

# Inderkum High School Course Catalog 2023-2024



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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://natomasunified.org/nondiscriminationharassment-information/>

## PLANNING FOR CAREER & COLLEGE

### Graduation Requirements

A total of 220 units of credit must be earned. Normally five (5) units are granted for successfully (Grade of 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) At Inderkum High School, students take math all 4 years to fortify problem solving, logic and reasoning skills and college and career readiness</i>
<b>Science</b>	<b>20</b>	<i>10 credits of biological science and 10 credits of physical science</i>
<b>Social studies</b>	<b>35</b>	<i>World Geography, World History, US History, Government and 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". * To meet the UC/CSU a-g, counselors are expected to schedule the vast majority of students in both art and World Languages over their four years; however in recognition of special circumstances, a CTE or art course could be substituted in lieu of a Foreign Language with approval of the Superintendent or designee.</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 such as Human Biology or Advanced Human Biology</i>
<b>Computer Studies/ Technology</b>	<b>10</b>	<i>CTE courses will also satisfy this requirement</i>
<b>Electives</b>	<b>60</b>	
<b>Senior Project</b>	<b>Pass/Fail</b>	<i>Included in Senior English Curriculum</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
<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>	<b>2 years</b>
<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>	<b>4 years</b>
<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>	<b>Equivalent to 3 years or 6 semesters</b>
<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>	<b>2 years</b> (3 years recommended)
<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>	<b>2 years</b> (3 years recommended)
<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>	<b>1 year</b> (in same discipline)
<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>	<b>1 year</b>

## **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 <https://www.ncsasports.org/ncaa-eligibility-center/gpa-requirements>.

## **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 ([web3.ncaa.org/ecwr3/](http://web3.ncaa.org/ecwr3/)). 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.

It is recommended that students and families connect with their counselor early in their high school career to make sure that they are on course to qualify for NCAA eligibility.

## 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 2.5.</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> The ACT and SAT exams are no longer required for admission to the CSU. In addition, students may be required to take the English Placement Test and/or the Entry Level Mathematics exam depending on their EAP, SAT, 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> <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> The ACT and SAT exams are no longer required for admission to the CSU</p>
<b>Private Colleges and Universities</b>	<b>Admissions Requirements</b>
<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>Admission requirements vary by college or university. Usually students have met or exceeded the UC core subject requirements and assessment requirements.</p>



## **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 students.
- 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. By simply ensuring guardian contact information is accurate in Infinite Campus, parents guardians will be able to elect to receive notifications to their phones when a grade for an assignment is entered or an absence in class is marked for their student. For login information, please see the office at your student's school or visit our website at <https://natomasunified.org/icportal-2/>.

### **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 some 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.

*\*Note that the UC and CSU systems are test blind and do not use SAT/ACT scores as part of an evaluation for admission.*

### **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 first hand 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>

*\*Note that the UC and CSU systems are test blind and do not use SAT/ACT scores as part of an evaluation for admission.*

***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

## 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.

### English Learner Proficiency Assessment for California (ELPAC)

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 English Learner Proficiency Assessment for California (ELPAC) 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 enable high school students to 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!

### **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**

### **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) receive English language instruction through a Structured English Immersion (SEI) second language acquisition program. English learners receive designated ELD instruction in either an ELD class or within an ELD cluster in their ELA class, and students are placed based on their level of proficiency. In addition, students also receive integrated ELD in their grade-level core content area classes. In these classes, teachers with English learners in their classrooms use the CA ELD Standards in tandem with their content area standards and provide access to content through scaffolds and research based instructional practices so that students can access core curriculum and complete graduation requirements while they continue to learn English.

### **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 the 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 coursework 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 the original credit summer school policy.

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## **OTHER STUDENT INFORMATION**

### **Report Cards**

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

### **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 School Enrollment and Capacity team at 916-567-5819.

### **Withdrawal Failure**

Students who require a schedule change after the sixth week of the semester will receive a Withdrawal Failure (WF) and it is factored into the GPA.

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# Courses

## COURSE TITLE DESCRIPTION CODES

<b>AP</b>	Advanced Placement
<b>IB</b>	International Baccalaureate

## 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 Inderkum Course Catalog

## CAREER TECHNICAL EDUCATION (CTE)

### BROADCAST MEDIA I

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 2

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 the 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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### BROADCAST MEDIA 3

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

Advanced Broadcast Media 3 will focus on cutting edge real world/real time application of advanced media skills needed for success in both college and career endeavors and career job shadowing. This course culminates with a digital video reel for students that is presented to the industry advisory panel. Broadcast Media 3 students will participate in one semester of newsroom lab and class training and one semester that includes job shadow and internship opportunities. Students will combine academic learning, self management and leadership skills in broadcasting assuming leadership roles as talent, producers, photographers and directors. They will help structure shows, content and interviews and partnerships for "Tiger Talk." This course also provides students with in-depth experience in the broadcast medium and industry equipment use that culminates with students completing their own story/career resume tape as well as a themed 30 minute show. Additionally, Advanced Broadcast Media 3 combines an instructional class environment with an on site tv studio lab to align Common Core and Career Technical education standards with real world applications, involvement in community news reporting and team building projects designed to meet deadlines. This Advanced class will also offer students exposure to mentors and job shadow opportunities with other media occupations and specialties including the growing career field of social media journalism, sports and news talent roles and promotions/public relations.

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## **CONSTRUCTION TECHNOLOGY I**

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

This competency-based course prepares students to work in the construction industry. The course is designed to provide students with technical instruction and practical experience in basic residential and commercial construction through classroom instruction and applied practice of field skills. Instruction includes an introduction, workplace safety, reviews of resource management, trade mathematics, employability skills, and apprenticeship preparation. Emphasis is placed on the techniques, tools, and materials required for the rough and finish carpentry, estimating, plumbing and electrical work, renewable energy, roofing, and painting. The competencies in this course are aligned with the California Career Technical Education Model Curriculum Standards. At the end of the course, students will research and evaluate apprenticeship, employment, and secondary schooling opportunities.

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## **CONSTRUCTION TECHNOLOGY II**

DURATION: Year Course  
a-g DESIGNATION: g  
GRADES: **12**  
PREREQUISITE: Construction Technology

Construction Technology II builds on skills and knowledge gained from the level one course in the Residential and Commercial Pathway. Students continue to grow and develop in the construction trades, explore career opportunities, working on design concept plans and procedures, electrical, green construction, weatherization, wall and roof framing, cabinetry, tile setting, concrete and masonry, and more. Coursework is project-based, providing students with opportunities to develop teamwork and project management skills. The culminating project is a structure that will include: framing, electrical, plumbing, and finish work. Students demonstrate responsibility for personal, occupational safety on the job site and have the opportunity to obtain OSHA cards certifying their competence. Through this course, students also

have the opportunity to obtain NCCER certification (The National Center for Construction Education and Research).

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## **FIRE TECHNOLOGY I**

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

Study of the philosophy and history of fire protection; review of municipal fire defenses; rural fire defenses; urban interface fire defenses; watershed fire defenses; examination of the organization and function of Federal, State, County and private protection agencies and survey of professional fire protection career opportunities.

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## **FIRE TECHNOLOGY II**

DURATION: Year Course  
a-g DESIGNATION: g  
GRADES: **11, 12**  
PREREQUISITE: Introduction to Public Safety

Advanced Fire Science Careers uses a practical internship-based approach to explore the science of fire with practical applications from the firefighting service industry. Students will learn how chemical bonding relates to combustion and fire suppression, the impact of fire and heat on various materials, living organisms, and its role in the natural environment. Students will explore the science behind fire behavior, emphasizing biological and chemical hazards and safety issues, as well as use of common methods and equipment. Students may earn a Certificate of Proficiency upon completion.

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## **INTRODUCTION TO PUBLIC SAFETY**

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

This course encompasses the fields of law enforcement, firefighting and emergency medical services. Main focus is based upon critical thought, leadership, teamwork, flexibility, and ethical/legal responsibilities by engaging in various investigations to include but not limited to driving under the influence (DUI), crime scene and arson investigation, use of force, firefighting history and culture, fire fighting techniques and others. Through these hands-on periods of instruction, students will gain real world experience pertaining to the various career fields and specialties of the law enforcement, firefighting, and emergency medical services professions. All units of instruction require extensive readings in the subject area as a foundation for the hands-on portions of the course.

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## **LAW ENFORCEMENT I**

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

Law Enforcement I is the police career focused option for the second course of Public Safety Pathway. Research in the field of public safety will include history, mathematics, science, reading, writing and psychology to explore the diverse field of criminal justice. The program includes instruction in communication skills, with an emphasis on listening, reading, speaking, writing, and thinking as it relates to public safety and law enforcement. Basic concepts of criminal law, principles of law enforcement, constitutional law, and the criminal justice system will be covered. Students will effectively integrate technology as needed to complete investigations. All students will follow a Code of Conduct and Ethics, as well as the implementation of physical, mental and emotional fitness for a career in Public Safety. This foundation will assist students who wish to pursue related training at the post-secondary level leading to certification and employment.

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## **LAW ENFORCEMENT II**

DURATION: Year Course  
a-g DESIGNATION: g  
GRADES: **11, 12**  
PREREQUISITE: Law Enforcement I

This course examines and applies methods of transferring perspective, knowledge, and skill from the classroom to a career in the law enforcement industry. An overview of career opportunities, resume preparation, and job interviewing skills is conducted. Students will receive personal training and assistance for the selection and application of post-secondary schools; college campus visits will be conducted. California's Penal Code, Vehicle Code, and Health & Safety Codes will be researched to obtain their meaning and how various components within the criminal justice system interprets and applies the law. Ethical training scenarios will prepare students for various situations but will emphasize the working environment. They will also conduct a traffic collision investigation which will offer instruction in reporting requirements, cause and determination, vehicle and human factors, and evidence collection. Students will also do report writing that will increase in complexity by introducing the numerous types of police reports, and reports that consist of multiple crimes, crime scenes, suspects, victims, witnesses and evidence. Students will learn about: issues and procedures regarding stops, frisks, searches, and seizures, an examination and analysis of Fourth Amendment including consent, exigent circumstances, the Exclusionary Rule, and court cases, arrest and control measures which includes the use of force scale, Miranda warnings, warrant and warrantless arrest, private-persons arrests, and misdemeanors not committed in the presence of a police officer, domestic violence will consist of victim protection, restraining orders, and the role of police, an introduction in to the history, mission, weapons, capabilities, and modern day usage of Special Weapons and Tactics (SWAT) units and finally employment preparation including personal grooming, job searches, application, resume, and interview techniques.

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## ELECTIVES

### AP ECONOMICS

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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### AVID TUTOR

DURATION: Year Course  
a-g DESIGNATION: None.  
GRADES: 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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### BICYCLE TECHNOLOGY

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

This one-year course will introduce students to career pathways within the bicycle industry and prepare them for entry-level positions as bicycle technicians and/or in marketing, sales and services. Areas to be covered include career preparation and development (academic planning, portfolios, soft skills related to career readiness, work-based learning opportunities for our local labor market), introduction to business operations (sales, merchandising, manufacturing, customer service, inventory control, paperwork, point of sales systems, etc.). Students will learn technical skill development assessed by skill tests; and by keeping an ongoing, systematic, laboratory notebook of topics and vocabulary. Guest speakers and field trips to local related businesses further expose students to the various opportunities available within the expanding cycling industry including: engineering, fabrication, graphic art/design, sales, marketing, film production, journalism and more. Opportunities for work-based learning, internships, apprenticeships and employment are available for students.

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## **BROADCAST MEDIA ARTS I**

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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### **\*COMPUTER SCIENCE IB HL1**

Year 1: *\*Computer Science IB HL1*  
Year 2: *\*Computer Science IB HL2*

DURATION: 2 Year Course  
a-g DESIGNATION: d  
GRADES: 11  
PREREQUISITE: Core Computer Science for the IB Diploma Computer Programme

This course recognizes the rapidly increasing role technology plays in our modern world and immerses students in a rigorous, practical problem-solving discipline with computational thinking at the heart of the course and integrated within each of the topics. The program prepares students to be successful in university-level programming courses while providing exposure to the wide variety of careers involving and surrounding computer science. In order to achieve this, students will think procedurally, logically, concurrently, abstractly, and in anticipation of potential bugs/problems as they work through activities in each unit. In the course students will learn relevant programming skills while immersing themselves in activities that clearly connect their studies to various professions within a variety of relevant fields.

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## **COSMETOLOGY**

DURATION: Year Course  
a-g DESIGNATION: g

GRADES: 12  
PREREQUISITE: Introduction to Cosmetology

Advanced Cosmetology is the capstone course in the Fashion and Interior Design Industry sector for students who are interested in the personal services pathway. Students also learn advanced Business and Entrepreneurship skills relating to owning their own business and how to manage and operate a business. Advanced Cosmetology includes principles of hair care, nail care manicuring/pedicuring, skin care with related anatomy and physiology, interpersonal communications, human relations, ethics, scope of practice, legal rules and regulations, and State Board of Cosmetology Mandated Curriculum; establish a core foundation for practice as the entry level employee within the Cosmetology industry. This course is designed to prepare students for future employment as a professional Licenses Cosmetologist.

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## **ECONOMICS**

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 the American Government to create a year long course.

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## **ETHNIC STUDIES**

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

This course is designed to help students develop an intersectional and global understanding of the impact of race and racism, ethnicity, and culture in the shaping of individuals and communities in the United States. They will learn about the interlocking systems of oppression and privilege that impact all people. Students will be exposed to a multitude of histories, perspectives, and cultures with the goal of students being able to build critical analytical and intercultural communication skills; develop and understanding of the geo-historical and cultural knowledge and contributions; foster collaboration across lines of difference; learn the value and strength in diversity; develop a rigorous historical understanding of the development of racial and ethnic identities in the United States; and engage in civic action, community service, and/or community education to bring positive change that helps build a future society free of racism and other forms of bigotry.



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## INTRODUCTION TO COSMETOLOGY

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

This introductory course in the Fashion and Interior Design Industry sector was developed for students who are interested in the personal services. Personal Care introduces the fundamentals of personal grooming. The class is structured to familiarize students with the cosmetology industry, technical instruction, and practical operations. This course includes related instruction in basic chemistry electricity, bacteriology, anatomy, and physiology in cosmetology as well as health, safety, and sanitation issues. It focuses on wet hair styling techniques. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards. communicate solutions to peers and members of the professional community.

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## LINK CREW LEADERSHIP

DURATION: Year Course  
a-g DESIGNATION: g  
GRADES: 11, 12  
PREREQUISITE: application required

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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## **PSYCHOLOGY**

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)

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

DURATION: Year Course  
a-g DESIGNATION: None  
GRADES: **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**

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.

**\*AP ENGLISH LITERATURE & COMPOSITION**

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.

**ENGLISH LANGUAGE DEVELOPMENT (ELD) A**

DURATION: Year Course  
a-g DESIGNATION: None  
GRADES: **9, 10, 11, 12**  
PREREQUISITE: Placement is based on ELPAC and CAASPP Scores

English Language Development (ELD) classes are designed for students whose first language is other than English. This is a designated ELD course with the CA ELD standards as the focus of instruction. Instruction builds on students' growing language skills, and focuses on reading, writing, listening and speaking. Continued instruction on the structures of the English language and use of grammatical structures, verb tenses, and vocabulary are taught through the four domains and supported through Studysync ELD ancillary materials. Students are taught language standards in more advanced ways that are appropriate to their age and grade level, with substantial language support provided.

## ENGLISH LANGUAGE DEVELOPMENT (ELD) B

DURATION: Year Course  
a-g DESIGNATION: None  
GRADES: **9, 10, 11, 12**  
PREREQUISITE: Placement is based on ELPAC and CAASPP Scores

English Language Development (ELD) classes are designed for students whose first language is other than English. This is a designated ELD course with the CA ELD standards as the focus of instruction. Instruction continues to build on students' growing language skills, and focus on reading, writing, listening and speaking. Instruction is focused on improving student reading fundamentals, comprehension and critical thinking skills. Writing activities include informative, argumentative and narrative writing. The students develop writing by refining topics, supporting ideas, incorporating appropriate resources, organizing and editing their writing, and writing to an appropriate audience. Grammar, sentence structure and sentence building, verb tenses, and vocabulary development are interwoven throughout the program. Students are taught language standards in more advanced ways that are appropriate to their age and grade level, with moderate language support provided.

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## ENGLISH LANGUAGE DEVELOPMENT (ELD) C

DURATION: Year Course  
a-g DESIGNATION: None  
GRADES: **9, 10, 11, 12**  
PREREQUISITE: Placement is based on ELPAC and CAASPP Scores

English Language Development (ELD) classes are designed for students whose first language is other than English. This is a designated ELD course with the CA ELD standards as the focus of instruction. This is a course option for students who have completed ELD B, have not met the criteria for redesignation, and need an additional ELD support course. ELD C is intentionally created for students who are English learners, at risk-LTEs, or LTEs. This course is designed to support students in their core content area classes through academic vocabulary development, and targeted reading and writing instruction. Instruction continues to build on students' growing language skills, and focus on reading, writing, listening and speaking. Instruction is focused on improving student reading fundamentals, comprehension and critical thinking skills. Writing activities include informative, argumentative and narrative writing. The students develop writing by refining topics, supporting ideas, incorporating appropriate resources, organizing and editing their writing, and writing to an appropriate audience. Grammar, sentence structure and sentence building, verb tenses, and vocabulary building are interwoven throughout the program. Students are being taught language standards in more advanced ways that are appropriate to their age and grade level, with light language support provided.

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## ENGLISH LANGUAGE DEVELOPMENT (ELD) F

DURATION: Year Course  
a-g DESIGNATION: None  
GRADES: **9, 10, 11, 12**  
PREREQUISITE: Placement is based on ELPAC and CAASPP Scores and Newcomer language proficiency level.

English Language Development (ELD) classes are designed for students whose first language is other than

English. This is a designated ELD course with instruction focused on language fundamentals. Students learn to use English to meet their immediate needs. Teaching of phonology, vocabulary (both lexicon and semantics), the structures of the English language and use of grammatical structures, morphemes for changing verb tenses and meanings of words, and all domains: reading, writing, listening and speaking, are a focus. Students begin to understand and use academic language for their grade level, with substantial language support provided.

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**ENGLISH 9 (includes CECA English 9 and SDAIE)**

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 approaches 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. The SDAIE English classes are designed to meet the requirements of a regular English class, but the methodologies used are specially designed to meet the needs of ELL students who are close to meeting the reclassification criteria

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

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 and SDAIE)**

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 powerpoint 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. The SDAIE English classes are designed to meet the requirements of a regular English class, but the methodologies used are specially designed to meet the needs of ELL students who are close to meeting the reclassification criteria

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

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 powerpoint presentations to accompany a report. The complexity of the works read, the essay prompts, and the pace of instruction differ rather than the 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 (Includes SDAIE)**

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. The SDAIE English classes are designed to meet the requirements of a regular English class, but the methodologies used are specially designed to meet the needs of ELL students who are close to meeting the reclassification criteria

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## **ENGLISH IB**

*ENGLISH IB HL1 Year 1*

*ENGLISH IB HL2 Year 2*

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 that 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 (Includes SDAIE)**

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, multimedia presentations, reports of information, fact sheets, or in a small group. This campaign contains brochures, proposals, letters, multimedia presentations, reports of information, fact sheets, FAQs and websites as well as researched reports 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. The SDAIE English classes are designed to meet the requirements of a regular English class, but the methodologies used are specially designed to meet the needs of ELL students who are close to meeting the reclassification criteria.

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### **Expository Reading and Writing Course (ERWC)**

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.

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## **MATHEMATICS**

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### **ANALYSIS WITH TRIGONOMETRY CP**

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 aid in conceptual development of the course.

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### **\*AP CALCULUS AB**

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 PRE-CALCULUS**

DURATION: Year Course  
a-g DESIGNATION: c  
GRADES: **9-12**  
PREREQUISITE: Math III

This course develops mastery of modeling and functions and engages students in examination of scenarios through multiple representations. Students will learn how to observe, explore, and build mathematical meaning from dynamic systems. AP Precalculus prepares students for other college-level mathematics and science courses.

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### **\*AP STATISTICS**

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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### **MATHEMATICS I CP (includes SDAIE)**

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. The SDAIE classes are designed to meet the requirements of a regular class, but the methodologies used are specially designed to meet the needs of ELL students who are close to meeting the reclassification criteria

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### **MATHEMATICS II CP (Includes SDAIE)**

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. The SDAIE classes are designed to meet the requirements of a regular math class, but the methodologies used are specially designed to meet the needs of ELL students who are close to meeting the reclassification criteria.

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### **MATHEMATICS II Plus CP**

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

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 Plus, 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.

### **MATHEMATICS III CP**

DURATION: Year Course

a-g DESIGNATION: c

GRADES: 9, 10, 11, 12

PREREQUISITE: Mathematics II CP

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.

### **MATHEMATICS III Plus CP**

DURATION: Year Course

a-g DESIGNATION: c

GRADES: 9, 10, 11, 12

PREREQUISITE: Mathematics II 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.

### **\*Math A/I IB SL**

Year 1: *\*Math Applications and Interpretations IB SL*

Year 2: *\*Math Analysis*

DURATION: 2 Year Course

a-g DESIGNATION: c

GRADES: 11,12

PREREQUISITE: Pass Math II. Recommended Pass Math III

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

**\*MATH A/A IB HL**

Year 1: *\*Math Analysis and Approaches IB HL*

Year 2: *\*AP Calculus BC*

DURATION: 2 Year Course

a-g DESIGNATION: c

GRADES: **11, 12**

PREREQUISITE: Mathematics III CP and Trigonometry (equivalent) or Mathematics III Plus with a grade of “B” or better

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

**\*MATH A/A IB SL**

Year 1: *\*Math Analysis and Approaches*

Year 2: *\*AP Calculus AB*

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 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.

**QUANTITATIVE REASONING with ADVANCED MATHEMATICAL TOPICS (QRAT)**

DURATION: Year Course

a-g DESIGNATION: c

GRADES: **12**

PREREQUISITE: Mathematics III

This course is intended for students who are not ready for or interested in the Pre-calculus/Calculus pathway their senior year but still want to continue developing their mathematical knowledge and challenge

their math skills while preparing for attendance at a CSU or UC. These students may be interested in math-intensive majors such as science, technology, engineering, and/or math (STEM), but this is not a requirement to participate in this course. The units of study build from previous math concepts such as linear, quadratic, and exponential functions, to provide opportunities for students to develop a greater perspective of the underlying structures of mathematics and how to connect mathematical topics. This enables students to continue to persevere through problem-solving and to develop quantitative reasoning skills necessary for success in college-level courses. Polynomial and rational functions, as well as basic calculus concepts, advance the student's mathematical content knowledge through a quantitative reasoning lens. The course culminates with an in-depth unit about the mathematics of finance.

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## **STATISTICS CP**

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

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**

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.

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

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### **BODY COMPOSITION COURSE TWO**

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.

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## **HEALTH**

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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## PHYSICAL EDUCATION 9

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: pickleball, 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

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 multicultural games. **Students in PE 10-12 may also take an Elective PE course at the same time.**

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## PHYSICAL EDUCATION ATHLETIC

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 multicultural games.

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## **WEIGHT TRAINING**

DURATION: Year Course

a-g DESIGNATION: None.

GRADES: **10, 11, 12**

PREREQUISITE: **Coach Recommendation**

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

## SCIENCE

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

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 humans 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 courses. 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 CP**

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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### **BIOLOGY (Includes SDAIE)**

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. The SDAIE classes are designed to meet the requirements of a regular biology class, but the methodologies used are specially designed to meet the needs of ELL students who are close to meeting the reclassification criteria.

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**\*BIOLOGY IB**

Year 1: *\*Biology IB HL1*

Year 1: *\*Biology IB HL2*

DURATION: Two Year Course

a-g DESIGNATION: d

GRADES: **11, 12**

PREREQUISITE: Advanced/Honors Biology, Physics, and Mathematics III

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 CP (includes CECA)**

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**

Year 1: *\*Honors Chemistry*

Year 2: *\*Chemistry IB SL*

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.

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

DURATION: Year Course

a-g DESIGNATION: d

GRADES: **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. The SDAIE classes are designed to meet the requirements of a regular chemistry class, but the methodologies used are specially designed to meet the needs of ELL students who are close to meeting the reclassification criteria.

### **\*COMPUTER SCIENCE IB HL1**

*Year 1: \*Computer Science IB HL1*

*Year 2: \*Computer Science IB HL2*

DURATION: 2 Year Course

a-g DESIGNATION: d

GRADES: 11,12

PREREQUISITE: Core Computer Science for the IB Diploma Computer Programme

This course recognizes the rapidly increasing role technology plays in our modern world and immerses students in a rigorous, practical problem-solving discipline with computational thinking at the heart of the course and integrated within each of the topics. The program prepares students to be successful in university-level programming courses while providing exposure to the wide variety of careers involving and surrounding computer science. In order to achieve this, students will think procedurally, logically, concurrently, abstractly, and in anticipation of potential bugs/problems as they work through activities in each unit. In the course students will learn relevant programming skills while immersing themselves in activities that clearly connect their studies to various professions within a variety of relevant fields.

### **CONCEPTUAL PHYSICS CP (Includes SDAIE)**

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. The SDAIE classes are designed to meet the requirements of a regular physics class, but the methodologies used are specially designed to meet the needs of ELL students who are close to meeting the reclassification criteria.

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

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 humans 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 CP (includes CECA and Scholars)**

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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## SOCIAL SCIENCE

### **AMERICAN GOVERNMENT (Includes SDAIE)**

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. The SDAIE classes are designed to meet the requirements of a regular American Government class, but the methodologies used are specially designed to meet the needs of ELL students who are close to meeting the reclassification criteria.

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### **\*AP ECONOMICS**

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.

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.

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 GOVERNMENT & POLITICS UNITED STATES**

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 HUMAN GEOGRAPHY**

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**

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.

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**



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**

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 the 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**

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 (Includes SDAIE)**

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. The SDAIE classes are designed to meet the requirements of a regular Economics class, but the methodologies used are specially designed to meet the needs of ELL students who are close to meeting the reclassification criteria.

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### **\*HISTORY OF THE AMERICAS IB**

Year 1: *\*History of the Americas IB HL1*

Year 2: *\*History of the Americas IB HL2*

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

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**

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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## **RACE AND SOCIAL JUSTICE IN US HISTORY**

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

The purpose of this course is to teach U.S. History from a different perspective - one that emphasizes the role of race and justice in American history. Students will leave with a more thorough understanding of our nation's history and a clearer view of current issues around race and ethnicity in our community. The entire class will be focused on evaluating attainment of ideals set forth in our founding documents for all Americans. This course meets the California State Standards for Social Studies, and satisfies all high school graduation and college admissions requirements.

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### **\*Theory of Knowledge IB**

Semester 1: Theory of Knowledge IB - 2nd semester of 11th grade

Semester 2: Theory of Knowledge 2 IB - First semester of 12th grade

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 others 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 CP (includes CECA and SDAIE)**

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. The SDAIE classes are designed to meet the requirements of a regular US History class, but the methodologies used are specially designed to meet the needs of ELL students who are close to meeting the reclassification criteria.

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### **WORLD GEOGRAPHY CP (Includes SDAIE)**

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 of 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. The SDAIE classes are designed to meet the requirements of a regular World Geography class, but the methodologies used are specially designed to meet the needs of ELL students who are close to meeting the reclassification criteria.

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### **WORLD HISTORY CP (Includes SDAIE)**

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. The SDAIE classes are designed to meet the requirements of a regular World History class, but the methodologies used are specially designed to meet the needs of ELL students who are close to meeting the reclassification criteria.

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

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.

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## TECHNOLOGY

### BROADCAST MEDIA I CP

DURATION: Year Course

a-g DESIGNATION: None.

GRADES: **11, 12.** Grades 9 and 10 have access as an additional zero period course by approval

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 2 CP

DURATION: Year Course

a-g DESIGNATION: f

GRADES: **11, 12.** Grades 9 and 10 have access as an additional zero period course by approval

PREREQUISITE: Broadcast Media Arts 1

The purpose of the 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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### **\*COMPUTER SCIENCE IB HL1**

Year 1: *\*Computer Science IB HL1*

Year 2: *\*Computer Science IB HL2*

DURATION: 2 Year Course

a-g DESIGNATION: d

GRADES: 11

PREREQUISITE: Core Computer Science for the IB Diploma Computer Programme

This course recognizes the rapidly increasing role technology plays in our modern world and immerses students in a rigorous, practical problem-solving discipline with computational thinking at the heart of the course and integrated within each of the topics. The program prepares students to be successful in university-level programming courses while providing exposure to the wide variety of careers involving and surrounding computer science. In order to achieve this, students will think procedurally, logically, concurrently, abstractly, and in anticipation of potential bugs/problems as they work through activities in each unit. In the course students will learn relevant programming skills while immersing themselves in activities that clearly connect their studies to various professions within a variety of relevant fields. The course is the first year of a two-year sequence of IB Diploma Programme coursework and is followed by Computer Science IB HL2.

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### **DIGITAL PHOTOGRAPHY**

DURATION: Year Course

a-g DESIGNATION: f

GRADES: **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**

DURATION: Year Course

a-g DESIGNATION: None.

GRADES: **11, 12**

PREREQUISITE: None.

This yearlong course focuses 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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## **Web Design**

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 completion of coursework and portfolio creation.

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## VAPA

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

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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### **ART 1 CP**

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

Instruction in drawing, painting, design, and sculpture will be emphasized with references to famous artists. 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**

DURATION: Year Course  
a-g DESIGNATION: f  
GRADES: **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, BEGINNING**

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 instrumentalists 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**

**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**

**DURATION:** Year Course

**a-g DESIGNATION:** f

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

**PREREQUISITE:** Broadcast Media Arts 1

The purpose of the 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 CP**

DURATION: Year Course  
a-g DESIGNATION: f  
GRADES: **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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## **DIGITAL MUSIC**

DURATION: Year Course  
a-g DESIGNATION: f  
GRADES: **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**

DURATION: Year Course  
a-g DESIGNATION: f  
GRADES: **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 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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## **DRAMA, BEGINNING**

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

This course is designed to introduce the student to a broad scope of theater 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 theater production, such as scene writing, directing and design. The student will also learn elements of the history of theater. 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 theater.

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## **GRAPHIC ART & DESIGN CP**

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

This yearlong course focuses 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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## **GUITAR - ADVANCED**

DURATION: Year Course  
a-g DESIGNATION: f  
GRADES: **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 the student earns a "B" or better in the previous term.

## **GUITAR - BEGINNING**

**DURATION:** Year Course

**a-g DESIGNATION:** f

**GRADES:** **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.

## **ORCHESTRA**

**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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## **SYMPHONIC BAND**

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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## **\*THEATER IB HL**

Year 1: *\*Theater IB HL1*

Year 2: *\*Theater IB HL2*

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 theater tradition, and a solo project with research paper based on a theater 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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## **TIGER MARCHING BAND**

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**

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

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### **WEB DESIGN**

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 completion of coursework and portfolio creation.

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### **WIND ENSEMBLE**

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



## WORLD LANGUAGES

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

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 SPANISH LANGUAGE and CULTURE**

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 and CULTURE**

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.

### **FRENCH 1 CP (Includes Scholars)**

DURATION: Year Course  
a-g DESIGNATION: e  
GRADES: **9**,  
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.

### **FRENCH 2 CP (Includes Scholars)**

DURATION: Year Course  
a-g DESIGNATION: e  
GRADES: **10**  
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.

### **FRENCH 3 CP**

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 is 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.

### **\*FRENCH IB**

*Year 1: \*French IB SL*  
*Year 2: \*AP French*

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.

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

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.

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

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.

### **MANDARIN CHINESE 3 CP**

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**

*Year 1: \*Mandarin Chinese IB SL1*

*Year 2: \*Mandarin Chinese IB HL2*

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**

DURATION: Year Course

a-g DESIGNATION: e

GRADES: **9**

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 the first semester of Spanish 2 standards.

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### **SCHOLARS SPANISH 2 ADVANCED**

DURATION: Year Course

a-g DESIGNATION: e

GRADES: **10**

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 CP**

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. Native speakers of Spanish are encouraged to enroll in Spanish for Native Speakers 1 or 2 .

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### **SPANISH 2 CP**

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 CP**

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 IB**

*Year 1: \*IB Spanish SL*

*Year 2: \*AP Spanish Language*

DURATION: 2 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**

<p><b>A:</b> <b>History/ Social Science</b></p> <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>• Modern World History and Geography</li> <li>• Theory of Knowledge IB</li> <li>• Theory of Knowledge 2 IB</li> <li>• US History</li> <li>• US History/Soc Justice</li> <li>• World Geography</li> <li>• World History</li> <li>• World History Advanced</li> </ul>	<p><b>B:</b> <b>English/ Language Arts</b></p> <ul style="list-style-type: none"> <li>• AP English Language &amp; Composition</li> <li>• AP English Literature and Composition</li> <li>• English 9 CP</li> <li>• English 9 Advanced</li> <li>• English 10 CP</li> <li>• English 10 Advanced</li> <li>• English 11 CP</li> <li>• English IB HL1</li> <li>• English 12</li> <li>• English IB HL2</li> <li>• ERWC</li> </ul>	<p><b>C:</b> <b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Analysis with Trigonometry</li> <li>• AP Calculus AB</li> <li>• AP Calculus BC</li> <li>• AP PreCalculus</li> <li>• AP Statistics</li> <li>• Math Analysis</li> <li>• Mathematics I</li> <li>• Mathematics II</li> <li>• Mathematics II Plus</li> <li>• Mathematics II Plus</li> <li>• Mathematics IB HL 2</li> <li>• Mathematics IB SL</li> <li>• Mathematical Studies IB SL</li> <li>• QRAT</li> <li>• Statistics</li> </ul>	<p><b>D:</b> <b>Laboratory Science</b></p> <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 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>• Honors Chemistry</li> <li>• Human Biology with Health Incorporated</li> <li>• Physics</li> </ul>	<p><b>E:</b> <b>Language Other Than English</b></p> <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>	<p><b>F:</b> <b>Visual/ Performing Arts</b></p> <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>• Beginning Band</li> <li>• Broadcast Media Arts</li> <li>• Broadcast Media Arts2</li> <li>• Ceramics</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>• Symphonic Band</li> <li>• Theater IB</li> <li>• Wind Ensemble</li> </ul>	<p><b>G:</b> <b>Electives</b></p> <ul style="list-style-type: none"> <li>• AP Economics</li> <li>• Economics</li> <li>• Link Crew Leadership</li> <li>• Psychology</li> </ul>
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The following information is a collection of courses offered for students in special education who are working towards an alternative pathway and require approval through a student's IEP. For specific information on courses, please see your student's counselor.

## ELECTIVES

### LIFE SKILLS

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

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

### Practical ENGLISH A-B

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

### COMMUNITY ENGLISH A-B

the interpretation of a variety of printed materials



<p>DURATION: Year Course a-g DESIGNATION: None. GRADES: <b>11-12</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></p> <p>DURATION: Year Course a-g DESIGNATION: None. GRADES: <b>11-12</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>DURATION: Year Course a-g DESIGNATION: None. GRADES: 9 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>commonly found in the home and community.</p> <p><b>MATHEMATICS</b></p> <p><b>COMMUNITY MATH A-B</b></p> <p>DURATION: Year Course a-g DESIGNATION: None. GRADES: 11-12 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></p> <p>DURATION: Year Course a-g DESIGNATION: None. GRADES: <b>9-10</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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<p><b>SCIENCE</b></p> <p><b>COMMUNITY SCIENCE A-B</b></p> <p>DURATION: Year Course</p>	<p><b>SOCIAL SCIENCE</b></p> <p><b>COMMUNITY SOCIAL SCIENCE A-B</b></p> <p>DURATION: Year Course</p>
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<p>a-g DESIGNATION: None. GRADES: <b>11-12</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></p> <p>DURATION: Year Course a-g DESIGNATION: None. GRADES: <b>9-10</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>	<p>a-g DESIGNATION: None. GRADES: <b>11-12</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 Department of Human Resources.</p> <p><b>PRACTICAL SOCIAL SCIENCE A-B</b></p> <p>DURATION: Year Course a-g DESIGNATION: None. GRADES: <b>9-10</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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<p><b>SOCIAL SCIENCE HISTORY CONSUMER A-B</b></p> <p>DURATION: Year Course a-g DESIGNATION: a GRADES: <b>11</b> PREREQUISITE: Community Social Science A-B</p> <p>This course emphasizes the student's awareness of</p>	
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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.