from participation in, denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance."

"No student or applicant for enrollment will be subject to discrimination on the basis of that student's pregnancy, childbirth, false pregnancy, termination of pregnancy and/or recovery there from."



### **Transfer Process**

The transfer process and procedure shall be centralized to allow for as many transfers to be granted ensuring that the District's facilities are equitably utilized and families' needs are met. Student Services and Safety shall be charged with administering the transfer process, including the administrative placement of students as necessary. For additional information, please contact the Student Services and Safety at 567-5400.

### **Withdrawal Failure**

Students may drop courses at any time up to the end of the fifth or sixth week of the semester. After that point, a student receives a Withdrawal Failure (WF) and it is factored into the GPA.

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# Courses

The following information is a collection of the courses offered throughout Natomas Unified School District. For specific information on courses, please see your student's counselor.

## SCHOOL NAME ABBREVIATIONS

<b>IHS</b>	Inderkum High School
<b>LGA</b>	Leroy Greene Academy
<b>NHS</b>	Natomas High School

## COURSE TITLE DESCRIPTION CODES

<b>AP</b>	Advanced Placement
<b>CDE</b>	California Department of Education
<b>IB</b>	International Baccalaureate

## ARTICULATED COURSES

Courses with an asterisk have the option to earn college credit in high school. Please see the instructor for additional information.

## COMPUTING GRADE POINT AVERAGES (GPA)

In order to determine grade point average, assign each letter grade a number using the grade points below. Add up those numbers. Divide those numbers by the number of courses. The result of this division will be your student's GPA.

Grade	Grade Points
A	4
B	3
C	2
D	1
F	0

## Example GPA Calculation:

Course	Semester 1	Semester 2	Summer	GPA
<i>English 11</i>	A	B		7
<i>US History</i>	B	B		6
<i>Chemistry</i>	B	B		6
<i>Art 2</i>	A	A		8
<i>Math 3</i>	C	C		4
<i>Pre-Calculus</i>			B	3
<b>Total Courses</b>	<b>11</b>			<b>34/11=3.09 GPA</b>

# NUSD Course Catalog

## CAREER TECHNICAL EDUCATION (CTE)

### **AUTOMOTIVE ENGINE REPAIR**

NHS

DURATION: Year Course  
a-g DESIGNATION: None.  
GRADES: **9, 10, 11, 12**  
PREREQUISITE: None

Year One, Small Engine Repair is an introductory course into the study of the various aspects that encompass the automotive industry and its related fields. These studies include the interaction of science and technology as they apply to the automotive transportation systems and the engineered subsystems that are responsible for the proper functioning of automobiles, an examination of current professional and safety standards mandated in trade-based environments, and the development of hand-tool and machinery competency.

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### **AUTO SERVICE TECHNICIAN**

NHS

DURATION: Year Course  
a-g DESIGNATION: None.  
GRADES: **10, 11, 12**  
PREREQUISITE: None

Year Two, Auto Service Technician is a two-period capstone course into the study of the various aspects that encompass the automotive industry and its related fields. These studies include the interaction of science and technology as they apply to the automotive transportation systems and the engineered subsystems that are responsible for the proper functioning of automobiles, an examination of current professional and safety standards mandated in trade-based environments, and the development of hand-tool and machinery competency.

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### **BROADCAST MEDIA ARTS I**

IHS

DURATION: Year Course  
a-g DESIGNATION: f  
GRADES: **9, 10, 11, 12**  
PREREQUISITE: None

Broadcast Media 1 will prepare students to master the skills necessary to be successful in the Broadcast and Media Arts Pathway. This introductory pathway course will assist students to increase communication skills, their ability to communicate and collaborate on news story production, and sharing community events using cutting edge technology as used in a real newsroom, including meeting deadlines. Broadcast Media 1 utilizes hands on broadcast technology equipment and skills in a "Tiger Talk" student newsroom setting and lab where students will research, write, edit, analyze and create news stories. In addition these stories will highlight events at school, foster community spirit and team building while making connections and building career ready students.

This career ready hands on course will teach real world technical and communication skills embedding Common Core standards with real world applications, involvement in community news, and team building projects completing stories under deadlines.

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## **BROADCAST MEDIA ARTS II**

IHS

DURATION: Year Course  
a-g DESIGNATION: g  
GRADES: **10, 11, 12**  
PREREQUISITE: Broadcast Media Arts I

Broadcast Media 2 builds on existing broadcast news technical and communication skills taking students to next level of broadcast media proficiency while exploring additional avenues of career opportunities such executive news producer of original show content, special projects producer and creative services/promotions producers as well those in the field of public relations press writing.

This course continues innovative hands-on instruction and mastery of real-world broadcast media technical and communication skills as tools for sharing their story. Students will supervise and assume leadership for "Tiger Talk" news production as well as create new show content and shows such as a science food show on "What's in Food" or "The History of Women in the Media" for example.

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## **DIGITAL PHOTOGRAPHY (FORMERLY KNOWN AS INTRODUCTION TO DIGITAL PHOTOGRAPHY)**

NHS

DURATION: Year Course  
a-g DESIGNATION: f  
GRADES: **9, 10, 11, 12**  
PREREQUISITE: Recommend basic computer skills

Digital Photography is a year long course where students learn photography using digital cameras and computer based image manipulation. Emphasis of the state standards are taught and applied in this course. While developing skills, using the language terminologies and techniques of digital photography, students will create a professional portfolio and exhibit their photos as works of art in the community. In the first semester, students are introduced to the origins and historical development of photography, learning and understanding the Historical and Cultural contribution photography has made in the last 19th century to present times. Additionally, students learn the techniques and workflow associated with shooting, creating, and printing digital works of art. Students are taught digital camera operation, composition, and creative expression. As students combine what they have learned in the first quarter, students learn to appreciate and create original works of art based on their own personal experiences in the Creative Expression process.

In the second semester, through Artistic Perception and Aesthetic Valuing, students develop the ability to critique photographs using the elements and principles of design as their expressive vocabulary, possessing the knowledge to describe, analyze, interpret, and respond to various photographs as works of art in an intellectual and thoughtful manner.

Students are also taught how to Connect, Relate and Apply what they have learned in photography to other art forms, subjects areas and careers opportunities. Lastly, students are encouraged to explore and experiment, concentrating and developing their own personal style and artistic vision, while continuing to critique their work, as well as the works of

others based on what they have learned, creating their own individual portfolio as an understanding of black and white photography as a form of art.

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**DIGITAL PHOTOGRAPHY ADVANCED** (FORMERLY KNOWN AS ADV. DIGITAL PHOTOGRAPHY)

NHS

DURATION: Year Course  
a-g DESIGNATION: None  
GRADES: **11, 12**  
PREREQUISITE: Digital Photography Intermediate

This class is a Career Technical Education course offering. Students deepen their knowledge of photography by building on the knowledge and skills previously acquired in digital photography. They increase their expertise by working through the advanced Visual and Performing Arts Standards. This course will familiarize the student with advanced photographic equipment, materials, methods and digital processes. Students deepen and broaden their investigation of artistic photography while improving their techniques and developing a personal style. They communicate to others through their artwork and discuss the role and purpose of the art being produced. In creating their own work and by studying the photographs of others, students increase their ability to make informed aesthetic judgments. Students complete a portfolio of advanced digital photography and exhibit their work in public forums.

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**DIGITAL PHOTOGRAPHY - INTERMEDIATE** (FORMERLY KNOWN AS INT. DIGITAL PHOTOGRAPHY)

NHS

DURATION: Year Course  
a-g DESIGNATION: None  
GRADES: **10, 11, 12**  
PREREQUISITE: Successful completion of Digital Photography or Photography with a "C" or better.

This class is a Career Technical Education course offering. In this advanced photography course, students deepen their knowledge of photography by building on the knowledge and skills previously acquired in Digital Photography. They increase their expertise by working through the second half of the advanced Visual and Performing Arts Standards. This course will familiarize the student with advanced photographic equipment, materials, methods and digital processes. Students deepen and broaden their investigation.

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**EMT COURSE**

NHS

DURATION: Year Course  
a-g DESIGNATION: g  
GRADES: **12**  
PREREQUISITE: Anatomy and Physiology, Physical Education, Biology and Mathematics I

Designed typically for 12th grade students, the focus of the EMT course is to expose students to the healthcare profession by offering them industry standard training and examination to prepare them to enter a healthcare career.

This course will provide training in patient assessment, anatomy and physiology, basic pharmacology and treatment of both medical and traumatic illnesses. Students will have the opportunity to learn directly from industry professionals, focusing on professionalism, teamwork, communication and service to the community. Students will use equipment and methodology identical to that used in the profession, and will be held to the same standards as college level EMT training programs, preparing them to enter a wide range of healthcare professions. For those students completing the

course with sufficient scores, they will have the opportunity to obtain certification as an EMT in the state of California, allowing them to enter the field immediately following completion.



## ELECTIVES

### **\*AP ECONOMICS**

IHS

LGA

DURATION: Year Course

a-g DESIGNATION: g

GRADES: 12

PREREQUISITE: None

This course would provide additional access opportunities for AP course enrollment for seniors. This course would also allow students the opportunity to prepare for and pass the AP Macroeconomics and AP Microeconomics exams.

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### **\*AP RESEARCH**

NHS

DURATION: Year Course

a-g DESIGNATION: g

GRADES: 11-12

PREREQUISITE: AP Seminar

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

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### **\*AP SEMINAR**

NHS

DURATION: Year Course

a-g DESIGNATION: **g**,

GRADES: 10, 11, 12

PREREQUISITE: English 9

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. In AP Research, students cultivate the skills and disciplinary necessary to conduct independent research in order to produce and defend a scholarly academic thesis. The AP

Capstone program aims to empower students by

- engaging them with rigorous college-level curricula focused on the skills necessary for successful college completion;
- extending their abilities to synthesize information from multiple perspectives
- and apply skills in new situations and cross-curricular contexts
- enabling them to collect and analyze information with accuracy and precision,
- cultivating their abilities to craft communicate and defend evidence-based arguments; and
- providing opportunities for them to practice disciplined and scholarly research skills while exploring relevant topics that appeal to their interest and curiosity.

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### **AVID 9**

IHS

DURATION: Year Course  
a-g DESIGNATION: None  
GRADES: **9**  
PREREQUISITE: Submission of AVID application, and approval of application.

AVID (Advancement Via Individual Determination) is a pre-college support program for students completing university admission requirements. AVID is an elective class that meets one period each school day. The target students are those who may be among the first in their family to attend a four-year college or would benefit from support offered by this class. Students must be motivated to succeed in rigorous academic classes. Students will receive tutoring in class two days a week. Students will be taught effective study skills. College visitations and guest speakers are also part of the AVID program. Other topics covered include: career exploration, college test preparation, PLAN/PSAT, and college majors and exploration.

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### **AVID 10**

IHS

DURATION: Year Course  
a-g DESIGNATION: None  
GRADES: **10**  
PREREQUISITE: Submission of AVID application, and approval of application.

AVID (Advancement Via Individual Determination) continues to build on the curriculum components that have been presented in AVID 9. AVID 10 students will be expected to be committed to taking college preparatory classes, maintaining a high grade point average, developing leadership skills, participating in community service, and ultimately attaining acceptance at the college or university of their choice.

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### **AVID SEMINAR**

IHS

DURATION: Year Course  
a-g DESIGNATION: None  
GRADES: 11-12  
PREREQUISITE: Completion of AVID in 9th or 10th grade and submission of the AVID application.

AVID Seminar is the culmination of the student's years in the AVID program. The course involves substantial critical reading and writing, presentation for external exams such as the SAT, ACT, or Advance Placement, and weekly Socratic Seminars. Students enrolled in this section are required to complete weekly timed writings and analytical discourses in subjects across all areas of academia. In addition, students are required to make oral presentations to the class on

topics related to college entrance, contemporary issues and social concerns.

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### **AVID TUTOR**

IHS

DURATION: Year Course  
a-g DESIGNATION: None.  
GRADES: 11-12  
PREREQUISITE: Approval of the AVID Coordinator.

The responsibilities of the AVID Tutor include facilitating small group tutorials- twice a week, checking binders for notes and organization, and being a role-model as a demonstration of a student who is dedicated to academic success. Tutors who maintain good academic standing will be invited to attend college visitations with the AVID class. Interested students should be in advanced college preparatory classes, have a positive attitude toward learning and be punctual with excellent attendance. Successful AVID tutors may use the experience as evidence of a leadership role on college applications.

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### **BIKE TECH I**

IHS

DURATION: Half Year Course  
a-g DESIGNATION: None.  
GRADES: 9-12  
PREREQUISITE: None.

In Bike Tech I, students experience a comprehensive bicycle educational program, teaching them the mechanical fundamentals of bicycle assembly and repair while fostering safe cycling habits, environmental awareness and healthy living. In the class, students are prepared to work as mechanics in the cycling industry, while focusing on internship opportunities and the multitude of bicycle industry career options. Through in-class demonstrations, discussion and practice, students will develop the skills necessary to function as an entry level bicycle mechanic. Bicycles assembled and repaired by the students become vehicles to explore the outdoor classroom. Guest speakers further expose students to the various opportunities available within the cycling industry including: engineering, fabrication, sales, marketing, film-making, graphic art, and writing for publication. Also incorporated will be employability skills such as work portfolio preparation, job interviewing, resumes, etc.

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### **BROADCAST MEDIA ARTS I**

IHS

DURATION: Year Course  
a-g DESIGNATION: None.  
GRADES: **9, 10, 11, 12**  
PREREQUISITE: None

Broadcast Media 1 will prepare students to master the skills necessary to be successful in the Broadcast and Media Arts Pathway. This introductory pathway course will assist students to increase communication skills, their ability to communicate and collaborate on news story production, and sharing community events using cutting edge technology as used in a real newsroom, including meeting deadlines. Broadcast Media 1 utilizes hands on broadcast technology equipment and skills in a "Tiger Talk" student newsroom setting and lab where students will research, write, edit, analyze and create news stories. In addition these stories will highlight events at school, foster community spirit and team building while making connections and building career ready students.

This career ready hands on course will teach real world technical and communication skills embedding Common Core standards with real world applications, involvement in community news, and team building projects completing stories under deadlines.

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### **COLLEGE & CAREER SEMINAR**

NHS

DURATION: Half Year Course  
a-g DESIGNATION: g  
GRADES: 9  
PREREQUISITE: None

College and Career Seminar is a one-semester course is designed to help students learn and practice valuable skills to help them to be career and college ready. Students will demonstrate their understanding of career paths through a variety of assessments, projects, job simulations, speeches, research assignments, online portfolio, and a research paper. Students will identify academic interests, skills, values and personality types, research employers and industries, gain experience with public speaking and interview skills, familiarize themselves with college and job search tools, strengthen writing skills, learn goal setting, solidify research techniques, and write a research paper utilizing correct MLA format.

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### **ECONOMICS**

IHS  
LGA  
NHS

DURATION: Half Year Course  
a-g DESIGNATION: g/a  
GRADES: 12  
PREREQUISITE: None

Students will be introduced to the basics of the United States economic system including macro and microeconomics, supply and demand, monetary policy and the federal reserve, money and banking, comparisons between differing economic systems, the business cycle and the familiarization of investing and stock market research. Students will acquire the skills to bank and budget, complete taxes, and understand the business section of the newspaper. Students will complete the stock market project, supply and demand market, financial management budget and a career research project. Community involvement will be required. This is a one semester course, paired with American Government to create a year long course.

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### **INFO TECH IN A GLOBAL SOCIETY HL**

*INFO TECH IN A GLOBAL SOCIETY SL Year 1*  
*INFO TECH IN A GLOBAL SOCIETY HL2 Year 2*  
IHS

DURATION: Two Year Course  
a-g DESIGNATION: g  
GRADES: **11, 12**  
PREREQUISITE: None.

The IB Diploma Program Information technology in a global society (ITGS) course is the study and evaluation of the impacts of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the

access and use of digitized information at the local and global level. ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts. Although ITGS shares methods of critical investigation and analysis with other social sciences, it also considers social and ethical considerations that are common to other subjects in IBDP group 3. Students come into contact with IT on a daily basis because it is so pervasive in the world in which we live. This increasingly widespread use of IT inevitably raises important questions with regard to social and ethical considerations that shape our society today. ITGS offers opportunity for a systematic study of these considerations, whose range is such that they fall outside the scope of any other single discipline. This course will fulfill one year of the IB DP Group 3 requirement and one year technology/elective requirements.

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## **INTRODUCTION TO ENGINEERING DESIGN**

NHS

DURATION: Year Course  
a-g DESIGNATION: g  
GRADES: **9,10**, 11, 12 PREREQUISITE: None.

Designed for 9th or 10th grade students, the major focus of this course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. Students use 3D solid modeling design software to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peers and members of the professional community.

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## **LINK CREW LEADERSHIP**

IHS  
LGA  
NHS

DURATION: Year Course  
a-g DESIGNATION: g  
GRADES: 11, 12  
PREREQUISITE: English 9, English 10

Link Crew Leadership is a two-semester course that combines high-level critical thinking, writing, and analytical skills with mentorship and entrepreneurial project experiences and implementation. Students will participate in research and evaluation, project planning and execution, as well as leadership and critical thinking-based activities in order to further develop these key skills in tandem with mentorship and counseling of fellow students.

Students will learn vital theoretical lessons in the areas of interpersonal communications, diversity and inclusion, marketing, advertising, and pedagogy. Findings from these experiences will lead students to become empathic and responsible citizens who can apply their knowledge to larger-scale future projects as their ages, resources, and scopes increase. Students will be taught best practices in business development involving budgeting, marketing, target audience research, reporting, and pitching ideas for their leadership projects; subsequently, students will implement these concepts as they craft and execute their events, projects, and presentations. This class will require students to synthesize information obtained in core classes as well as work both individually and collaboratively.

The above coursework extends and enhances the traditional Link Crew program (a program designed under its parent company, The Boomerang Project) above and beyond its primary intended purpose as a high school transition program that welcomes freshmen and transfer students to make them feel connected to the school campus and community throughout the first year of their high school experience. Built on the belief that students can help students succeed, Link Crew trains carefully selected mentors in 11th and 12th grade to be Link Crew Leaders. As positive role models, Link Crew Leaders are mentors and student leaders who guide freshmen/transfers to discover what it takes to be successful during the transition to high school and, through a variety of activities and events, help facilitate freshmen and transfer

students' success.

Link Crew's goal is to provide a structure in which students make real connections with each other, resulting in the following long-term benefits: 1.) increased attendance and retention, 2.) improved academic performance, 3.) improved social behaviors, and 4.) improved school climate. Through this program, freshmen and transfer students learn that people in our secondary schools care about them and their success, and leaders experience increased self esteem as well as overall character development.

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## **PRINCIPLES OF ENGINEERING**

NHS

DURATION: Year Course  
a-g DESIGNATION: g  
GRADES: 10, 11, 12  
PREREQUISITE: Introduction to Engineering

Designed typically for 10th or 11th grade students, this survey course exposes students to major concepts they will encounter in a postsecondary engineering course of study. Topics include mechanisms, energy, statistics, materials, and kinematics. They develop problem solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work, and communicate solutions.

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## **PSYCHOLOGY**

IHS  
LGA

DURATION: Year Course  
a-g DESIGNATION: g  
GRADES: **10, 11, 12**  
PREREQUISITE: None.

This course explores the principles of Psychology and prepares students to take Psychology in college. Students learn the fundamentals of the brain and nervous system and apply this information throughout the course. In this course, students are introduced to psychology with a focus on human development, learning, motivation, and personality. Students will develop basic concepts in psychology as they study individual behavior. Students will do experiments and explore implications for everyday life on human behavior.

In addition to the academic aspects of this course, students will understand themselves better by exploring problem solving strategies and applying them to school and private life. They will also be introduced to the careers associated with psychology.

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## **WEB PAGE DESIGN** (also known as Web Authoring, and Web Design)

LGA

DURATION: Year Course  
a-g DESIGNATION: None.  
GRADES: **9, 10, 11, 12**  
PREREQUISITE: Recommended knowledge of Word and the Internet.

This course is designed to provide skills needed to create web pages. Students will be prepared to work in the field of Web Design. This course will focus on web page planning, constructing of content with an



emphasis on visual appeal.

The combination of Macromedia software will be used: Dreamweaver, Flash (animation), Fireworks and Freehand. The web page building program Dreamweaver (PC and Mac) allows students to use both HTML and simple commands to create functioning, professional looking web page layouts. Students will maintain the school's website, keeping information current and featuring events happening at the school.

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## YEARBOOK

IHS

LGA

DURATION: Year Course

a-g DESIGNATION: None

GRADES: **9, 10, 11, 12**

PREREQUISITE: Completion of appropriate application per site requirements.

The purpose of this class is to produce a contemporary high quality Yearbook. Students who enter this class should be prepared to work after school and during lunch on a regular basis. All students will design pages, write stories, captions, headlines and participate in selling advertising in order to finance the Yearbook. Students will also be responsible for promoting and selling yearbooks to the student body. Grades will be based on quality of pages made, the selling of one ad space to a business, and the selling of Yearbooks to the student body and staff. Responsibility and personal commitment are important to success in this class. Course may be repeated with Teacher approval.

## ENGLISH

### **\*AP ENGLISH LANGUAGE & COMPOSITION**

IHS  
NHS

DURATION: Year Course  
a-g DESIGNATION: b  
GRADES: **11**  
PREREQUISITE: None.

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

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### **\*AP ENGLISH LITERATURE & COMPOSITION**

IHS  
NHS

DURATION: Year Course  
a-g DESIGNATION: b  
GRADES: **12**  
PREREQUISITE: None.

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

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### **EDGE ENGLISH A**

IHS  
NHS

DURATION: Year Course  
a-g DESIGNATION: None  
GRADES: **9, 10, 11, 12**  
PREREQUISITE: Appropriate lexile score on EDGE placement test.

English Language Development (ELD) classes are designed for students whose first language is other than English. Placement is determined by oral and written CELDT tests given annually and an EDGE curriculum assessment.

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## **EDGE ENGLISH B**

IHS  
NHS

DURATION: Year Course  
a-g DESIGNATION: b  
GRADES: **9, 10, 11, 12**  
PREREQUISITE: Appropriate lexile score on EDGE placement test.

Edge English B is a year long course for English Language Development, utilizing the Hampton Brown Edge Program for mastery in Reading, Writing, Listening and Speaking. Edge B is a organized thematically around a group of ideas or issues, using a variety of works and examining rhetorical strategies and stylistic choices. Edge B introduces students to critical thinking and the fundamentals of academic writing. Through the writing process, students refine topics, develop and support ideas; investigate, evaluate, and incorporate appropriate resources; edit for effective style and usage; and determine appropriate approaches for a variety of contexts, audiences, and purposes. Writing activities include exposition and argumentation. The purpose of Edge English B is to improve student reading fundamentals, comprehension and critical thinking skills, teach specific reading behaviors, expand academic concepts and vocabulary (including word learning strategies), develop a stronger word consciousness, strengthen literary analysis (including recognizing genres and literary devices/elements), compare, evaluate, and criticize literature. Furthermore, students in Edge English B will expand on different modes of writing; learn the writing process, and the traits of good writing. As an ELD curriculum, Edge English B also provides an intense study of grammar, usage, mechanics, and spelling, interwoven throughout the program.

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## **ENGLISH FUNDAMENTALS**

IHS  
NHS

DURATION: Year Course  
a-g DESIGNATION: None.  
GRADES: **9, 10, 11, 12**  
PREREQUISITE: Appropriate lexile score on EDGE placement test.

English Language Development (ELD) classes are designed for students whose first language is other than English. Placement is determined by oral and written CELDT tests given annually and an EDGE curriculum assessment.

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## **ENGLISH 9 (includes CECA English 9)**

IHS  
LGA  
NHS

DURATION: Year Course  
a-g DESIGNATION: b  
GRADES: **9**  
PREREQUISITE: None.

This class introduces students to literary terms, genres, including workplace documents and research methods with MLA formatting. Students receive instruction in the composition process and write all of the following CAHSEE options: expository essays responding to texts and practicing different modes, especially comparison and contrast, as well as a business letter, persuasive essay, narrative essay (short story), literary analysis in essays of 1,500 words and up. Vocabulary, grammar and mechanics are systematically taught. Students develop aesthetic critical approach to interpreting literature, orally and in writing. An emphasis on works from the oral traditions and World Literature, with

special attention to the contributions of women and minorities are the focus of this introductory year.

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**ENGLISH 9 ADVANCED (includes English 9 Scholars Advanced)**

IHS  
LGA  
NHS

DURATION: Year Course  
a-g DESIGNATION: b  
GRADES: **9**  
PREREQUISITE: None.

The course develops writing skills and interpretive skills by exploring more complex works with more depth of inquiry, both oral and written than the College Preparatory English 9 course. Shared inquiries, panel discussions and book circles introduce students to literary terms and genres, including workplace documents. Students learn MLA research methods with MLA formatting. As they do in English 9, students receive instruction in the composition process and write all of the following CAHSEE options: expository essays responding to texts and practicing different modes, especially comparison and contrast, as well as a business letter, persuasive essay, narrative essay (short story), literary analysis in essays of 1,500 words and up. An accelerated pace, complexity of works and of writing prompts are substantial. These features, not necessarily the volume of work, are the primary difference from English 9. Vocabulary, grammar and mechanics are systematically taught, but there is less explicit instruction than in the standard class. Students in the advanced course should not need remediation. Students develop an aesthetic critical approach to interpreting literature, orally and in writing. Other critical approaches, including formalist, archetypal, and historical may be taught as appropriate. An emphasis on works from the oral tradition and world literature, with special attention to groups historically underrepresented in the canon, are the focus of this introductory year.

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**ENGLISH 10 (includes CECA English 10)**

IHS  
LGA  
NHS

DURATION: Year Course  
a-g DESIGNATION: b  
GRADES: **10**  
PREREQUISITE: None

Historical treatments of power and commonly shared human concerns in the context of war, colonialism, political revolutions, and other issues explored in the World History Curriculum are approached here through literature and written and oral research-based projects. Students may produce products in media other than the essay, for instance collaborations on power-point presentations to accompany a report. They will review the CAHSEE writing prompts of ninth grade, including business letters and receive methodical instruction in the composition process for the biographical narrative, analytical persuasive essay and a MLA documented research paper. Writing proficiencies include grammar, mechanics, spelling, and vocabulary expansion while continuing the development of the multi-paragraph essay. Direct instruction and practice develops proficiencies in the use of conventions and vocabulary.

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### **ENGLISH 10 ADVANCED (includes English 10 Scholars Advanced)**

IHS  
LGA  
NHS

DURATION: Year Course  
a-g DESIGNATION: b  
GRADES: **10**  
PREREQUISITE: None

Historical treatments of power and commonly shared human concerns in the context of war, colonialism, political revolutions, and other issues explored in the World History Curriculum are approached here through literature and written and oral research-based projects. This course develops writing and interpretive skills by exploring more complex works with more depth of inquiry, both oral and written, than is possible or desirable in English 10. Students may produce products in media other than the essay, for instance collaborations on power-point presentations to accompany a report. The complexity of the works read, the essay prompts, and the pace of instruction differ rather than volume of work expected of the student in English 10. As in English 10, English 10 Advanced students will review the CAHSEE writing prompts of ninth grade, including business letters and receive methodical instruction in the composition process for the biographical narrative, analytical persuasive essay and a MLA documented research paper. In addition, they will compare media in an essay. Direct instruction and practice develops proficiencies in the use of new conventions and vocabulary. However, well prepared students in English 10 Advanced should expect less direct and more individualized attention to stylistic and grammatical and mechanical conventions than students in the standard sections. Consequently, students registered for this course should not need nor expect remediation. The California Common Core State Standards will guide instruction and curriculum choices.

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### **ENGLISH 11**

IHS  
LGA  
NHS

DURATION: Year Course  
a-g DESIGNATION: b  
GRADES: **11**  
PREREQUISITE: None

This course emphasizes composition development combined with study of fiction and nonfiction works and movements of American Literature with selections from the adopted anthology as well as supplemental novels and plays. Listening and speaking activities build students' discussion and presentation skills as well as fluency in the oral interpretation of literature. The study of vocabulary and conventions becomes more intrinsic to the work students study and produce than in previous years. Students explore career paths, resume writing, job interviews, and develop other workplace and college preparatory skills. Literature is approached through philosophical and political critical theories. The eleventh grade English curriculum complements the work taught in the US American History course, from the Puritans and Rationalists to the Postmodern age. Students will write essays, including a fictional narrative, a literary analysis essay, a reflective composition, and a researched historical investigation. They also review various modes (comparison and contrast, description, narrative, classification and division, process analysis, analogy, cause and effect, summary, paraphrase) as available rhetorical strategies.

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## ENGLISH IB

ENGLISH IB HL1 Year 1

ENGLISH IB HL2 Year 2

IHS

DURATION: Two Year Course

a-g DESIGNATION: b

GRADES: 11, 12

PREREQUISITE: Successful completion of English 9 Scholars Advanced and English 10 Scholars Advanced or Teacher Recommendation.

IB English I Language and Literature is an investigation of the construction of meaning in a variety of contexts, both literary and in everyday life. This course aims to develop advanced skills of literary analysis and the subsequent understanding all texts should be viewed as independent while simultaneously related to cultural and socially determined reading practices. Of equal importance, the acquisition of close reading skills to evaluate the literary text and context of each studied play and novel. Students will evaluate the social, historical, and cultural contexts of each text and their effects on the meaning of the text. The focus of this course is primarily fiction. This course will fulfill one year of a high school English "a-g" requirement and one year of the IB DP Group 5 requirement.

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## ENGLISH 12

IHS

LGA

DURATION: Year Course

a-g DESIGNATION: b

GRADES: 12

PREREQUISITE: None

The twelfth grade course explores British Literature, covering work from the Anglo-Saxon to present, including work from the colonies and complementary translated works from African, Asian, and European writers. Rhetoric and the composition process are explicitly taught, with a focus on literary analysis, rhetorical analysis, and a Senior Project that calls upon students to design a campaign, (such as a campaign to improve organ donation, relief after a natural disaster, or create a campus literary magazine or service club). They may do this work individually or in a small group. This campaign contains brochures, proposals, letters, multi-media presentations, reports of information, fact sheets, or in a small group. This campaign contains brochures, proposals, letters, multi-media presentations, reports of information, fact sheets, FAQs and websites as well as researched report of information. They may also produce a showcase with an original script or give a multimedia presentation in conjunction with presenting their campaign. A public speaking component is mandatory. Students are responsible for an individual reflective essay, which will explain their reading and writing process and ask for introspection about their thinking process and action plan. If they collaborate on a team, there is an additional team dynamics analysis to prepare.

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## Expository Reading and Writing Course (ERWC)

IHS

NHS

DURATION: Year Course

a-g DESIGNATION: b

GRADES: **12**

PREREQUISITE: English 11

The goal of the Expository Reading and Writing Course (ERWC) is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of eight to ten rigorous instructional modules, students in this

yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the ERWC Assignment Template—presents a scaffolded process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also 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 to 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. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them.

## MATHEMATICS

### **ALGEBRA 2**

IHS  
LGA  
NHS

DURATION: Year Course  
a-g DESIGNATION: c  
GRADES: **11, 12**  
PREREQUISITE: Completion of Geometry with a grade of "C" or better

This is an intermediate course in Algebra. In this course students will use problem-solving strategies to analyze functions and relations, primarily within the real number system. Emphasis is on problem solving, thinking and communication skills. Topics include functions, systems of quadratic equations, logarithmic and exponential functions, binomial theorem, sequences, complex numbers, matrices and probability. Students will use the tools of mathematics in solving everyday problems. Major goals and objectives are aligned with the grades 8 through 12 California State Mathematics Content Standards for Algebra II.

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### **ALGEBRA 2 ADVANCED (includes Scholars)**

IHS  
LGA

DURATION: Year Course  
a-g DESIGNATION: c  
GRADES: **11, 12**  
PREREQUISITE: Completion of Geometry with a grade of "C" or better

This is an intermediate course in Algebra. In this course students will use problem-solving strategies to analyze functions and relations, primarily within the real number system.

Emphasis is on problem solving, thinking and communication skills. Topics include functions, systems of quadratic equations, logarithmic and exponential functions, binomial theorem, sequences, complex numbers, matrices and probability. Students will use the tools of mathematics in solving everyday problems.

Students will be covering all topics in more depth and doing projects that help with the conceptual development of the Analysis and Trigonometry.

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### **ANALYSIS WITH TRIGONOMETRY (Includes Scholars)**

IHS  
NHS

DURATION: Year Course  
a-g DESIGNATION: c  
GRADES: **11, 12**  
PREREQUISITE: Mathematics 3

Students will use problem-solving strategies to analyze functions and relations, primarily within the real number system. Topics include systems of quadratic equations, logarithmic and exponential functions, binomial theorem, sequences, complex numbers, matrices and probability in addition to using tools of mathematics in solving everyday problems. Students will be covering all topics in more depth and doing projects that aided in conceptual development of the course.

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**\*AP CALCULUS AB**

IHS  
NHS  
LGA

DURATION: Year Course  
a-g DESIGNATION: c  
GRADES: **11, 12**  
PREREQUISITE: See Mathematics Sequence III

Knowledge of calculus provides a transition to theoretical analysis of relationships inherent in engineering, science, medical, and business applications. This is an advanced placement course, equivalent to the first semester at the college level. This course will include derivatives and applications, definite integrals and applications, and minimum and maximum values of functions.

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**\*AP CALCULUS BC**

IHS  
NHS  
LGA

DURATION: Year Course  
a-g DESIGNATION: c  
GRADES: **12**  
PREREQUISITE: AP Calculus AB with a "B" or better or teacher recommendation.

This course develops the concepts of integrals, series, and sequences, conics, parametric equations, and slope fields. This is an advanced placement class, equivalent to a semester at the college level.

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**\*AP STATISTICS**

IHS  
LGA  
NHS

DURATION: Year Course  
a-g DESIGNATION: c  
GRADES: 11, 12  
PREREQUISITE: Mathematics 3

This is an introductory course in Probability and Statistics with more emphasis on theory. Students will master standards that will allow them to distinguish between and calculate probabilities of dependent and independent events, define and apply conditional probability to problem solving, recognize the standard distributions and apply them in problem solving, calculate standard deviations of normal distributions and use various methods for organizing data. This course will also provide opportunities to explore these standards in various career contexts, such as epidemiology, economics, and others.

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**CONSUMER MATH**

IHS

DURATION: Year Course  
a-g DESIGNATION: None.  
GRADES: **10,11, 12**  
PREREQUISITE: Mathematics 1

This course is designed to help students develop the business, accounting, and reasoning skills necessary for career and consumer situations. Emphasis is on mathematical procedures, business methodologies and decision making techniques that prevail on and off the job. This course will draw upon student experience bridging real-world relevance with academic concepts.

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### **EAP SENIOR MATH**

IHS

NHS

LGA

DURATION: Year Course

a-g DESIGNATION: g

GRADES: **12**

PREREQUISITE: Mathematics 3

This course is designed to strengthen mathematical foundation and to prepare students to be successful in college level math. The goal of the course is to deepen conceptual understandings of mathematical theory, skills and strategies. The course is designed to incorporate National Common Core Standards for Mathematical Practice and is aligned with specific high school standards listed in the California Common Core. Utilizing practical life applications this course serves both college and career bound High School Seniors.

This course is designed to assist students in making their transition from high school to college successful. This is a supplemental course that addresses topics previously covered in Math III courses, at a deeper level, as well as additional material identified by college instructors as necessary skills for college success. Using the Standards of Mathematical Practice from the Common Core Standards as a guideline, the course was designed in a manner which stresses deeper understanding, communication and critical thinking. Most of the time, students work in groups, discussing strategies for problem solving and persevering in solving problems that sometimes span more than one school day. Students are encouraged to come up with multiple ways of finding solutions and to test the validity of their answers, making them more reflective learners, and fostering independence. Students will build a mathematical “tool kit” of strategies, vocabulary and skills, with the ability to apply these in both new and practical situations. Most units contain specific real life problems, increasing the motivation of students to learn. A high emphasis is placed on students’ ability to justify their reasoning, and communicate the depth of their understanding of concepts. This course was originally developed for students who scored conditional on the EAP portion of the math Star test, but was found to be effective with students of all ranges, including those who had passed, and those who had failed.

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### **MATH ANALYSIS**

IHS

DURATION: Year Course

a-g DESIGNATION: c

GRADES: **11, 12**

PREREQUISITE: Mathematics 3 with a “C” or better

Students will demonstrate proficiency in solving all problem types described in the IB DP Mathematical Studies Course Guide. This course will fulfill one year of high school math “a-g” requirement and one year of the IB DP Group 5 requirement.

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## **MATHEMATICS 1**

IHS  
LGA  
NHS

DURATION: Year Course  
a-g DESIGNATION: c  
GRADES: **9, 10, 11, 12**  
PREREQUISITE: None.

Mathematics I is the first course in a series of three that uses an integrated approach to address the following conceptual categories: Number and Quantity, Algebra, Functions, Geometry, Statistics and Probability, and Modeling. The problem situations, models, and technology used will foster connections to the eight standards of mathematical practice, which develop concepts from multiple perspectives. Mathematics I topics focus on the interconnectedness of linear and exponential function elements, tables, graphs, and equations; comparison and contrast and decision-making using Algebraic models; proving Geometric theorems about two dimensional figures; and modeling using mathematical probability. Technology will be used to introduce and expand upon all areas of focus.

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## **MATHEMATICS 1-2**

IHS  
LGA  
NHS

DURATION: Year Course  
a-g DESIGNATION: c  
GRADES: **9, 10, 11, 12**  
PREREQUISITE: None.

Mathematics I/II is the first course of a two course compacted sequence that includes Mathematics I, Mathematics II, and Mathematics III. This course will cover all of the material from Mathematics I and will also include material from the first half of Mathematics II. This course satisfies the Common Core State Standards Integrated Pathway model and follows a suggested option for accelerating three years of content into two years time as prescribed within Appendix A. It will strengthen and build on students' previous knowledge from middle school Math 6, 7, and 8 standards. This course will focus on algebraic expressions, linear functions, quadratic functions, some basic exponential functions, exponents, polynomials, solving equations, geometric congruence proof and construction methods, descriptive statistics, connecting algebra and geometry through reasoning and proof as well as real life applications.

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## **MATHEMATICS 2**

IHS  
LGA  
NHS

DURATION: Year Course  
a-g DESIGNATION: c  
GRADES: **9, 10, 11, 12**  
PREREQUISITE: Mathematics 1

Mathematics 2 is the second course in a series of three that uses an integrated approach to address the following conceptual categories:  
Number and Quantity, Algebra, Functions, Geometry, Statistics and Probability, and Modeling. The problem situations,

models, and technology used will foster connections to the eight standards of mathematical practice, which develop concepts from multiple perspectives. Mathematics 2 topics build on previously learned concepts in Mathematics 1 (linear and exponential functions) and now include quadratic functions, with a focus on the interconnectedness of function elements, tables, graphs, and equations; comparison and contrast and decision-making using Algebraic models. The need for extending the set of rational numbers arises, and students are introduced to the real and complex numbers. Links between probability and data are explored through conditional probability, and the study of similarity leads to an understanding of right-triangle trigonometry. Technology will be used to introduce and expand upon all areas of focus.

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### **MATHEMATICS 2 Plus**

IHS  
LGA  
NHS

DURATION: Year Course  
a-g DESIGNATION: c  
GRADES: **9, 10, 11, 12**  
PREREQUISITE: Mathematics 1

Mathematics II Plus is the second course in the three-course integrated math series. Mathematics II plus provides students with a deeper understanding of advanced content preparing students for Mathematics III Plus. By integrating the Plus (+) standards into Mathematics II Plus and Mathematics II, students will be prepared to enter Calculus AB and forego Pre-Calculus. This course focuses on extending the laws of exponents to rational exponents, comparing the characteristics of functions, solving linear, quadratic, and exponential functions, including their associated inequalities. Students will extend their work with similarity, triangles and coordinate proofs, constructions, congruence, and transformations while using proportional reasoning, trigonometric ratios and the Pythagorean Identity. Mathematics II Plus includes (1) explorations into complex polynomial solutions, (2) the use of the Fundamental Theorem of Algebra, (3) an extension of constructions, and expands theoretical and (4) experimental probability by modeling compound events, permutations and combinations, and fair decision making.

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### **MATHEMATICS 2-3**

IHS  
LGA  
NHS

DURATION: Year Course  
a-g DESIGNATION: c  
GRADES: **9, 10, 11, 12**  
PREREQUISITE: Mathematics 1-2

Mathematics II/III is the second course of a two course accelerated sequence that includes Mathematics I, Mathematics II, and Mathematics III. It is the class that follows Mathematics I/II. This course will cover the second part of Mathematics II and will also include all the content of Mathematics III. This course satisfies the Common Core State Standards Integrated Pathway model and follows a suggested option for acceleration as prescribed within Appendix D. It will strengthen and build on students' previous knowledge from Mathematics I and the standards from the first portion of Mathematics II. This course will focus on the connection between linear, quadratic, and exponential functions and equations. It will also extend work with probability, establish criteria for similarity of triangles based on dilations and proportional reasoning, investigate and make conjectures about properties of common geometric shapes with special attention to regular polygons; use constructions to further understanding of geometric proof; and use proportional reasoning to understand trig functions and their relation to each other. This course will offer students a "big picture" understanding of mathematics. This includes understanding how the different areas of mathematics are related, and how math makes sense, is relevant, and is useful in understanding the real world.

Students are then able to become critical thinkers and gain the tools necessary in any field that requires problem solving. Students completing this course will be proficient in communicating mathematics both verbally and symbolically. They will understand the whys of the mathematics they are doing, and will be able to perform all levels of skills- based mathematics.

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### **MATHEMATICS 3**

IHS

LGA

NHS

DURATION: Year Course

a-g DESIGNATION: c

GRADES: 9, 10, 11, 12

PREREQUISITE: Mathematics 2

Mathematics III is the third course in a series that uses an integrated approach to address standards selected from the high school conceptual categories (Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability.) The focus of Math 3 is on expanding students' repertoire of functions to include polynomial, rational, and radical functions. They also expand their study of right-triangle trigonometry to include general triangles. In Math II, students bring together all of their experience with functions and geometry (from Math I, II, and III) to create models and solve contextual problems. Technology will be used to introduce and expand upon all areas of focus. Mathematics III is the culmination of the Integrated Pathway. Students completing this pathway will be well prepared for advanced mathematics and should be encouraged to continue their study of mathematics with Pre-calculus or other mathematics electives, such as Statistics and Probability or a course in modeling.

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### **MATHEMATICS 3 Plus**

IHS

LGA

NHS

DURATION: Year Course

a-g DESIGNATION: c

GRADES: 9, 10, 11, 12

PREREQUISITE: Mathematics 2 Plus

Mathematics III Plus is the third course in the three-course integrated math series. This course focuses on four major areas. Students will (1) Expand their understanding of functions to include polynomial, rational, and radical functions. In Mathematics II Plus students showed that the Fundamental Theorem of Algebra was true for polynomials; in this course students will apply the theorem to higher order polynomials. Students will know, apply, and prove the Binomial Theorem; (2) Expand right triangle trigonometry to include general triangles and understand, apply and prove the Laws of Sines and Cosines (3) Extend methods from Mathematics II Honors to more complex situations so as to draw inferences and conclusions from data, use probabilities to make fair decisions, analyze decisions and strategies, and (4) Consolidate functions and geometry to create models and solve contextual problems. Students who complete Mathematics III Plus will be prepared for Calculus AB.

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### **MATHEMATICS IB HL**

*AP CALCULUS AB Year 1 (Formerly MATHEMATICS IB HL1)*

*MATHEMATICS IB HL2 Year 2*

IHS

DURATION: Year Course

a-g DESIGNATION: c

GRADES: **11, 12**

PREREQUISITE: Mathematics III and Trigonometry (equivalent) or Mathematics 3 Plus with a grade of "B" or better

Students will demonstrate proficiency in solving all problem types described in the IB DP Mathematical Studies Course Guide. This course will fulfill one year of math "a-g" requirement and one year of the IB DP Group 5 requirement.

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### **MATHEMATICS IB SL**

*MATHEMATICS IB SL Year 1*

*AP CALCULUS AB Year 2 (Formerly MATHEMATICS IB SL 2)*

IHS

DURATION: Two Year Course

a-g DESIGNATION: c

GRADES: **11, 12**

PREREQUISITE: Mathematics 3 with a grade of a "C"

Students will demonstrate proficiency in solving all problem types described in the IB DP Mathematical Studies Course Guide. This course will fulfill one year of high school math "a-g" requirement and one year of the IB DP Group 5 requirement.

In year two, students will gain knowledge of calculus which provides a transition to theoretical analysis of relationships inherent in engineering, science, medical, and business applications. This is an advanced placement course, equivalent to the first semester at the college level. This course will include derivatives and applications, definite integrals and applications, and minimum and maximum values of functions.

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### **MATHEMATICAL STUDIES IB**

*MATHEMATICAL STUDIES IB SL Year 1 (Formerly Studies SL1)*

*MATH ANALYSIS Year 2 (Formerly Math Studies SL2)*

IHS

DURATION: Two Year Course

a-g DESIGNATION: c

GRADES: **11, 12**

PREREQUISITE: Mathematics 3 with a "C" or better

Students will demonstrate proficiency in solving all problem types described in the IB DP Mathematical Studies Course Guide. This course will fulfill one year of high school math "a-g" requirement and one year of the IB DP Group 5 requirement.

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### **STATISTICS**

IHS

LGA

DURATION: Year Course

a-g DESIGNATION: c

GRADES: **11, 12**

PREREQUISITE: Mathematics 3

This course will provide the student with the skills to gather, calculate and interpret statistical data. Topics include collection of data through surveys and experiments, graphic and numeric organization of data, probability, sampling distributions, confidence intervals and hypothesis testing. Students will explore applications of these topics to the social sciences, sports, business, government and medicine. This course entails an increased workload and demands a high

level of thinking and reasoning.



## PHYSICAL EDUCATION

### **ADVANCED BODY COMPOSITION COURSE TWO**

IHS

DURATION: Year Course

a-g DESIGNATION: None.

GRADES: **10, 11, 12**

PREREQUISITE: Physical Education 9 or equivalent and Coach Recommendation

The physical education program will provide emphasis on the value of lifetime fitness and lifetime activity. This course will cover everything from the Beginning Body Composition Emphasis course. This course is designed to meet the needs of the students who are highly physically active and wish to train at a higher level. Teacher approval is required to enroll in this course.

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### **BODY COMPOSITION COURSE TWO**

IHS

DURATION: Year Course

a-g DESIGNATION: None.

GRADES: **10, 11, 12**

PREREQUISITE: Physical Education 9 or equivalent

The physical education program will provide emphasis on the value of lifetime fitness and lifetime activity. The student will be taught a variety of different lifting techniques and workout programs for each muscle group to incorporate into their personal fitness plan. The five components of physical fitness will be covered daily. Anatomy, drug use, and muscle enhancements will be taught. Students will have the opportunity to participate in weight training, running techniques, aerobics, circuit weight training, Yoga, Pilates, dance and stacking. Physical Education 10-12 is a required course, which will provide sophomores, juniors, and seniors with an opportunity to complete one of their two years of PE.

Note: If a student needs to make-up any PE credit(s), they must enroll in one of the Course Two options.

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### **FIELD AND COURT SPORT EXPLORATION**

IHS

NHS

LGA

DURATION: Half Year Course

a-g DESIGNATION: None.

GRADES: **10,11,12**

PREREQUISITE: Successful completion of PE 9. Concurrent enrollment in or completion of PE 10.

This course is designed for students to participate in a variety of court and field sport activities (Lifetime Sports). Students will be provided the opportunity to develop the intermediate and advanced skills in a variety of activities. These activities will include but not be limited to: Volleyball, Basketball, Tennis, Badminton, Archery, Golf, and Soccer. Sports concepts will be emphasized through a variety of activities and tournament play designed specifically for that particular sport and class.

**Physical Education Electives do not fulfill PE 9 or PE10-12 requirements.**

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## HEALTH

IHS  
NHS  
LGA

DURATION: Half Year Course DESIGNATION: None.  
GRADES: **9**  
PREREQUISITE: None.

Health is a state-mandated one-semester course which must be taken during the 1st or 2nd semester of the freshman year. This course covers various topics such as family life and sexuality, nutrition principles, decision-making, mental health, alcohol, drugs and tobacco use, diseases and disorders, and safety and emergency care. Health standards are covered. Health is a 1 semester class.

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## PE IS ALL ABOUT YOU!

NHS

DURATION: Year Course  
a-g DESIGNATION: None.  
GRADES: **10, 11, 12**  
PREREQUISITE: Successful completion of PE 9. Concurrent enrollment in or completion of PE 10.

Ballroom Dance, Yoga, & Movement all in one for a FUN, healthy you Activities will vary throughout the year from dance, yoga, personal fitness to low impact aerobics. Come join in on the FUN. Co-educational: for both girls and boys.

**Physical Education Electives do not fulfill PE 9 or PE10-12 requirements.**

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## PHYSICAL EDUCATION 9

IHS  
LGA  
NHS

DURATION: Year Course  
a-g DESIGNATION: None.  
GRADES: **9**  
PREREQUISITE: None.

This course will provide emphasis on the development of conditioning techniques, health-related fitness, and physical fitness including agility, strength, flexibility, and cardiovascular endurance. Fitness will be assessed and the value of lifetime fitness will be stressed. In addition, this course should further students' knowledge of safety and health and promote leadership and good sportsmanship. The students will participate in team sports, lever sports, aquatics, physical fitness, and be responsible for a personal portfolio. Activities in which students may participate include, but are not limited to: pickle ball, soccer, lacrosse, volleyball, basketball, rugby, team handball, softball, swimming, ping pong, and floor hockey. **This class is required for all 9th graders. Students must pass PE 9 in order to take PE 10.**

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## PHYSICAL EDUCATION 10-12

IHS  
LGA  
NHS

DURATION: Year Course  
a-g DESIGNATION: None  
GRADES: **10, 11, 12**  
PREREQUISITE: Successful completion of PE 9.

PE 10-12 will continue to provide emphasis on the value of personal fitness and lifetime activities. Students will participate in individual sports, personal fitness, and movement, including more in depth analyzing of skills for effective movement. Along with sport etiquette, the students will also be able to acknowledge and respect stylistic differences in performances. Students will be responsible for a personal portfolio. Activities in which students may participate include, but are not limited to: archery, tennis, golf, badminton, wt. training, dance, and multi-cultural games. **Students in PE 10-12 may also take an Elective PE course at the same time.**

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### PHYSICAL EDUCATION ATHLETIC

IHS

DURATION: Year Course  
a-g DESIGNATION: None.  
GRADES: **10, 11, 12**  
PREREQUISITE: Student Athlete

Physical Education Athletic is the same course as PE 10-12 except for the fact that this course is designed for student - athletes competing as a member of a high school sport. PE 10-12 will continue to provide emphasis on the value of personal fitness and lifetime activities. Students will participate in individual sports, personal fitness, and movement, including more in depth analyzing of skills for effective movement. Along with sport etiquette, the students will also be able to acknowledge and respect stylistic differences in performances. Students will be responsible for a personal portfolio. Activities in which students may participate include, but are not limited to: archery, tennis, golf, badminton, wt. training, dance, and multi-cultural games.

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### WEIGHT TRAINING

IHS  
NHS

DURATION: Year Course  
a-g DESIGNATION: None.  
GRADES: **10, 11, 12**  
PREREQUISITE: None

## SCIENCE

### **ADVANCED HUMAN BIOLOGY (includes Scholars)**

IHS

DURATION: Year Course

a-g DESIGNATION: d

GRADES: **9**

PREREQUISITE: None

This course is intended for freshmen that are enrolled in the International Baccalaureate (IB) Diploma Programme (DP). It will satisfy the health semester graduation requirement and the Biology year graduation requirement. Students study the basic concepts and principles of biology from a human health perspective. Students learn about the nature of science, the structure and function of human systems in health and disease, human inheritance and change over time, and the role of human in ecological systems. Topics include cell biology, human support and locomotion, the impact of substance abuse on body systems, fluid transport and immunity, nutrition, the human brain, development and reproduction, genetics, evolution and ecology, and matter and energy in living systems. Laboratory activities are integrated to foster student discovery and develop key skills. Laboratory activities include dissection, investigation, and experimentation. Students develop problem-solving skills as they design and conduct their own experiments and cultivate critical-thinking skills through research and discussion about modern science issues related to biotechnology. Advanced Human Biology differentiates from the regular Biology course through the addition of Health topics as well as its instructional delivery: topics covered within the course are taught at an accelerated pace and in more depth than regular Biology or Health course. Because of this acceleration, more of the burden of learning will occur outside of the classroom, in the form of homework and research projects, than the advanced student may have experienced before.

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### **ANATOMY AND PHYSIOLOGY**

IHS

NHS

DURATION: Year Course

a-g DESIGNATION: d

GRADES: **11,12**

PREREQUISITE: None.

Anatomy and Physiology is a year long lab science course designed for students interested in careers in the medical field. Anatomy and Physiology covers the organization of the human body, as well as an in depth look at the organ systems related to support, movement, integration, regulation, maintenance, reproduction, and development of the human body. Lab activities, scientific method, and critical thinking skills are emphasized.

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### **\*AP BIOLOGY**

IHS

NHS

DURATION: Year Course

a-g DESIGNATION: d

GRADES: **11, 12**

PREREQUISITE: 1) Successful completion of Biology and Chemistry with a "B" or better in each 2) Successful completion of Math 1, Math 2, and Math 3 3) Teacher Recommendation

Advanced Placement Biology is designed to be the equivalent of a first year introductory college biology course. AP

Biology is designed for students who have successfully completed foundation courses in Biology and Chemistry.

This course aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. It will include those topics regularly contained in a high quality college program in introductory biology.

---

**\*AP CHEMISTRY**

IHS

NHS

DURATION: Year Course

a-g DESIGNATION: d

GRADES: **11,12**

PREREQUISITE: None.

This course is designed to be the equivalent of two semesters of College-Level General Chemistry. The course covers stoichiometry, redox, thermodynamics, rates, equilibrium, colligative properties, electrochemistry, bonding, quantum atomic structure, nuclear chemistry, gases, solutions, and acid and base equilibrium. Lab activities, computer simulations, writing, scientific method, and critical thinking skills are emphasized. Successful candidates who pass the AP test may get a full year college credit at UC, Cal State and most private universities. This course will be offered in alternating years: 2007-2008, 2009-2010, etc.

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**\*AP Environmental Science**

LGA

DURATION: Year Course

a-g DESIGNATION: d

GRADES: **11,12**

PREREQUISITE:

The goal of the AP Environmental Science 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. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science

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**\*AP PHYSICS 1**

IHS

NHS

DURATION: Year Course

a-g DESIGNATION: d

GRADES: **11,12**

PREREQUISITE: Completion of Mathematics II and co-enrolled in Mathematics III

Students will learn physics which is taught at an entry-level Algebra based physics college course. This AP class will help prepare students for a college physics course and give them skills in problem solving.

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**BIOLOGY ADVANCED**

IHS

LGA  
NHS

DURATION: Year Course

a-g DESIGNATION: d

GRADES: **9,10**

PREREQUISITE: Successful completion of Mathematics 1 with a "B" or better, and/or teacher recommendation, and/or a "B" or better in previous science class.

The course covers the nature of life, the diversity of individual species, and how species interrelate with each other. The scientific method and science processes will be used in the study of biochemistry, cell structure, bioenergetics, molecular genetics and heredity, the process of evolution, comparative anatomy and physiology, and ecological interactions. Advanced Biology differentiates from the regular Biology course not in its course content but in its instructional delivery: topics covered within the course are molecular genetics and heredity, the process of evolution, comparative anatomy and physiology, and ecological interactions. Advanced Biology differentiates from the regular Biology course not in its course content but in its instructional delivery: topics covered within the course are taught at an accelerated pace and in more depth than a regular Biology course. Also, current trends in biological studies are emphasized, such as biochemistry, microbiology, and biotechnology. Because of this acceleration, more of the burden of learning will occur outside of the classroom, in the form of homework and research projects, than the advanced student may have experienced before.

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## **BIOLOGY**

IHS  
NHS  
LGA

DURATION: Year Course

a-g DESIGNATION: d

GRADES: **9, 10, 11, 12**

PREREQUISITE: None.

The course covers biochemistry, cell structure and function, genetics, evolution, comparative anatomy and physiology, and ecology. Lab activities, writing, scientific method and critical thinking skills are emphasized.

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## **BIOLOGY IB**

*BIOLOGY IB HL1 Year 1*

*BIOLOGY IB HL2 Year 2*

IHS

DURATION: Two Year Course

a-g DESIGNATION: d

GRADES: **11, 12**

PREREQUISITE: Advanced/Honors Biology Physics, and Mathematics 3

This course will fulfill one year of Laboratory Science "a-g" requirement and one year of the IB DP Group 4 requirement.

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## **CHEMISTRY (includes CECA)**

IHS  
LGA  
NHS

DURATION: Year Course

a-g DESIGNATION: d  
GRADES: 10, **11,12**  
PREREQUISITE: Biology with a grade of a "C"

This pre-advanced placement course covers atomic and molecular structure, chemical bonds, stoichiometry, gases, solutions, equilibrium, acids and bases, thermodynamics, rates, biochemistry, and nuclear chemistry. Lab activities, computer simulations, writing, scientific method, and critical thinking skills are emphasized.

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### **CHEMISTRY IB**

*HONORS CHEMISTRY Year 1*

*CHEMISTRY IB SL Year 2*

IHS

DURATION: Two Year Course  
a-g DESIGNATION: d  
GRADES: **11, 12**  
PREREQUISITE: Successfully completed Physics and co-enrollment in Math 3 or higher

Honors Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. The strands that will be covered are: Atomic Structure, Periodicity, Chemical bonding and structure, Measurement and data processing, Stoichiometric relationships, Energetics/thermochemistry, Acids and bases, Chemical kinetics and Equilibrium, Redox processes, and Organic chemistry. The depth of knowledge expected is higher than a traditional College Preparatory Chemistry course. Honor's Chemistry will aim to test all students' knowledge and understanding of key concepts through:

- A) Applying and using scientific methods and techniques and scientific terminology
- B) Constructing, analyzing and evaluating scientific hypotheses, research questions and predictions, scientific methods and techniques, and scientific explanations
- C) Demonstrating both the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem solving, and the manipulative skills

Students will gain the skills necessary to prepare for IB exams in this second-year chemistry lab course. Students taking this course will satisfy the a-g "d" requirement of one year of chemistry. This course will also satisfy a NUSD requirement to complete a one-year chemistry lab course. Chemistry IB SL will build on the concepts of Honors Chemistry and focus on further developing laboratory manipulative skills and emphasize critical thinking through written lab reports.

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### **CHEMISTRY IN THE COMMUNITY (includes CECA)**

IHS

LGA

NHS

DURATION: Year Course  
a-g DESIGNATION: d  
GRADES: 9,10,**11,12**  
PREREQUISITE: None.

Students will gain foundational understanding of chemistry as it relates to everyday issues in this chemistry lab course. Students will take this course to satisfy a-g "d" requirement of one year of chemistry. This course will also satisfy an NUSD requirement to complete a one-year chemistry lab course. Chemistry in the Community is designed to be a chemistry class for students planning to attend college as a non-science major. The course is designed around chemically related life and environmental issues and is laboratory oriented. The course will afford them the knowledge



to make rational and logical decisions as adults applicable to concepts of chemistry. The main topics of the course are: water purity, chemical resources, petroleum resources and alternatives, chemistry of foods, nuclear chemistry, atmospheric chemistry, biochemistry and industrial chemistry.

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### **CONCEPTUAL PHYSICS**

IHS

NHS

LGA

DURATION: Year Course

a-g DESIGNATION: d

GRADES: **9, 10**, 11, and 12

PREREQUISITE: None.

Students will gain foundational and conceptual knowledge in this Physics lab course. Students will take this course to satisfy the a-g "d" requirement of one year of physical science. This course will also satisfy a NUSD requirement to complete a one-year physical science lab course. Emphasis is on the development of an intuitive understanding of physics principles, as well as problem solving with the use of mathematics. The laboratory work helps students develop reasoning power and the ability to apply physics principles, as well as acquaint students with sound laboratory techniques. The main topics of the course are Kinematics (Linear Motion, Free Fall, Projectile Motion, Conservation of Momentum and Energy, Work, Energy, Power, Circular Motion), Gravitation, Thermodynamics, Simple Harmonic Motion, Waves, Light, Sound, Electricity, Magnetism, and the Atomic Nature of Matter.

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### **ENGINEERING RESEARCH & DEVELOPMENT**

NHS

DURATION: Year Course

a-g DESIGNATION: d

GRADES: 11, **12**

PREREQUISITE: Introduction to Engineering and Principles of Engineering

In this course, teams of students guided by community members will research, design and construct solutions to engineering problems and present findings and portfolio to panel of community members. This is the capstone course for the Engineering Pathway.

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### **HUMAN BIOLOGY WITH HEALTH INCORPORATED (includes CECA)**

IHS

DURATION: Year Course

a-g DESIGNATION: d

GRADES: **9**

PREREQUISITE: None.

This course is intended for freshmen that are enrolled in the California Early College Academy (CECA) program. It will satisfy the health semester graduation requirement and the Biology year graduation requirement. Students study the basic concepts and principles of biology from a human health perspective. Students learn about the nature of science, the structure and function of human systems in health and disease, human inheritance and change over time, and the role of human in ecological systems. Topics include cell biology, human support and locomotion, the impact of substance abuse on body systems, fluid transport and immunity, nutrition, the human brain, development and reproduction, genetics, evolution and ecology, and matter and energy in living systems. Laboratory activities are integrated to foster student discovery and develop key skills. Laboratory activities include dissection, investigation, and experimentation. Students develop problem-solving skills as they design and conduct their own experiments and

cultivate critical-thinking skills through research and discussion about modern science issues related to biotechnology.

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**PHYSICS (includes CECA and Scholars)**

IHS

NHS

DURATION: Year Course

a-g DESIGNATION: d

GRADES: **10, 11, 12**

PREREQUISITE: None.

The course covers motion, momentum, energy, gravitation, heat and thermodynamics, waves and sound, light, electricity, magnetism and nuclear physics. Lab activities, computer simulations, writing, scientific method and critical thinking skills are emphasized.

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**PRINCIPLES OF BIOMEDICAL SCIENCE**

DURATION: Year Course

a-g DESIGNATION: d

GRADES: **9, 10, 11, 12**

PREREQUISITE: None.

Principles of the Biomedical Sciences is a lab science course where typically 10th grade students investigate human body systems and various health conditions. Human medicine, research processes, bioinformatics, computer science, mathematics, and information theory are used to model and analyze biological systems. Students investigate the human body systems and various health conditions including: heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. Key biological concepts including homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease are embedded in the curriculum. Engineering principles including the design process, feedback loops, and the relationships of structure to function are incorporated in this curriculum. This course is designed to provide an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent academy courses.

## SOCIAL SCIENCE

### **AMERICAN GOVERNMENT**

IHS

LGA

NHS

DURATION: Half Year Course

a-g DESIGNATION: a

GRADES: **12**

PREREQUISITE: None.

In this course students apply social studies skills gained in previous years of study. Students will follow the State Standards to learn the basic institutions and the fundamental principles of American Government. The course will encourage students to reflect on the responsibilities of citizenship through examinations of civil rights and liberties. The structure of the federal, state, and local government will be examined and compared. A seven to nine page paper will be required in the first semester whether Economics or Government. This is a one semester course, paired with Economics to create a year long course.

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### **\*AP ECONOMICS**

IHS

LGA (Has divided into Micro and Macro)

DURATION: Year Course

a-g DESIGNATION: g

GRADES: **12**

PREREQUISITE: None.

This course would provide additional access opportunities for AP course enrollment for seniors. This course would also allow students the opportunity to take and pass 2 exams, Microeconomics and Macroeconomics.

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### **\*AP HUMAN GEOGRAPHY**

IHS

NHS

DURATION: Year Course

a-g DESIGNATION: a

GRADES: **9 -12**

PREREQUISITE: None.

AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscapes analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. This course offers a comprehensive view of geography through a course that challenges students to use maps and think about spatial data, understand and interpret the implications of associations among phenomena in places, recognize and interpret at different scales the relationships between patterns and processes, define regions and evaluate the regionalization process, and characterize and analyze changing interconnections between places. This course will be a jumpstart for our incoming 9th grade students to begin to explore the opportunities available to them through AP courses, commonly relegated only to upper class students.

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**\*MICROECONOMICS AP**

LGA

DURATION: Year Course  
a-g DESIGNATION: None  
GRADES: **12**  
PREREQUISITE: Business II

The purpose of the AP Microeconomics course is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within an economic system. It places emphasis on the nature and functions of product markets, and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. Graphing and data interpretations will be key tools in comprehending how the economy operates. Students will take the AP Microeconomics test at the end of this course.

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**\*MACROECONOMICS AP**

LGA

DURATION: Year Course  
a-g DESIGNATION: None  
GRADES: **12**  
PREREQUISITE: Business I and II

AP Macroeconomics provides an introductory, college-level presentation of the principles of economics that apply to an economic system as a whole. A particular emphasis is placed on the study of national income and price-level determination, economic performance measures, the financial sector, stabilization policies, economic growth and integrated economics. The Advanced Placement –College Board course objectives for AP Macroeconomics course will guide the instruction and curriculum choices.

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**\*AP PRINCIPLES of AMERICAN DEMOCRACY**

IHS

NHS

DURATION: Year Course  
a-g DESIGNATION: a  
GRADES: **12**  
PREREQUISITE: None.

This course is one year and currently fulfills the requirements for American Government and Economics. Students will become knowledgeable about the political structure and function of the government, the U.S. political process, issues confronting Americans, and the responsibilities of being active participants in a democratic republic. The course follows the description set forth by the College Board. Students will complete a summer assignment and a Fall semester project. Students are strongly encouraged to take the AP Government examination in May.

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**\*AP UNITED STATES HISTORY**

IHS

NHS

LGA

DURATION: Year Course  
a-g DESIGNATION: a

GRADES: 11  
PREREQUISITE: World History or World History Advanced

The Advanced Placement Program (AP) course and examination in United States History are intended for qualified students who wish to complete studies in secondary school equivalent to college introductory courses in U.S. History. This course covers the period of Exploration through present day and is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The course prepares the students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials - their relevance to a given interpretive problem, their reliability, and their importance - and to weigh the evidence and interpretations presented in historical scholarship. This course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. A summer assignment is assigned and required prior to fall matriculation.

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### AP WORLD HISTORY

NHS

DURATION: Year Course  
a-g DESIGNATION: a  
GRADES: 10  
PREREQUISITE: None.

This full-year course explores the expansive history of the human world. Students learn many facts, but also the critical thinking skills necessary to analyze historical evidence. Five themes will be used as a frame of reference in the chronological study of our world's history; these themes are: Interaction between humans and the environment; development and interaction of cultures; state-building, expansion and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. Students will acquire the ability to examine change over time, including the causation of events as well as the major effects of historical developments, the interconnectedness of events over time, and the spatial interactions that occur over time that have geographic, political, cultural, and social significance. It is important for each student to develop the ability to connect the local to the global, and vice versa. Students will learn how to compare developments in different regions and in different time periods as well as contextualize important changes and continuities throughout world history.

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### ECONOMICS

IHS  
LGA  
NHS

DURATION: Half Year Course  
a-g DESIGNATION: g/a  
GRADES: 12  
PREREQUISITE: None.

Students will be introduced to the basics of the United States economic system including macro and microeconomics, supply and demand, monetary policy and the federal reserve, money and banking, comparisons between differing economic systems, the business cycle and the familiarization of investing and stock market research. Students will acquire the skills to bank and budget, complete taxes, and understand the business section of the newspaper. Students will complete the stock market project, supply and demand market, financial management budget and a career research project. Community involvement will be required. This is a one semester course, paired with American Government to create a year long course.

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## **HISTORY OF THE AMERICAS IB**

*HISTORY IB SL Year 1*

*HISTORY OF THE AMERICAS IB HL2 Year 2*

IHS

DURATION: Two Year Course

a-g DESIGNATION: a

GRADES: **11, 12**

PREREQUISITE: None.

History IB SL is the first course of a two year study of Canada, the Caribbean, Latin America, and the United States from an international perspective with depth and breadth including the study of governments, politics, history, and economic systems. Year 1 will have a more concentrated focus on US History and it's various systems of government and economics. This rigorous curriculum will incorporate key concepts from the IB programs Theory of Knowledge class by supplying TOK theories. Throughout the course these TOK theories are used to investigate what we think we know about our past and use our investigative skills to assess our theories of the future. History of the Americas IB HL2 is the second year course of a two year study of Canada, the Caribbean, Latin America, and the United States from an international perspective with depth and breadth including the study of governments, politics, history, and economic systems. This rigorous curriculum will incorporate key concepts from the IB programs Theory of Knowledge class by supplying TOK theories. Throughout the course these TOK theories are used to investigate what we think we know about our past and use our investigative skills to assess our theories of the future.

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## **INFO TECH IN A GLOBAL SOCIETY**

*INFO TECH IN A GLOBAL SOCIETY SL Year 1*

*INFO TECH IN A GLOBAL SOCIETY HL2 Year 2*

IHS

DURATION: Two Year Course

a-g DESIGNATION: g

GRADES: **11, 12**

PREREQUISITE: None.

The IB Diploma Program Information technology in a global society (ITGS) course is the study and evaluation of the impacts of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the access and use of digitized information at the local and global level. ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts. Although ITGS shares methods of critical investigation and analysis with other social sciences, it also considers social and ethical considerations that are common to other subjects in IBDP group 3. Students come into contact with IT on a daily basis because it is so pervasive in the world in which we live. This increasingly widespread use of IT inevitably raises important questions with regard to social and ethical considerations that shape our society today. ITGS offers opportunity for a systematic study of these considerations, whose range is such that they fall outside the scope of any other single discipline. This course will fulfill one year of the IB DP Group 3 requirement and one year technology/elective requirements.

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## **MODERN WORLD HISTORY AND GEOGRAPHY 10 (includes CECA)**

IHS

NHS

DURATION: Year Course

a-g DESIGNATION: a

GRADES: **10**

PREREQUISITE: None.

Students in the California Early College Academy (CECA) are undergoing a college readiness program in preparation for their college experience that begins in grade eleven. The purpose of the *CECA Modern World History and Geography* is to provide each student with fundamental knowledge and skills necessary to understand the historical impact of individuals and events on the contemporary world. Students are provided with the stimulus and guidance that promote a thriving learning environment that enables all students to reach their potential. *CECA Modern World History and Geography* will mirror the curriculum commonly taught in an entry level college course in Western Civilization using AVID methodologies, as well as faithfully adhering to California State Standards for World History. Embedded in *CECA Modern World History and Geography* curriculum are the strands of geography skills required by the California State Standards. Consequently, CECA students will maximize their program specific learning experience by means of *CECA Modern World History and Geography*.

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## **PSYCHOLOGY**

IHS

LGA

DURATION: Year Course

a-g DESIGNATION: g

GRADES: **10, 11, 12**

PREREQUISITE: None.

This course explores the principles of Psychology and prepares students to take Psychology in college. Students learn the fundamentals of the brain and nervous system and apply this information throughout the course. In this course, students are introduced to psychology with a focus on human development, learning, motivation, and personality. Students will develop basic concepts in psychology as they study individual behavior. Students will do experiments and explore implications for everyday life on human behavior. In addition to the academic aspects of this course, students will understand themselves better by exploring problem solving strategies and applying them to school and private life. They will also be introduced to the careers associated with psychology.

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## **THEORY OF KNOWLEDGE THEORY OF KNOWLEDGE IB Semester 1**

THEORY OF KNOWLEDGE 2 IB Semester 2

IHS

DURATION: Two Semester Course

a-g DESIGNATION: g

GRADES: **11, 12**

PREREQUISITE: None.

The Theory of Knowledge (TOK) course, a flagship element in the Diploma Program, encourages critical thinking about knowledge itself, to try to help young people make sense of what they encounter. Its core content is questions like these: What counts as knowledge? How does knowledge grow? What are the limits to knowledge? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge?

What Makes TOK unique is its process. At the center of the course is the student as knower. Students entering the Diploma Program typically have 16 years of life experience and more than 10 years of formal education behind them. They have accumulated a vast amount of knowledge, beliefs, and opinions from academic disciplines and their lives outside the classroom. In TOK they have the opportunity to step back from this relentless acquisition of new knowledge, in order to consider knowledge issues. These include questions already mentioned, viewed from the perspective of the student, but often begin from more basic ones, like: What do I claim to know [about X]? Am I justified in doing so [how?]? Such questions may initially seem abstract or theoretical, but TOK teachers bring them into closer focus by taking into account their students' interests, circumstances and outlooks in planning the course.

TOK activities and discussion aim to help students discover and express their views on knowledge issues. The course



encourages students to share ideas with others and to listen to and learn from what other think. In this process students' thinking and their understanding of knowledge as a human construction are shaped, enriched, and deepened. Connections are made between knowledge encountered in different Diploma Program subjects, in CAS experience or in extended essay research.

Because the subject matter of the course is defined in terms of knowledge issues, there is no end to the valid questions that may arise in a TOK course. This guide consists mainly of questions that have been found to stimulate appropriate TOK inquiry. It would not be possible or desirable to include them all in a course of 100 hours spread over the two years of the Diploma Program, though it is expected that all sections of the guide will be covered to some extent. The rigor of this course qualifies students for a possible grade adjustment.

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### **US HISTORY (includes CECA)**

IHS

NHS

LGA

DURATION: Year Course

a-g DESIGNATION: a

GRADES: **11**

PREREQUISITE: None.

In this course, students will continue to develop skills in reading, comprehension, written composition, and vocabulary as they pertain to United States History. The course reviews major themes and events in the U.S. during the 18th and 19th centuries. Major emphasis is placed upon social, political, economic and cultural themes of the late 19th and 20th centuries. The course incorporates primary source materials, historical literature, and research skills. A five to seven page research paper is required, building on English department writing standards and on the skills learned at the sophomore level.

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### **WORLD GEOGRAPHY**

IHS

NHS

LGA

DURATION: Half-Year Course

a-g DESIGNATION: a

GRADES: **9**

PREREQUISITE: None.

Based on the National Geography standards, this course explores the relationship between humans and their environment. Students study the human and physical characteristics of "place" including the characteristics of cultures and how various cultures satisfy basic needs in response to the environment. One of the realities of the contemporary world is the increasing influence of other nations in the daily life of the American citizen. This course is designed to provide understanding the characteristics of the world's major cultures using the five themes of geography as a basis for discovery. Students will also be learning about the basic themes of physical geography through study of climate and weather, human movement, environmental issues, and place-name geography per National Standards for Geography. Students will complete a research report.

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## **WORLD HISTORY**

IHS

NHS

LGA

DURATION: Year Course

a-g DESIGNATION: a

GRADES: **10**

PREREQUISITE: None.

Students in grade ten study major turning points that have shaped the modern world. Exploring the Origin of Western Political Thought, analyzing the enlightenment Era and the birth of the first modern Democracy and extrapolating from the American experience that democratic ideals are often achieved at a high price, and are not practiced everywhere in the world; students apply this understanding to historical and current world issues, and relate them to their historical geographic political economic and cultural contexts.

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## **WORLD HISTORY ADVANCED (Includes Scholars Advanced World History)**

IHS

NHS

LGA

DURATION: Year Course

a-g DESIGNATION: a

GRADES: **10**

PREREQUISITE: Teacher Recommendation required.

In this yearlong course, students study world history beginning with man's origin through the Industrial Revolution and culminating in the globalization of recent history. Students will become knowledgeable about the historic, economic, political, geographic and cultural similarities and differences among the world's communities. This course is designed for the highly motivated and social science oriented student since there is a greater demand on the students regarding reading, writing, and projects.

## TECHNOLOGY

### COMPUTER APPLICATIONS

LGA

DURATION: Year Course  
a-g DESIGNATION: None  
GRADES: **10-12**  
PREREQUISITE: None

This course is designed to prepare students with a working knowledge of the computer in terms of its abilities and limitations. Students will be introduced to keyboarding, word processing (Microsoft Word), spreadsheet (Microsoft Excel), database (Microsoft Access), and presentation (Microsoft PowerPoint and Publisher) applications. The Internet and the Social and Ethical Implications of Computers are also introduced. This course will also include an overview of the history of computers.

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### COMPUTER TECHNOLOGIES

NHS  
LGA

DURATION: Year Course  
a-g DESIGNATION: None  
GRADES: **11, 12**  
PREREQUISITE: 1) This class is a ROP (Regional Occupational Program) offering. 2) Must be 16 years of age and must be able to fit into student's schedule.

(Description from Computer Business and Technologies)

Prepare for a career in the world of business by developing computer technology skills vital to the workplace. You will produce business documents using word processing, spreadsheet, database, and presentation software. You will also acquire/improve keyboarding skills, operate business equipment, apply alpha/numeric filing procedures, demonstrate telephone etiquette, manage time and projects, develop interpersonal skills, examine employer/employee interactions, evaluate professional career options, develop job preparation skills, prepare for MOS certificate.

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### DIGITAL PHOTOGRAPHY ADVANCED (FORMERLY KNOWN AS ADV. DIGITAL PHOTOGRAPHY)

NHS

DURATION: Year Course  
a-g DESIGNATION: None  
GRADES: **11, 12**  
PREREQUISITE: Digital Photography Intermediate

This class is a Career Technical Education course offering. In this advanced photography course, students deepen their knowledge of photography by building on the knowledge and skills previously acquired in digital photography. They increase their expertise by working through the advanced Visual and Performing Arts Standards. This course will familiarize the student with advanced photographic equipment, materials, methods and digital processes. Students deepen and broaden their investigation of artistic photography while improving their techniques and developing a personal style. They communicate to others through their artwork and discuss the role and purpose of the art being produced. In creating their own work and by studying the photographs of others, students increase their ability to make informed aesthetic judgments. Students complete a portfolio of advanced digital photography and exhibit their work in public forums.

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### **DIGITAL PHOTOGRAPHY - INTERMEDIATE (FORMERLY KNOWN AS INT. DIGITAL PHOTOGRAPHY)**

NHS

DURATION: Year Course

a-g DESIGNATION: None

GRADES: **10, 11, 12**

PREREQUISITE: Successful completion of Digital Photography or Photography with a "C" or better.

This class is a Career Technical Education course offering. In this advanced photography course, students deepen their knowledge of photography by building on the knowledge and skills previously acquired in Digital Photography. They increase their expertise by working through the second half of the advanced Visual and Performing Arts Standards. This course will familiarize the student with advanced photographic equipment, materials, methods and digital processes. Students deepen and broaden their investigation of artistic photography while improving their techniques and developing a personal style. They communicate to others through their artwork and discuss the role and purpose of the art being produced. In creating their own works and by studying the photographs of others, students increase their ability to make informed aesthetic judgments. Students complete a portfolio of advanced digital photography and exhibit their work in public forums.

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### **DIGITAL PHOTOGRAPHY (FORMERLY KNOWN AS INTRODUCTION TO DIGITAL PHOTOGRAPHY)**

NHS

DURATION: Year Course

a-g DESIGNATION: f

GRADES: **9, 10, 11, 12**

PREREQUISITE: Recommend basic computer skills

Digital Photography is a year long course where students learn photography using digital cameras and computer based image manipulation. This class is a Career Technical Education course offering. Emphasis of the state standards are taught and applied in this course. While developing skills, using the language terminologies and techniques of digital photography, students will create a professional portfolio and exhibit their photos as works of art in the community. In the first semester, students are introduced to the origins and historical development of photography, learning and understanding the Historical and Cultural contribution photography has made in the last 19th century to present times. Additionally, students learn the techniques and workflow associated with shooting, creating, and printing digital works of art. Students are taught digital camera operation, composition, and creative expression. As students combine what they have learned in the first quarter, students learn to appreciate and create original works of art based on their own personal experiences in the Creative Expression process.

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### **GRAPHIC ART & DESIGN I (FORMERLY KNOWN AS GRAPHICS DESIGN)**

IHS

NHS

DURATION: Year Course

a-g DESIGNATION: None.

GRADES: **9,10, 11, 12**

PREREQUISITE: None.

This yearlong course focusing on computer-generated graphics, introducing students to graphic layout programs including, Photoshop, imovies, Flash, Dreamweaver, and others commonly used in the professional advertising workplace. Students will explore various aspects of the graphics process including: the design process, logo creation, scanning, digital photography/video downloading, file preparation for printing and much more. Printing, graphic design history and career opportunities will be explored. Students will create real life projects like CD covers and candy

wrappers. This course develops essential skills, emphasizing technology and visual art terminology needed for today's Professional Graphic Artist.

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**GRAPHIC ART & DESIGN II (FORMERLY LISTED AS INT. GRAPHICS DESIGN)**

IHS

NHS

DURATION: Year Course

a-g DESIGNATION: None.

GRADES: **10, 11, 12**

PREREQUISITE: GRAPHIC ART AND DESIGN I

This year long course will continue to build students' understanding of computer-generated graphics, the principles of design, and the creation of a graphic design product from concept to presentation. Students will continue working with Adobe Photoshop, InDesign and Illustrator at a more advanced level. Students will continue to explore various aspects of the graphics process including: the design process, brand identity creation, scanning, digital photography manipulation, publication layout, file preparation for printing and more. Printing, graphic design history and career opportunities will be explored. Students will create real life projects like magazine layouts and posters. This course develops essential workplace skills, emphasizing the professionalism, technology, and visual art terminology needed for today's Graphic Designer.

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VAPA

**\*AP Studio Art 2-D Design**

IHS

LGA

DURATION: Year Course

a-g DESIGNATION: f

GRADES: **11, 12**

PREREQUISITE: Art 1 and Art 2

This course is designed to develop student mastery in the concept, composition and execution of their two-dimensional works in 2-D design. Students will have the opportunity to produce a two-dimensional portfolio fulfilling the requirements as set by The College Board for Studio Art AP. The portfolio has specific requirements which include: Section I--Quality, excellence demonstrated in original art works; Section II--Concentration, an in-depth, personal commitment to a particular artistic concern; Section III--Breadth shows a variety of experiences in using the formal, technical and expressive means available to an artist.

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**\*AP Studio Art 3-D Design**

IHS

LGA

DURATION: Year Course

a-g DESIGNATION: f

GRADES: **11, 12**

PREREQUISITE: Art 1 and Art 2

**Need Description?**

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**\*AP Studio Art Drawing**

IHS

LGA

DURATION: Year Course

a-g DESIGNATION: f

GRADES: **11, 12**

PREREQUISITE: Art 1 and Art 2

Students enrolled in Advanced Placement Art continue to explore and build on the techniques, skills, theories, and principles learned in their beginning and intermediate courses. Students have the opportunity to more fully explore, expand, and master their talents and abilities in drawing, painting, and design and will submit a portfolio fulfilling the requirements as set by The College Board for Studio Art AP.

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**ART 1**

IHS  
NHS  
LGA

DURATION: Year Course  
a-g DESIGNATION: **f**  
GRADES: **9, 10, 11, 12**  
PREREQUISITE: None.

Instruction in drawing, painting, design, and sculpture will be emphasized with references to famous artist. This class will provide students with many opportunities for creative expression. The state standards for art are covered conceptually in this course. This course is open to first year art students.

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**ART 2**

IHS  
NHS  
LGA

DURATION: Year Course  
a-g DESIGNATION: f  
GRADES: **10, 11, 12**  
PREREQUISITE: Successful completion Art 1 with a "C" or better

This one-year course is designed for the student that is already familiar with art and would like to further their knowledge. There is a concentration in drawing, oil painting, watercolor painting, and airbrush techniques and methods. Students will learn to distinguish a variety of techniques and artists from different time periods of American Art History. Students will learn historical and cultural context through reading and studying works by individual artists to determine their function in society. The students will learn about various careers related to the arts. This course is open to second year art students. An art portfolio will be required.

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**BAND, ADVANCED (CONCERT BAND)**

NHS

DURATION: Year Course  
a-g DESIGNATION: f  
GRADES: **9, 10, 11, 12**  
PREREQUISITE: Completion of Intermediate Band, Middle School Advanced Band and Instructor's approval or by audition.

The course features the premier performing instrumental ensemble. Students in this course will further deepen their knowledge of music theory, musical literature and musicianship. Performing as an ensemble in a unified musical manner will be emphasized.

The wide variety of literature presented in this course will challenge the student's performance ability in technique, range, intonation, phrasing, style and dynamics. This class will perform as Pep Band and Marching Band with the Drum Corps as well as Concert Band. Musicians in this class will make up the bulk of the Jazz Ensemble. There will be co-curricular rehearsals, performances, outside trips and festivals associated with this course.

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## **BAND, INTERMEDIATE**

NHS

DURATION: Year Course  
a-g DESIGNATION: f  
GRADES: **9, 10, 11, 12**  
PREREQUISITE: Completion of Beginning Band, Middle School

This course is designed primarily for 9th grade band instrumentalist but is open to students in other grades as well. Students in this course will deepen their knowledge of music theory, musical literature and musicianship. Performing as an ensemble will be emphasized in preparation for Concert Band. There will be co-curricular rehearsals and performances throughout the school year.

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## **BROADCAST MEDIA ARTS I**

IHS

DURATION: Year Course  
a-g DESIGNATION: None.  
GRADES: **9, 10, 11, 12**  
PREREQUISITE: None.

Broadcast Media 1 will prepare students to master the skills necessary to be successful in the Broadcast and Media Arts Pathway. This introductory pathway course will assist students to increase communication skills, their ability to communicate and collaborate on news story production, and sharing community events using cutting edge technology as used in a real newsroom, including meeting deadlines. Broadcast Media 1 utilizes hands on broadcast technology equipment and skills in a "Tiger Talk" student newsroom setting and lab where students will research, write, edit, analyze and create news stories. In addition these stories will highlight events at school, foster community spirit and team building while making connections and building career ready students.

This career ready hands on course will teach real world technical and communication skills embedding Common Core standards with real world applications, involvement in community news, and team building projects completing stories under deadlines.

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## **BROADCAST MEDIA ARTS 2**

IHS

DURATION: Year Course  
a-g DESIGNATION: f  
GRADES: **9, 10, 11, 12**  
PREREQUISITE: Broadcast Media Arts 1

The purpose of **Broadcast Media 2** course is to enhance and deepen a student's ability to express themselves creatively utilizing more advanced broadcast media skills and technology to excel in the art of broadcast media production. Through the study and application of the principles of more advanced creative broadcast media production and storytelling skills as they relate to media, students build upon a solid broadcast foundation to evaluate and create media as well as original broadcast content. Students develop a personal style for creating digital and broadcast narratives using news writing, video, graphics, and audio. The creation of content is supported by continuing to learn the technology of cameras, software editing applications, and the cultivation of the storyteller in each student.

Broadcast Media 2 builds on existing broadcast news technical and communication skills taking students to next level of broadcast media proficiency while exploring additional avenues of career opportunities such executive news producer



of original show content, special projects producer and creative services/promotions producers as well those in the field of public relations press writing.

This course continues innovative hands-on instruction and mastery of real-world broadcast media technical and communication skills as tools for sharing their story. Students will supervise and assume leadership for "Tiger Talk" news production as well as create new show content and shows such as a science food show on "What's in Food" or "The History of Women in the Media" for example.

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### **CERAMICS ADVANCED**

NHS

DURATION: Year Course

a-g DESIGNATION: None.

GRADES: **10,11, 12**

PREREQUISITE: Successful completion of  
Beginning Ceramics

This class will give students an opportunity to advance their skills and abilities in ceramics as developed in Beginning Ceramics. They will learn to develop their own projects, critique the work of others and expand their abilities to bring individual ideas into finished pieces of art. On a regular basis students will be introduced to work produced by individual ceramic artists spanning cultures and time periods to widen their understanding of ceramics as a global art form. Class work includes a journal/sketchbook, gallery visits and participating in art shows.

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### **CERAMICS BEGINNING**

IHS

NHS

DURATION: Year Course

a-g DESIGNATION: f

GRADES: **9, 10,11, 12**

PREREQUISITE: None

This class is an introduction to ceramics as a visual art form while exploring clay techniques, methods and processes. Various methods and techniques used to create both functional and non-functional ceramics will be taught in this class. The focus of the hands-on portion of the class will include hand building and wheel throwing and the processes involved in kiln firing and decoration necessary to bring a raw piece of clay and an idea into a valued piece of ceramics. During the course, historical and aesthetic aspects of ceramics will be introduced giving the students a cultural context for ceramics and pottery as an art form with ancient roots in every civilization.

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### **CHOIR, BEGINNING**

LGA

DURATION: Year Course

a-g DESIGNATION: f

GRADES: **9, 10, 11, 12**

PREREQUISITE: None

This course is open to anyone interested in singing. Students may use this course to improve their own singing and explore the "choral" experience. Students will learn choral and vocal techniques, literature and basic musical concepts.

Literature will include a variety of musical styles from Classical to Pop, which identify, magnify and celebrate musical and cultural diversity. There will be minimal co-curricular rehearsals and performances.

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### **CHOIR, INTERMEDIATE**

LGA

DURATION: Year Course

a-g DESIGNATION: f

GRADES: **9, 10, 11, 12**

PREREQUISITE: Vocal audition

This course is the premier vocal group. Students will learn to sharpen their choral and vocal techniques, and deepen their understanding and application of repertoire and musical concepts and theory. Literature will include choral pieces that feature small ensemble and solo passages, which will further stretch the singer's ability. Both a'capella and accompanied literature will be explored. There will be co-curricular rehearsals, performances, outside trips and festivals.

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### **DIGITAL MUSIC (FORMERLY ELECTRONIC MUSIC)**

IHS

DURATION: Year Course

a-g DESIGNATION: f

GRADES: **9, 10, 11, 12**

PREREQUISITE: None

Digital Music is a course designed for students with a general music background who are interested in the creation of electronic/digital music. Students will focus on the composition techniques and songwriting skills while learning elements of computer based music and digital editing. Students will learn fundamental music skills such as ear training, music notation, and performance evaluation while using computers, mixers, and other pieces of music technology. Students will not only learn how to use these tools but also learn the physics of sound and the history of electronic music. Through this course, the students will also learn the history of electronic music and how this form of music has evolved in the 21st century.

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### **DIGITAL PHOTOGRAPHY ADVANCED (FORMERLY KNOWN AS ADV. DIGITAL PHOTOGRAPHY)**

NHS

DURATION: Year Course

a-g DESIGNATION: None

GRADES: **11, 12**

PREREQUISITE: Digital Photography Intermediate

This class is a Career Technical Education course offering. In this advanced photography course, students deepen their knowledge of photography by building on the knowledge and skills previously acquired in digital photography. They increase their expertise by working through the advanced Visual and Performing Arts Standards. This course will familiarize the student with advanced photographic equipment, materials, methods and digital processes. Students deepen and broaden their investigation of artistic photography while improving their techniques and developing a personal style. They communicate to others through their artwork and discuss the role and purpose of the art being produced. In creating their own work and by studying the photographs of others, students increase their ability to make informed aesthetic judgments. Students complete a portfolio of advanced digital photography and exhibit their work in public forums.

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**DIGITAL PHOTOGRAPHY - INTERMEDIATE (FORMERLY KNOWN AS INT. DIGITAL PHOTOGRAPHY)**

NHS

DURATION: Year Course

a-g DESIGNATION: None

GRADES: **10, 11, 12**

PREREQUISITE: Successful completion of Digital Photography or Photography with a "C" or better.

This class is a Career Technical Education course offering. In this advanced photography course, students deepen their knowledge of photography by building on the knowledge and skills previously acquired in Digital Photography. They increase their expertise by working through the second half of the advanced Visual and Performing Arts Standards. This course will familiarize the student with advanced photographic equipment, materials, methods and digital processes. Students deepen and broaden their investigation of artistic photography while improving their techniques and developing a personal style.

They communicate to others through their artwork and discuss the role and purpose of the art being produced. In creating their own works and by studying the photographs of others, students increase their ability to make informed aesthetic judgments. Students complete a portfolio of advanced digital photography and exhibit their work in public forums.

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**DIGITAL PHOTOGRAPHY (FORMERLY KNOWN AS INTRODUCTION TO DIGITAL PHOTOGRAPHY)**

NHS

DURATION: Year Course

a-g DESIGNATION: f

GRADES: **9, 10, 11, 12**

PREREQUISITE: Recommend basic computer skills

Digital Photography is a year long course where students learn photography using digital cameras and computer based image manipulation. This class is a Career Technical Education course offering. Emphasis of the state standards are taught and applied in this course. While developing skills, using the language terminologies and techniques of digital photography, students will create a professional portfolio and exhibit their photos as works of art in the community. In the first semester, students are introduced to the origins and historical development of photography, learning and understanding the Historical and Cultural contribution photography has made in the last 19th century to present times. Additionally, students learn the techniques and workflow associated with shooting, creating, and printing digital works of art. Students are taught digital camera operation, composition, and creative expression. As students combine what they have learned in the first quarter, students learn to appreciate and create original works of art based on their own personal experiences in the Creative Expression process. In the second semester, through Artistic Perception and Aesthetic Valuing, students develop the ability to critique photographs using the elements and principles of design as their expressive vocabulary, possessing the knowledge to describe, analyze, interpret, and respond to various photographs as works of art in an intellectual and thoughtful manner.

Students are also taught how to Connect, Relate and Apply what they have learn in photography to other art forms, subjects areas and careers opportunities. Lastly, students are encouraged to explore and experiment, concentrating and developing their own personal style and artistic vision, while continuing to critique their work, as well as the works of others based on what they have learned, creating their own individual portfolio as an understanding of black and white photography as a form of art.

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**DRAMA, ADVANCED**

IHS

LGA

NHS

DURATION: Year Course  
a-g DESIGNATION: f  
GRADES: **10, 11, 12**  
PREREQUISITE: Drama, Beginning or Teacher Recommendation

This course is designed for students who wish to commit to the continued study of theatre. Much emphasis will be placed on further development of acting skills as begun in Beginning Drama. Students will gain performance experience with both classical and contemporary pieces, as well as continuing the study of theatre history. Students will also gain knowledge and experience in other areas of theatrical production, such as directing, design, stage management, and technical crew. Participation in school theatrical productions, either on stage or behind the scenes, is required; therefore, students are expected to be available for rehearsals beyond class time.

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**DRAMA, BEGINNING**

IHS  
LGA  
NHS

DURATION: Year Course  
a-g DESIGNATION: f  
GRADES: **9, 10, 11, 12**  
PREREQUISITE: None.

This course is designed to introduce the student to a broad scope of the theatre experience, both as an active participant as well as an informed audience member. Much of the course will be a performance-based approach to the study of acting. The student will become familiar with the basics of theatre production, such as scene writing, directing and design. The student will also learn elements of the history of theatre. Additionally, the student will learn to view drama with a critical eye, critiquing performances both in and out of class using the language and vocabulary of theatre.

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**GRAPHIC ART & DESIGN I (FORMERLY KNOWN AS GRAPHICS DESIGN)**

IHS  
NHS

DURATION: Year Course  
a-g DESIGNATION: f  
GRADES: **9,10, 11, 12**  
PREREQUISITE: None.

This yearlong course focusing on computer-generated graphics, introducing students to graphic layout programs including, Photoshop, imovies, Flash, Dreamweaver, and others commonly used in the professional advertising workplace. Students will explore various aspects of the graphics process including: the design process, logo creation, scanning, digital photography/video downloading, file preparation for printing and much more. Printing, graphic design history and career opportunities will be explored. Students will create real life projects like CD covers and candy wrappers. This course develops essential skills, emphasizing technology and visual art terminology needed for today's Professional Graphic Artist.

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**GRAPHIC ART & DESIGN II (FORMERLY LISTED AS INT. GRAPHICS DESIGN)**

IHS  
NHS

DURATION: Year Course  
a-g DESIGNATION: None.  
GRADES: **10, 11, 12**

PREREQUISITE: GRAPHIC ART AND DESIGN I

This year long course will continue to build students' understanding of computer-generated graphics, the principles of design, and the creation of a graphic design product from concept to presentation. Students will continue working with Adobe Photoshop, InDesign and Illustrator at a more advanced level. Students will continue to explore various aspects of the graphics process including: the design process, brand identity creation, scanning, digital photography manipulation, publication layout, file preparation for printing and more. Printing, graphic design history and career opportunities will be explored. Students will create real life projects like magazine layouts and posters. This course develops essential workplace skills, emphasizing the professionalism, technology, and visual art terminology needed for today's Graphic Designer.

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### **GUITAR - ADVANCED**

IHS  
LGA

DURATION: Year Course

a-g DESIGNATION: f

GRADES: **9, 10, 11, 12**

PREREQUISITE: Instructor Permission: 1) Own an acoustic guitar or ability to rent one; 2) B or better in Guitar 1

The student learns advanced guitar techniques. Each student explores a variety of techniques in advanced playing. Students are allowed to branch off into areas and styles that are their main interest. Students will produce and engineer their own digital CD recording. Course may be repeated for credit if student earns a "B" or better in the previous term.

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### **GUITAR - BEGINNING**

IHS  
LGA

DURATION: Year Course

a-g DESIGNATION: f

GRADES: **9, 10, 11, 12**

PREREQUISITE: Own an acoustic guitar or ability to rent one.

This course offers beginning instruction on the acoustical guitar. The student learns to read music, play chords, strumming and picking techniques for accompanying traditional and contemporary songs, classical, popular, and blues styles, along with basic melodic playing and reading. Guitar rental programs are available through local musical stores.

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### **IB Theater SL1 & SL2 (2 year course)**

IHS

DURATION: Year Course

a-g DESIGNATION: f

GRADES: **9, 10, 11, 12**

PREREQUISITE: none

IB Theatre Arts focuses upon building skills to allow students to critique, create and analyze art. Students are required to journal and then demonstrate learning by doing 4 projects: Collaborative project (with 3000 word research paper), Research Project (20 pages research paper), 15 minute recorded presentation of a researched world theatre tradition, and a solo project with research paper based on a theatre theorist.

The first year of the course grants students the skills necessary to complete each of the 2nd year assessments. It will follow a 4 unit structure that addresses each of the 4 tasks. Year 1 assessments are smaller versions of the 2nd year assessments, but graded upon the same rubrics.

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### **IB Theater HL1 & HL2 (2 year course)**

IHS

DURATION: 2- Year Course

a-g DESIGNATION: f

GRADES: 9, 10, **11, 12**

PREREQUISITE: none

IB Theatre Arts focuses upon building skills to allow students to critique, create and analyze art. Students are required to journal and then demonstrate learning by doing 4 projects: Collaborative project (with 3000 word research paper), Research Project (20 pages research paper), 15 minute recorded presentation of a researched world theatre tradition, and a solo project with research paper based on a theatre theorist. The first year of the course grants students the skills necessary to complete each of the 2nd year assessments. It will follow a 4 unit structure that addresses each of the 4 tasks. Year 1 assessments are smaller versions of the 2nd year assessments, but graded upon the same rubrics.

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### **ORCHESTRA**

IHS

DURATION: Year Course

a-g DESIGNATION: f

GRADES: 9, 10, 11, 12

PREREQUISITE: Audition or Instructor Approval

This course uses a wide range of orchestral music to develop artistic awareness and technical performance skills. Skills and concepts developed through playing this wide range of musical ideas will include terminology, advanced instrumental techniques, performance practices and styles, form as it relates to various idioms of selected instrumental music and the attitudes required to perform music appropriately. Performances are expected. A. Students listen to, analyze, and describe music using music technology. 1. Students analyze an aural example of a varied repertoire of music representing diverse genres and cultures by describing the uses of elements of music and expressive devices. 2. Students develop a technical vocabulary of music through essays and dialogue about the uses of elements of music in classical compositions and contemporary works. B. Students read and notate music. 1. Students sight-read music accurately and expressively. 2. Students read an instrument score of up to four staves and describe how the elements of music and the standard notation symbols are used. C. Students perform on instruments a varied repertoire of music. 1. Students perform on an instrument, with expression and technical accuracy, a varied repertoire of instrumental literature, including songs performed from memory. 2. Students demonstrate well-developed ensemble skills and perform small ensembles. 3. Students compose music in several distinct styles, demonstrating creativity in using elements of music for expressive effect. 4. Students compose and arrange music for various acoustic, demonstrating knowledge of the ranges and traditional uses of the sound sources. D. Students improve melodies, variations, and Accompaniments. 1. Students improvise stylistically appropriate harmonizing parts to given rhythmic and melodic phrases. 2. Students improvise rhythmic and melodic variations on given melodies. E. Students develop knowledge and skills necessary to understand and perform music from all parts of the world. 1. Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, and describe the uses of elements of music including expressive devices. 2. Students identify cultural differences in describing and evaluating traditional music. F. Students develop knowledge and understanding of the relationship to history and culture. 1. Students play with expression and technical accuracy a varied repertoire of instrumental literature from diverse cultures. G. Students apply knowledge, skills, understanding to make critical judgments about and determine the quality of music experiences and performances. 1. Students evaluate a performance, composition or arrangement by comparing it to exemplary models, using criteria developed prior to the experience. 2. Students evolve specific criteria for making judgments

about the quality and effectiveness of performances, compositions, arrangements, and improvisations.

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### **PERCUSSION ENSEMBLE**

NHS

DURATION: Year Course  
a-g DESIGNATION: f  
GRADES: **9, 10, 11, 12**  
PREREQUISITE: None

This is a specialized course offering students a range of musical experiences in percussion technique. Students will learn, develop and perform techniques found and grounded in the art of percussion and battery instruments. Mastery of these techniques by the student will be demonstrated through actual performance settings through cadences and other percussion ensemble medium. This course is suited to the abilities of beginning as well as advanced students. This class will be merged with the Marching Band as the Drum Corps. Percussionists in this class may perform with the Concert Band and the Jazz Ensemble. There will be co-curricular rehearsal, performances, outside trips and festivals.

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### **SYMPHONIC BAND**

IHS

DURATION: Year Course  
a-g DESIGNATION: f  
GRADES: **9, 10, 11, 12**  
PREREQUISITE: Instructor Permission: 1) 2 years of study on a Band instrument; 2) 1 year of high school band.

The Symphonic Band is designated to advance the musical skills and instrumental techniques of all 9th, 10th, 11th and 12th grade students. This course will prepare students with intermediate musical skills to become advanced level band students. The band performs at concerts, contests, and festivals. Participation in performances and concurrent enrollment in the **Tiger Marching Band** is required as part of this course. Symphonic Band members must concurrently enroll in the Tiger Marching Band, which meets one night per week for the first semester.

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### **TIGER MARCHING BAND**

IHS

DURATION: Year Course  
a-g DESIGNATION: f  
GRADES: **9, 10, 11, 12**  
PREREQUISITE: None.

The Tiger Marching Band performs for all Inderkum home football games and at parades and band review competitions. Rehearsals are on Tuesday evenings 5-8 p.m. during the first semester. All Symphonic Band members must sign up for Tiger Marching Band.

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### **TIGER MARCHING BAND - AUX**

IHS

DURATION: Year Course  
a-g DESIGNATION: f  
GRADES: **9, 10, 11, 12**

PREREQUISITE: None.

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### **VISUAL ARTS IB**

*VISUAL ARTS IB SL Year 1*

*VISUAL ARTS IB HL2 Year 2*

IHS

DURATION: Year Course

a-g DESIGNATION: None.

GRADES: **11, 12**

PREREQUISITE:

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### **Web Design**

IHS

DURATION: Year Course

a-g DESIGNATION: f

GRADES: **11, 12**

PREREQUISITE: GRAPHIC ART AND DESIGN I

Through a relevant context of Arts, Media and Entertainment, Web Design explores the historical and rapidly changing trends in the field of design for the web. Through design projects, students develop problem solving and critical thinking skills, artistic perception, critique and self-reflection. With the awareness of design solutions throughout history, students will understand the impact of the arts and design on human experience.

Students will learn methods and theory such as elements and principles of design, to enhance their own artistic vision and style. Design critiques and presentations will provide opportunities for students to become and grow as design artists. All experiences will be project based and will focus on developing perception and the application of the elements of art and principle of design through contemporary design applications and web design.

This course is articulated with American River College (Sacramento, CA) and students will have the opportunity to gain college credit for the completing of coursework and portfolio creation.

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### **WIND ENSEMBLE**

IHS

DURATION: Year Course

a-g DESIGNATION: f

GRADES: **9, 10, 11, 12**

PREREQUISITE:



## WORLD LANGUAGES

### **\*AP FRENCH LANGUAGE**

IHS  
NHS

DURATION: Year Course  
a-g DESIGNATION: e  
GRADES: 11, **12**  
PREREQUISITE: Grade of "C" or better in French 3

This is an advanced course in speaking, understanding, reading and writing in French. In this class, students will improve the accuracy and fluency of their communication in French. They will refine their ability to communicate in present, past and future time information about their appearance, personality, family, and friends, daily activities, and likes and dislikes. Students will also improve their ability to persuade and command others and to express their opinions, probability and doubt. They will learn to organize their thoughts and express opinions in extended critical essays. They will further their understanding of the historical basis of similarities and differences in values and lifestyles between their culture and the cultures of French-speaking nations around the world. Emphasis will be placed on developing and expanding vocabulary through the use of diverse literary and journalistic selections and authentic French-language media. This course will prepare students to take the French AP exam for advanced placement in college.

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### **\*AP FRENCH LITERATURE**

IHS

DURATION: Year Course  
a-g DESIGNATION: e  
GRADES: 12  
PREREQUISITE: **Grade of "C" or better in AP French Language**

#### **Need a description**

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### **\*AP SPANISH LANGUAGE**

IHS  
NHS  
LGA

DURATION: Year Course  
a-g DESIGNATION: e  
GRADES: **10**, 11, 12  
PREREQUISITE: Grade of "C" or better in Spanish 3 or instructor approval.

This is a yearlong advanced course in speaking, understanding, reading, and writing Spanish. In this class students will improve the accuracy and fluency of their communication in Spanish. They will refine their ability to communicate in present, past, and future tense about their appearance, personality, family, teachers, friends, daily schedule, activities, likes and dislikes. They will improve their ability to express with fluency and accuracy opinions, various degrees of certainty, probability and doubt, and they will strengthen their ability to persuade and command others. They will learn to organize their thoughts and express their opinions in extended critical essays. This course will prepare students to take the AP exam for advance placement in college.

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**\*AP SPANISH LITERATURE**

(Formerly IB Spanish SL Year2)

IHS

NHS

DURATION: Year Course

a-g DESIGNATION: e

GRADES: **10, 11, 12**

PREREQUISITE: Oral and written fluency in Spanish or a grade of "C" or better in Spanish Language AP or in Spanish Language for Native Speakers or instructor approval.

In this year long class, fluent or near fluent Spanish speaking students will learn to interpret and comment in Spanish on representative works of literature written in Spanish. Poems, stories, essays, plays, and novels representing various literary periods will be studied. Students will learn to organize their reactions to literary works in extended critical essays. This course will prepare students to take the Spanish Literature AP exam for advanced placement in college. It may be taken either before or after Spanish Language for Native Speakers or Spanish Language AP for Native Speakers.

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**FRENCH 1 (Includes Scholars)**

IHS

NHS

DURATION: Year Course

a-g DESIGNATION: e

GRADES: **9, 10, 11**

PREREQUISITE: None.

This is a yearlong introductory course in speaking, comprehending, reading, and writing French. Elementary grammar and vocabulary for daily situations and basic language concepts are a part of the curriculum. This course will also include some history, culture, and the geography of various French-speaking countries.

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**FRENCH 2 (Includes Scholars)**

IHS

NHS

DURATION: Year Course

a-g DESIGNATION: e

GRADES: **9, 10, 11, 12**

PREREQUISITE: Grade of "C" or better in French 1 or instructor approval

This is a yearlong intermediate course in speaking, comprehending, reading and writing French. Students will learn to discuss and write about present, past and future events and to express personal preferences and opinions in French. Vocabulary development and enrichment is also emphasized in a communication-based classroom environment. This course will also include continued exploration of culture, history, and geography of the French-Speaking world.

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**FRENCH 3**

IHS

NHS

DURATION: Year Course

a-g DESIGNATION: e

GRADES: **10, 11, 12**

PREREQUISITE: Grade of "C" or better in French 2 or instructor approval

This yearlong intermediate course designed for students who wish to learn to speak and understand French with a greater degree of fluency and accuracy. The primary emphasis in this course is on oral communication, but the honing of reading and writing skills is also stressed. This course includes class discussions, interviews, and compositions about a variety of personal, literature-based, and current event topics. Grammatical principles previously introduced are expanded, and additional ones are presented as student's progress. Emphasis is also placed on developing and expanding vocabulary.

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### **FRENCH IB**

*FRENCH IB SL Year 1*

*AP FRENCH LANGUAGE Year 2 (Formerly French IB SL 2)*

IHS

DURATION: Two Year Course

a-g DESIGNATION: e

GRADES: **11, 12**

PREREQUISITE: Scholars French 1 and Scholars French 2 or teacher recommendation

This course will develop functional oral and written communication skills in French and an understanding of cultural perspectives and practices of French-speaking countries. The course will fulfill 2 years of high school modern language requirement and 2 years of IB DP Language B requirement.

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### **MANDARIN CHINESE 1 (Includes Scholars)**

IHS

DURATION: Year Course

a-g DESIGNATION: e

GRADES: **9, 10, 11, 12**

PREREQUISITE: None.

Using an audio-lingual approach, this course teaches pronunciation, vocabulary, and grammar fundamentals as essential elements in speaking and understanding Mandarin Chinese. The course also covers necessary culture, customs, philosophy, and history which serve as keys to studying the Mandarin Chinese language. This course will fulfill one year of a high school foreign language "a-g" requirement.

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### **MANDARIN CHINESE 2 (Includes Scholars)**

IHS

DURATION: Year Course

a-g DESIGNATION: e

GRADES: **9, 10, 11, 12**

PREREQUISITE: Successful completion of Mandarin 1 (course approval form contradicts prereq in the form by stating no prerequisite on the front but calling out completion of Mandarin)

This course is for students who have completed Mandarin Chinese 1. Students will further use and understand Mandarin Chinese language and the culture of Chinese speaking regions of the world as they expand on their knowledge gained in Mandarin Chinese 1. Using an audio-lingual approach, this course teaches pronunciation, vocabulary, and grammar fundamentals as essential elements in speaking and understanding Mandarin Chinese. The course also covers necessary culture, customs, philosophy, and history which serve as keys to studying the Mandarin Chinese language. This course will fulfill one year of a high school foreign language "a-g" requirement.

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### **MANDARIN CHINESE 3**

IHS

**DURATION:** Year Course  
**a-g DESIGNATION:** e  
**GRADES:** 11, 12  
**PREREQUISITE:** Successful completion of Mandarin Chinese 1 and 2 courses

The Mandarin Chinese 3 course is tailored for students who have successfully completed 2 consecutive years of Mandarin Chinese. It is an intermediate course for non-native Chinese speaking students who already obtained a background in Mandarin and acquired the following skills: basic grammar, writing, language acquisition, works of literature, speaking, listening and understating of Chinese culture.

This course will emphasize 4 aspects of acquiring language--reading comprehension, speaking, listening, and writing. This course is designed to broaden and expand their knowledge of the Chinese language in order for students to effectively communicate and function in a real world setting. In order to gain mastery, students will be expected to solely use Mandarin to communicate with the teacher and peers. As students advance in their language acquisition, the instructor will also concentrate on students' pronunciation, tones, phonetic awareness, grammar usage, and pitch in Hanyu pinyin. The course will be separated into thematic units and the cultural aspect will be integrated into the curriculum throughout the year. The Mandarin Chinese 3 course is tailored for students who have successfully completed 2 consecutive years of Mandarin Chinese. It is an intermediate course for non-native Chinese speaking students who already obtained a background in Mandarin and acquired the following skills: basic grammar, writing, language acquisition, works of literature, speaking, listening and understating of Chinese culture. This course will emphasize 4 aspects of acquiring language--reading comprehension, speaking, listening, and writing. This course is designed to broaden and expand their knowledge of the Chinese language in order for students to effectively communicate and function in a real world setting. In order to gain mastery, students will be expected to solely use Mandarin to communicate with the teacher and peers. As students advance in their language acquisition, the instructor will also concentrate on students' pronunciation, tones, phonetic awareness, grammar usage, and pitch in Hanyu pinyin. The course will be separated into thematic units and the cultural aspect will be integrated into the curriculum throughout the year. By studying Chinese 3, students will develop an in-depth understanding of the different forms and functions of the target language. They will continue to employ successful academic skills necessary for success in targeted language learning and general academic settings. They will develop basic interpersonal communication skills and cognitive academic language proficiency. Students will apply previous material to explore the language and its different uses in the classroom and the community with an emphasis on appropriate usage of sociolinguistic and cultural aspects of the language.

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### **MANDARIN IB**

*MANDARIN IB SL1 Year 1*

*MANDARIN IB SL2 Year 2*

IHS

**DURATION:** Two Year Course  
**a-g DESIGNATION:** e  
**GRADES:** 11, 12  
**PREREQUISITE:** Successful completion of Mandarin 1, 2 or teacher consent

This course will develop functional oral and written communication skills in Mandarin and an understanding of cultural perspectives and practices of Mandarin-speaking countries. The course will fulfill 2 years of high school modern language requirement and 2 years of IB DP Language B requirement.

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### **SCHOLARS SPANISH 1**

IHS

DURATION: Year Course  
a-g DESIGNATION: e  
GRADES: 9,10,11, 12  
PREREQUISITE: None.

In this yearlong introductory course, students will learn to, communicate in Spanish, information about daily schedules, activities, likes and dislikes. Students will also learn to describe appearance, personality, family, teachers, and friends. Finally, they will learn fundamental similarities and differences in lifestyle between the United States and Hispanic cultures. In addition to covering the Spanish 1 standards, students enrolled in this course will also address learn the first semester of Spanish 2 standards.

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### **SCHOLARS SPANISH 2 ADVANCED**

IHS

DURATION: Year Course  
a-g DESIGNATION: e  
GRADES: 9,10,11, 12  
PREREQUISITE: Successful completion of Scholars Spanish 1 or instructor approval.

In this yearlong intermediate course, students will learn to communicate in Spanish in present, past, and future tense, information about appearance, personality, family, teachers, friends, daily schedule, activities, likes and dislikes. They will learn to express opinions, various degrees of probability, doubt and certainty, and will learn to persuade and command others. Finally, they will further their understanding of similarities and differences in values and lifestyles between the United States and Hispanic cultures. In addition to learning the second semester of Spanish 2 standards, students will also learn all of the Spanish 3 standards.

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### **SPANISH 1**

IHS  
NHS  
LGA

DURATION: Year Course  
a-g DESIGNATION: e  
GRADES: 9,10, 11  
PREREQUISITE: None.

In this yearlong introductory course, students will learn to, communicate in Spanish, information about daily schedules, activities, likes and dislikes. Students will also learn to describe appearance, personality, family, teachers, and friends. Finally, they will learn fundamental similarities and differences in lifestyle between the United States and Hispanic cultures. Native speakers of Spanish are encouraged to enroll in Spanish for Native Speakers 1 or 2 .

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### **SPANISH 2**

IHS  
NHS  
LGA

DURATION: Year Course  
a-g DESIGNATION: e  
GRADES: 9,10, 11  
PREREQUISITE: Grade of "C" or better in Spanish 1 or instructor approval

In this yearlong intermediate course, students will learn to communicate in Spanish in present, past, and future tense, information about appearance, personality, family, teachers, friends, daily schedule, activities, likes and dislikes. They will learn to express opinions, various degrees of probability, doubt and certainty, and will learn to persuade and command others. Finally, they will further their understanding of similarities and differences in values and lifestyles between the United States and Hispanic cultures. Native speakers of Spanish are encouraged to enroll in Spanish for Native Speakers 1 or 2.

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### **SPANISH 3**

IHS  
NHS  
LGA

DURATION: Year Course  
a-g DESIGNATION: e  
GRADES: 10, 11, 12  
PREREQUISITE: Grade of "C" or better in Spanish 2 or instructor approval.

This is an advanced one-year course designed for students who wish to learn to speak and understand Spanish with a greater degree of fluency and accuracy. The primary emphasis of this class is the extension of oral communication, as well as the honing of reading and writing skills. The course includes class discussions, interviews, and compositions about a variety of personal, literature-based, and current events topics. Grammatical principles developing and expanding vocabulary.

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### **SPANISH FOR NATIVE SPEAKERS 1**

IHS  
NHS  
LGA

DURATION: Year Course  
a-g DESIGNATION: e  
GRADES: 9,10,11, 12  
PREREQUISITE: Fluency in spoken Spanish or instructor approval

In this year long course, native Spanish speakers will be exposed to the grammar fundamentals of the Spanish language. Students will strengthen their ability to express themselves in Spanish, both orally and in writing. Using advanced thematic vocabulary, they will learn to organize, write, and revise critical essays based on class discussions and readings. Heavy emphasis is given to grammar and linguistics in Spanish writing. Students in this course will be prepared to take the following course in these series, Spanish for Native Speakers 2.

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### **SPANISH FOR NATIVE SPEAKERS 2**

IHS  
NHS  
LGA

DURATION: Year Course  
a-g DESIGNATION: e  
GRADES: 10, 11, 12  
PREREQUISITE: Fluency in spoken Spanish, instructor approval or completion Spanish Language for Native Speakers I with a "C" or better grade.

In this year long course, native Spanish speaking students will refine and strengthen their ability to express themselves in Spanish in both reading and writing. Students will practice reading and writing in Spanish successfully. Using an

expanded vocabulary, they will learn to organize, write, and revise critical essays based on class discussions and readings. This course will prepare students to take the Spanish Language AP course for the preparation of the Spanish Literature Advanced Placement exam. Emphasis is on reading analysis both orally and in writing.

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## **SPANISH IB**

*SPANISH IB SL Year 1*

*AP SPANISH LANGUAGE Year 2 ( Formerly SPANISH IB SL 2)*

IHS

DURATION: Year Course

a-g DESIGNATION: e

GRADES: **11, 12**

PREREQUISITE: Successful completion of Scholars Spanish 1 and 2 with a grade of a "B" or higher

Students will demonstrate proficiency in the use of the Spanish language linguistically and culturally by being able to read, write, listen, and speak Spanish. The course will fulfill 1 year of high school World Language a-g requirement and 1 year of IB DP Language Group 2 requirement.

**NUSD A - G COURSE LIST**

<b>A: History/ Social Science</b>	<b>B: English/ Language Arts</b>	<b>C: Mathematics</b>	<b>D: Laboratory Science</b>	<b>E: Language Other Than English</b>	<b>F: Visual/ Performing Arts</b>	<b>G: Electives</b>
<ul style="list-style-type: none"> <li>• American Government</li> <li>• AP Human Geography</li> <li>• AP Principles of American Democracy</li> <li>• AP United States History</li> <li>• AP World History</li> <li>• History IB SL1</li> <li>• History of the Americas IB HL2</li> <li>• Info Tech in a Global Society HL2</li> <li>• Info Tech in a Global Society SL</li> <li>• Modern World History and Geography 10</li> <li>• Theory of Knowledge IB</li> <li>• Theory of Knowledge 2 IB</li> <li>• US History</li> <li>• World Geography</li> <li>• World History</li> <li>• World History Advanced</li> </ul>	<ul style="list-style-type: none"> <li>• AP English Language &amp; Composition</li> <li>• AP English Literature and Composition</li> <li>• Edge English B</li> <li>• English 9</li> <li>• English 9 Advanced</li> <li>• English 10</li> <li>• English 10 Advanced</li> <li>• English 11</li> <li>• English IB HL1</li> <li>• English 12</li> <li>• English IB HL2</li> <li>• ERWC</li> </ul>	<ul style="list-style-type: none"> <li>• Algebra 2</li> <li>• Algebra 2 Advanced</li> <li>• Analysis with Trigonometry</li> <li>• AP Calculus AB</li> <li>• AP Calculus BC</li> <li>• AP Statistics</li> <li>• EAP Senior Math</li> <li>• Math Analysis</li> <li>• Mathematics I</li> <li>• Mathematics I-II</li> <li>• Mathematics II</li> <li>• Mathematics II-III</li> <li>• Mathematics II Plus</li> <li>• Mathematics III</li> <li>• Mathematics III Plus</li> <li>• Mathematics IB HL 2</li> <li>• Mathematics IB SL</li> <li>• Mathematical Studies IB SL</li> <li>• Statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Human Biology</li> <li>• Anatomy and Physiology</li> <li>• AP Biology</li> <li>• AP Chemistry</li> <li>• AP Environmental Science</li> <li>• AP Physics 1</li> <li>• Biology Advanced</li> <li>• Biology</li> <li>• Biology IB HL1</li> <li>• Biology IB HL2</li> <li>• Chemistry</li> <li>• Chemistry IB SL</li> <li>• Chemistry in the Community</li> <li>• Conceptual Physics</li> <li>• Engineering, Design &amp; Development</li> <li>• Honors Chemistry</li> <li>• Human Biology with Health Incorporated</li> <li>• Physics</li> <li>• Principles of Biomedical Science</li> </ul>	<ul style="list-style-type: none"> <li>• AP French Language</li> <li>• AP French Literature</li> <li>• AP Spanish Language</li> <li>• AP Spanish Literature</li> <li>• French 1</li> <li>• French 2</li> <li>• French 3</li> <li>• French IB SL</li> <li>• Mandarin Chinese 1</li> <li>• Mandarin Chinese 2</li> <li>• Mandarin Chinese 3</li> <li>• Mandarin IB SL1</li> <li>• Mandarin IB SL2</li> <li>• Scholars Spanish 1</li> <li>• Scholars Spanish 2 Advanced</li> <li>• Spanish 1</li> <li>• Spanish 2</li> <li>• Spanish 3</li> <li>• Spanish for Native Speakers 1</li> <li>• Spanish for Native Speakers 2</li> <li>• Spanish IB SL</li> </ul>	<ul style="list-style-type: none"> <li>• AP Studio Art 2-D Design</li> <li>• AP Studio Art 3-D Design</li> <li>• AP Studio Art Drawing</li> <li>• Art 1</li> <li>• Art 2</li> <li>• Band Advanced</li> <li>• Band Intermediate</li> <li>• Broadcast Media Arts 1</li> <li>• Ceramics Beginning</li> <li>• Choir Advanced</li> <li>• Choir Beginning</li> <li>• Digital Music</li> <li>• Digital Photography</li> <li>• Drama Advanced</li> <li>• Drama Beginning</li> <li>• Graphic Art Design I</li> <li>• Guitar - Advanced</li> <li>• Guitar - Beginning</li> <li>• Orchestra</li> <li>• Percussion Ensemble</li> <li>• Symphonic Band</li> <li>• Tiger Marching Band</li> <li>• Tiger Marching Band - Aux</li> <li>• Visual Arts IB HL 2</li> <li>• Visual Arts IB SL</li> <li>• Web Design</li> <li>• Wind Ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• AP Economics</li> <li>• AP Research</li> <li>• AP Seminar</li> <li>• College &amp; Career Seminar</li> <li>• Economics</li> <li>• Emergency Medical Technician</li> <li>• Introduction to Engineering Design</li> <li>• Link Crew Leadership</li> <li>• Principles of Engineering</li> <li>• Psychology</li> </ul>



**INDEPENDENT LIVING SKILLS  
 Course Catalog**

The following information is a collection of the courses offered for the Independent Living Skills Program at Natomas High School in the Natomas Unified School District. For specific information on courses, please see your student’s counselor.

**ELECTIVES**

**LIFE SKILLS**

NHS

DURATION: Year Course  
 a-g DESIGNATION: None.  
 GRADES: **9**  
 PREREQUISITE: None.

This course examines various disabilities and the implications and challenges they present to the individual, the family, and society. Focus is on the student developing a positive self image and establishing realistic goals and expectations while planning for the future. This course is designed to prepare students to meet alternate standards found in the Curriculum Guide for Students with Moderate to Severe Disabilities. Students enter into and move through the standards at an individual pace.

**PERSONAL HEALTH SKILLS**

NHS

DURATION: Year Course  
 a-g DESIGNATION: None.  
 GRADES: **10**  
 PREREQUISITE: Life Skills A

This course helps the students develop a personal health care in order to maintain his or her optimal health. The emphasis is on basic health care practices that can be easily implemented while living in the house and community.

**ENGLISH**

**APPLIED ENGLISH A-B**

NHS

DURATION: Year Course  
 a-g DESIGNATION: None.  
 GRADES: **10**  
 PREREQUISITE: Practical English A-B

This course promotes the continued development and practical application of basic reading and written communication skills. Focus is on the use of reading and writing as they relate to functioning independently and effectively on a day to day basis in the community in which the student lives.

<p><b>COMMUNITY ENGLISH A-B</b>        NHS</p> <p>DURATION: Year Course        a-g DESIGNATION: None.        GRADES: <b>11</b>        PREREQUISITE: Applied English A-B</p> <p>This course emphasizes awareness and recognition of basic functional and safety words in the student's environment. Focus is on the individual's need to recognize and respond to printed words and logos in order to safely and more independently function in his or her home and community environments.</p> <p><b>COMMUNITY RESOURCES A-B</b>        NHS</p> <p>DURATION: Year Course        a-g DESIGNATION: None.        GRADES: <b>12</b>        PREREQUISITE: Community English A-B</p> <p>This course emphasizes the skills needed to obtain basic and vital information necessary to function efficiently within the student's natural environment. The course will focus on information and services related to the Social Security Administration, the United States Postal Service, and the Department of Human Services.</p> <p><b>PRACTICAL ENGLISH A-B</b>        NHS</p> <p>DURATION: Year Course        a-g DESIGNATION: None.        GRADES: <b>9</b>        PREREQUISITE: None.</p> <p>This course emphasizes the development of survival reading and writing skills as they are adapted to daily living. The course focuses on</p>	<p>the interpretation of a variety of printed materials commonly found in the home and community.</p> <p><b>MATHEMATICS</b></p> <p><b>COMMUNITY MATH A-B</b>        NHS</p> <p>DURATION: Year Course        a-g DESIGNATION: None.        GRADES: <b>10</b>        PREREQUISITE: Practical Math A-B.</p> <p>This course emphasizes basic skills for using money in the purchase of consumer goods and services. Students develop functional skills in the use and relationships of monetary coins and paper. They also apply monetary skills to the purchase of functional items needed for self or home. All skills are extended to their practice and application in the natural environment.</p> <p><b>PRACTICAL MATH A-B</b>        NHS</p> <p>DURATION: Year Course        a-g DESIGNATION: None.        GRADES: <b>9</b>        PREREQUISITE: None.</p> <p>This course promotes the continued development and practical application of basic mathematical skills. It emphasizes those skills a student needs to more independently function in the home, community, or vocational environment.</p>
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<div style="background-color: #0056b3; color: white; padding: 5px; text-align: center; font-weight: bold;">SCIENCE</div> <p><b>COMMUNITY SCIENCE A-B</b>        NHS</p> <p>DURATION:           Year Course        a-g DESIGNATION: None.        GRADES:            <b>10</b>        PREREQUISITE:    Practical Science A-B</p> <p>This course helps students ask meaningful questions and conduct careful investigations that are important in the completion of most tasks in everyday life. This includes understanding different kinds of weather and different environmental conditions and responding appropriately for comfort, learning how to care for other living things and how to take care of personal needs. Develop an understanding that organisms reproduce offspring of their own kind and that offspring resemble their parents and one another.</p> <p><b>PRACTICAL SCIENCE A-B</b>        NHS</p> <p>DURATION:           Year Course        a-g DESIGNATION: None.        GRADES:            <b>9</b>        PREREQUISITE:    None.</p> <p>This course emphasizes the concepts of force and motion in the completion of most tasks in everyday life. Focus will be on understanding the properties of substances and how substances are mixed, cooled or heated, observation skills and understanding similarities and differences.</p>	<div style="background-color: #0056b3; color: white; padding: 5px; text-align: center; font-weight: bold;">SOCIAL SCIENCE</div> <p><b>COMMUNITY SOCIAL SCIENCE A-B</b>        NHS</p> <p>DURATION:           Year Course        a-g DESIGNATION: None.        GRADES:            <b>10</b>        PREREQUISITE:    Practical Social Studies A-B</p> <p>This course emphasizes the skills needed to obtain basic and vital information necessary to function efficiently within the student’s natural environment. The course will focus on information and services related to the Social Security Administration, the US Postal Service and and Department of Human Resources.</p> <p><b>PRACTICAL SOCIAL SCIENCE A-B</b>        NHS</p> <p>DURATION:           Year Course        a-g DESIGNATION: None.        GRADES:            <b>9</b>        PREREQUISITE:    None.</p> <p>This course emphasizes the relationship of local government to the individual within the community. The focus is on identifying the location, telephone no. and nature of basic government services relevant to the student as a person living in a community. In addition, this course emphasizes the skills needed to obtain and vital information necessary to function effectively within the student’s natural environment. The course will focus on information and services related to the Social Security Administration, the U.S. Postal Service, and the Department of Human Resources.</p>
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**SOCIAL SCIENCE HISTORY CONSUMER A-B**

NHS

DURATION: Year Course

a-g DESIGNATION: a

GRADES: **11**

PREREQUISITE: Community Social Science A-B

This course emphasizes the student's awareness of the legal resources available in the community. The course will focus on issues, laws, and legal documents relevant to the student's needs and includes the areas of civic responsibilities and the means by which to avoid exploitation.

## APEX LEARNING COURSES

<p><b>A:</b>          History/ Social Science</p> <ul style="list-style-type: none"> <li>• AP US Government &amp; Politics</li> <li>• US Government and Politics</li> <li>• US Government and Politics Honors</li> <li>• AP US History (new)</li> <li>• US and Global Economics</li> <li>• US and Global Economics Honors</li> <li>• US History since the Civil War</li> <li>• US History Core</li> <li>• US History Honors</li> <li>• World History (new)</li> <li>• World History since the Renaissance</li> <li>• World History since the Renaissance Honors</li> <li>• World History to the Renaissance</li> <li>• Sociology</li> <li>• Psychology</li> <li>• AP Psychology</li> <li>• Art Appreciation</li> <li>• Geography and World Cultures</li> <li>• AP Macroeconomics</li> <li>• AP Microeconomics</li> <li>• Multicultural Studies</li> </ul> <p><b>Potentially reapproved courses:</b>          AP Government and Politics United States</p> <p>AP Macroeconomics</p> <p>AP Microeconomics</p> <p>AP Psychology</p> <p>U.S. and Global Economics Core</p> <p>U.S. Government and</p>	<p><b>B:</b>          English/ Language Arts</p> <ul style="list-style-type: none"> <li>• AP English Literature &amp; Composition</li> <li>• AP English Language &amp; Composition</li> <li>• AP English Language &amp; Composition (new)</li> <li>• English 9 CC</li> <li>• English 10 CC</li> <li>• English 11 CC</li> <li>• English 12 CC</li> <li>• English I (legacy)</li> <li>• English III (legacy)</li> <li>• English III Honors</li> <li>• English IV (legacy)</li> <li>• English IV Honors</li> <li>• Creative Writing</li> </ul> <p><b>Potentially reapproved courses:</b>          AP English Language and Composition</p> <p>AP English Literature and Composition</p> <p><b>New courses to approve:</b>          English 9, 10, 11 and 12 Common Core (new)</p>	<p><b>C: Mathematics</b></p> <ul style="list-style-type: none"> <li>• AP Calculus AB</li> <li>• AP Statistics</li> <li>• Geometry CC</li> <li>• Geometry (legacy)</li> <li>• Algebra I CC</li> <li>• Algebra II CC</li> <li>• Math I CC</li> <li>• Math II CC</li> <li>• Math III CC</li> <li>• Precalculus</li> <li>• Precalculus Honors</li> <li>• Probability and Statistics</li> </ul> <p><b>Potentially reapproved courses:</b>          Geometry</p> <p><b>New courses to approve:</b>          Algebra I Common Core (new)</p>	<p><b>D:</b>          Laboratory Science</p> <ul style="list-style-type: none"> <li>• AP Biology</li> <li>• AP Chemistry</li> <li>• Biology</li> <li>• Biology Honors</li> <li>• Physics</li> <li>• Physics Honors</li> <li>• Chemistry</li> <li>• Chemistry Honors</li> </ul> <p><b>Potentially reapproved courses:</b></p> <p><b>New courses to approve:</b>          Environmental Science</p>	<p><b>E:</b>          Language Other Than English</p> <ul style="list-style-type: none"> <li>• AP Spanish Language and Culture</li> <li>• French I</li> <li>• French II</li> <li>• Spanish I</li> <li>• Spanish I Honors*</li> <li>• Spanish II</li> <li>• Spanish II Honors*</li> <li>• Spanish III</li> </ul> <p><b>Potentially reapproved courses:</b>          French I      Geometry          French II      Spanish I          Spanish II</p> <p><b>New courses to approve:</b></p>
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Politics Core				
U.S. History since the Civil War				
World History since the Renaissance				
<b>New courses to approve:</b>				
US Government and Politics (new)				
Modern History				