

# **PROGRAM PLANNING HANDBOOK**

**2007-2008**

**Carlmont High School  
1400 Alameda de las Pulgas  
Belmont, CA 94002-3585**



**Sequoia Union High School District**

**PROGRAM PLANNING HANDBOOK - CARLMONT**  
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## TO THE PARENTS

The **Program Planning Handbook** is published to assist parents and their high school students in educational planning and course selection. Guidance is given for course selection, for grading interpretation, for meeting college admission requirements, and for completing graduation requirements. Special education is described. Schooling alternatives are listed. Guidance services are outlined. The whole purpose of the **Handbook** is to offer a single source of information about each high school so that families can make informed choices.

In the spring of each year, packets of high school enrollment information are sent to parents of eighth-grade students via their middle school. The **Program Planning Handbook** is included in these packets. Please use this handbook as a reference as you and your student select courses for the ninth grade. Keep it as a reference for subsequent years.

The **Handbook** can assist in making decisions about course selection throughout the high school years. **SAVE IT.** Use the student's transcript as a means to keep track of your student's progress through high school.

## TO THE STUDENTS

This handbook can help you to make appropriate course selections. Use it regularly. Although it won't take the place of guidance advisors, it is the best single source of information for making course selection decisions.

If you read the **Handbook** carefully, you will discover that it will be possible to begin to set career goals. Early career goal setting is important. You cannot make good decisions about course selection until you form at least some of these goals. During the sophomore year, students will complete a career interest inventory.

Take responsibility for your educational planning now. Use this handbook as a tool in that planning process.



# Sequoia Union High School District

## GRADUATION REQUIREMENTS

The minimum **REQUIREMENTS FOR GRADUATION** are as follows

	<b>UNITS of CREDIT</b>
English	40.0
Science	20.0
Mathematics	20.0
Physical Education	20.0
Social Studies	35.0
Safety Education	2.5
Driver's Education	2.5
Practical Arts	10
Fine Arts	10
Electives	60
Technology	0

(must include 10 units lab science-either Biology, Chemistry or Physics)  
(must include 10 units Algebra 1, Algebra 1b, or higher level math class)  
(Maximum 10 units may be earned in 9<sup>th</sup> grade PE – see page 4 for additional information.)

All students must either pass a one-semester (5 unit) technology class, pass the district technology challenge exam or successfully complete a technology portfolio. Passing the challenge exam will not grant credits. A 5-unit technology class will also count as 5 units of practical arts

All students must pass the California High School Exit Exam (CAHSEE) in mathematics and English to earn a diploma.

California High School Exit Exam .....0

**TOTAL UNITS REQUIRED FOR GRADUATION**                    **220**

**The 220-credit graduation requirement cannot be reduced by any exemption from required courses or by a reduced number of semesters registered in school.**

All Special Education students will be expected to meet District graduation requirements. Certain Special Education students may, however, be graduated upon completion of a special program of studies designed to meet their individual needs.

## PRACTICAL ARTS/FINE ARTS REQUIREMENT & FOREIGN LANGUAGE

Completing 3 full years of a foreign language during high school will satisfy either the “Practical Arts” or “Fine Arts” requirement for graduation, but not both. Please note that foreign language does not satisfy the Visual and Performing Arts requirement for 4-year college.

Courses meeting the “Fine Arts” requirement include those in the art and music departments and in performing arts programs (such as drama and band). Courses meeting the “Practical Arts” requirement include those in the business education; home economics, industrial arts, and work experience departments, as well as some computer courses.

## HONORS PROGRAM

**International Baccalaureate (IB) Courses, Advanced Placement (AP) Courses, Advanced Standing (AS) Courses, Honors-Level (H) Courses, International College Advancement Program (ICAP)**

**The International Baccalaureate (IB)** – offered at Sequoia High School - offers students a holistic, rigorous, college-level curriculum that prepares students to take international IB examinations in each subject area. Performance within IBO guidelines on exams leads to award of the IB Diploma, issued by the headquarters office in Geneva, Switzerland. IB class grades receive an extra grade point when GPA is calculated if the student earns a “C” or higher in the course.

**Advanced Placement (AP) courses** - offered at all Sequoia district comprehensive high schools - are those that meet the College Entrance Examination Board’s requirements as college-level courses and prepare students to take the national AP examinations. AP class grades receive an extra grade point when the GPA is calculated if the student earns a “C” or higher in the course.

**Honors-level (H) courses** are those that meet the University of California’s requirements as rigorous college-prep courses. Individual courses have “H” in their titles in the school site course listings in the second part of this guide.

**Advanced Standing (AS/ADV) courses** are rigorous courses that are preparatory for AP courses (e.g., AS English III to AP English).

**The International College Advancement Program (ICAP)** – offered at Sequoia High School- is a rigorous program of courses with an intentional international flavor that are developmental for IB courses (e.g. ICAP English II to IB English, junior year).

**UC-approved courses** – offered at all schools - are those that meet the UC “a - g” requirements. A complete list of these classes for each school is on the Internet at <http://www.ucop.edu/doorways/> (then type in Carlmont, Sequoia, Woodside, or Menlo-Atherton). \* Only courses on the CSU/UC approved honors course list receive the extra grade point.

The University of California (and many other universities) gives extra points toward grade point average (GPA) for up to four courses designated H or AP. A maximum of two of these courses taken in grade 10 earns extra points. This weighting system for H and AP classes is “A”= 5 points, “B”= 4, and “C”= 3. No points are awarded for a grade of “D” in an honors course. (For regular classes A = 4 pts, B = 3 pts, C = 2 pts and D = 1 point.)

### **MINIMUM/MAXIMUM CLASS LOAD**

Freshmen and sophomores must be enrolled in six classes. Students ordinarily are limited to enrolling in a maximum of six classes per semester. At some sites, with permission of the principal, students may take a seventh class if space is available.

### **CREDIT FOR COURSES**

For all successfully completed courses of a semester’s duration, 5 units of credit will be granted, except for Student Clerk and Library Clerk. Such student-assistance courses, performed on the basis of one school period of service for each day school is in session, will earn 2.5 units of credit each semester up to a maximum of 20 units of credit can be applied toward graduation.

### **STUDENT PROMOTION/GRADE LEVEL CLASSIFICATION**

Grade level classification guidelines are a means of holding students to grade level credit expectations to achieve graduation within four years of high school. They also assist staff in identifying students who are behind in credits and may need supplemental services in order to complete high school with a diploma or certificate.

A student must accumulate the following credit totals for promotion to each grade level:

Grade 10	45-104 credits
Grade 11	105-149 credits
Grade 12	150-220 credits

To graduate from high school, a student must earn the total of 220 credits and fulfill the graduation requirements. Students who are behind in credits for graduation should see their guidance advisor.

### **TECHNOLOGY GRADUATION REQUIREMENT**

The technology graduation requirement can be satisfied by passing one semester of an approved technology class or by passing the Technology Challenge Exam (offered twice a year at each site) or by submitting a portfolio of technology-related work. For more detailed information, please consult this link on our district’s website: <http://www.seq.org>

**The following courses, though not offered at each campus, fulfill the technology requirement:**

Academies Technology Courses	CAD (Computer Assisted Drafting)	Cisco Computer Networking I & II
Community College Technology Courses	Computer Applications I & II	Computer Assisted Art
Computer Science	Computer Animation	Film and Video Production
Introduction to SQL & PL/SQL	Java Database Application	Java Programming
Keyboarding/Intro to Computers	ROP Technology Courses	Web Design

**NOTE:** Examples of courses listed in these regulations may vary from year to year.

## **PHYSICAL EDUCATION/ATHLETICS**

20 credits of PE credit are required to graduate. 10 of those units must be PE Core taken during grade 9. The additional 10 credits must be taken during grades 10, 11, or 12. Please note, PE Athletics taken at the 9<sup>th</sup> grade level counts only as elective credit.

## **ATHLETIC TEAM PARTICIPATION**

In order to be eligible to play on an athletic team, a student must meet all of the following requirements (some of these criteria can be appealed):

1. Must be prepared to commit to at least two hours of daily practices after school throughout the season.
2. Must be cleared by a physician within the last 12 months, and give the school a copy of the signed examination report.
3. Must be enrolled in at least five classes.
4. Must be passing a minimum of four 5-unit classes at the end of the previous grading period with a grade point average (GPA) of 2.0 or better (to meet CIF requirements).
5. Must be on schedule for graduation: (10<sup>th</sup> graders need at least 40 units, 11<sup>th</sup> graders need at least 100 units, and 12<sup>th</sup> graders need at least 160 units).
6. Purchase PAL sticker for ID card.
7. Have no overdue textbooks or library books, and no outstanding fines for lost books or uniforms.
8. Student and parents must sign the appropriate paperwork.

NON-ATTENDANCE OR INAPPROPRIATE BEHAVIOR AT ANYTIME MAY RESULT IN A STUDENT'S BEING DEEMED INELIGIBLE FOR PARTICIPATION IN THE ATHLETIC PROGRAM.

## **ACADEMIC ATHLETIC/CO-CURRICULAR ELIGIBILITY CRITERIA**

Students desiring to participate in extra and/or co-curricular or athletic activities must meet all of the following:

1. The student is currently enrolled in at least 25 semester units of work or equivalent;
2. The student passes at least four (4) five-unit classes at the completion of the previous grading period (quarter/semester);
3. The student must be on track toward graduation as it relates to credits earned. A student will be declared ineligible if he/she has fallen more than 15 credits behind at the end of any grading period. Since we require 220 credits to graduate, it means that sophomores must have completed at least 40 credits, juniors, at least 100 credits, seniors, at least 160 credits;
4. The student has maintained (during the previous grading period) a minimum 2.0 GPA, on a 4.0 scale, in all enrolled courses. "Previous grading period" means last report card (quarter or semester) issued during the regular school year.
5. The student must comply with all of the SUHSD and school behavior and attendance policies. This includes the adherence to the PAL's Code of Ethics.
6. NO probationary period will be granted. (Except entering freshmen who, after the first quarter, must meet all eligibility requirements.)

**NOTE:** Academic eligibility requirements apply to athletics whether credit earned will be applied toward meeting EITHER the 60 units of elective credit **or** the second year 10 units of PE credit required for graduation.

## **COURSE CHALLENGE**

Suggested prerequisite courses\* in a sequence may be challenged by students for placement in a more advanced course (e.g., challenge French I for French II placement). When parents believe that their student has sufficient background, knowledge, and skills in a particular subject area, they may request, in writing that the prerequisite be waived and that the student be allowed to take an advanced course in the sequence. Appropriate staff members will then conduct an evaluation for the student. The student will be asked to demonstrate knowledge, skills or concepts that are a regular part of the objectives of the course being challenged. If the student demonstrates satisfactorily the identified knowledge, which is normally covered in the suggested prerequisite, the student shall be allowed to advance to the higher level course.

**\*NOTE:** No credit or grade shall be awarded for a prerequisite course successfully challenged. Suggested prerequisite courses in the Advanced Standing/Advanced Placement sequence may NOT be challenged.

## **ATTENDANCE**

Attendance is compulsory in all classes in which a student is enrolled. Students who do not meet attendance requirements (60 hours per semester class and 30 hours per quarter class) face several consequences. The consequences may include loss of class credit and loss of some privileges, such as obtaining work permits, participating in athletics and student government, participation in school activities. Students who do not meet minimum requirements may be referred for placement in an alternative program and may not participate in school activities.

## **SUPPORT PROGRAMS**

### **ENGLISH LEARNERS' PROGRAM**

English Learners (EL) entering the Sequoia Union High School District from elementary schools should be registered as part of the regular registration process. They are placed in ELD 1, 2, and 3 based on results of the High Point Diagnostic test administered in the Fall. All 9<sup>th</sup> and 10<sup>th</sup> graders who score at the Far Below Basic level on the English Language Arts Content Standards Test (ELA/CST) receive three periods of English Language Development instruction.

### **LITERACY CENTER**

The Literacy Center is open to English Learners who have been in the U.S.A. for one year or less, are new English learners for one year or less, and are low-literate (below 4<sup>th</sup> grade) in Spanish. Students are eligible for the Center for a maximum of two semesters. Recommendations for placement into the Literacy Center are made by the District Assessment Center of the English Language Development Program.

### **ENGLISH LANGUAGE DEVELOPMENT**

English teachers should recommend the appropriate level of English Language Development for the student who is a recently arrived English learner. Please refer to the CELDT language proficiency of the student. The continuum of ELD classes with entry/exit criteria for each is as follows:

*English Language Development-Level 1* - This level is for beginning English learners as determined by CELDT. The course follows the state and district ELD standards for beginning English learners. It prepares the EL student to follow simple oral directions, to understand common everyday vocabulary, to decode and comprehend high school content and to write complete sentences and paragraphs.

*English Language Development-Level 2* - This level is for early intermediate English learners as determined by CELDT. The course follows the state and district ELD standards for early intermediate English learners. The course prepares the EL student to decode and comprehend high school material, to identify main ideas from class discussion, to demonstrate knowledge and understanding of varied reading genre, to demonstrate basic conversational skills, and to write a short essay.

*English Language Development-Level 3* - This level is for intermediate English learners as determined by CELDT. The course follows the state and district ELD standards for intermediate English learners. It prepares the EL student to understand main ideas and details of a variety of topics, to comprehend rigorous high school content, to discuss/describe in increasingly fluent conversation, and to write essays which include literary analysis.

*English-SDAIE* – A mainstream English class taught through specially designed academic instruction in English (SDAIE). The curriculum follows the mainstream English standards. It is recommended for the long term EL student who has not met redesignation criteria.

### **CONTENT AREAS**

Content area teachers may recommend EL students for instruction/support in their primary language, Specially Designed Academic Instruction in English or mainstream instruction. The content area program at each school site may differ, but each school will attempt to meet the placement recommendations for EL in the content areas.

## **ASSESSMENT**

Students who have been identified as EL by feeder schools will not be tested at initial registration. New students entering the District from sources other than feeder schools are tested at the District Assessment Center if the response on the Home Language Survey indicates that this is necessary. All EL students will be assessed with the California English Language Development Test (CELDT).

## **SUPPORT COMPONENTS**

Support services for language minority students include:

- Bilingual Resource Teachers
- Priority for trained, qualified bilingual and CLAD certified teachers
- Curriculum and staff development
- Bilingual Instructional Associates
- Counseling: personal/academic/career
- Peer tutors/staff members
- Acculturation/multicultural activities
- Parent/community involvement
- Industry/county/outside agency support for counseling
- Articulation - internal/external (feeder schools)

## **REDESIGNATION**

To be redesignated as fluent, English learners must be at an early advanced or advanced level on the California English Language Development Test, have a minimum score of 325 on the California English Language Arts Content Standards Test, a writing performance assessment, and/or reasonable evidence for redesignation. All four criteria must be met.



## Guide to Interpreting CELDT Scores and Course Placement

Refer to the table below to establish the student's ELD proficiency placement.

	<b>Prof Level 1</b> (BEGINNING)	<b>Prof Level 2</b> (EARLY INTERMED.)	<b>Prof. Level 3</b> (INTERMEDIATE)		<b>Prof. Level 4</b> (EARLY ADVANCED)	<b>Prof Level 5</b> (ADVANCED)
Grades 9	251-457	458-517	518-548	549-578	579-637	638-761
Grade 10	251-463	458-527	528-559	560-590	591-651	652-761
Grade 11	251-463	458-527	528-559	560-590	591-651	652-761
Grade 12	251-463	458-527	528-559	560-590	591-651	652-761
<b>English Language Development Placement</b>	<b>ELD I</b>	<b>ELD II</b>	<b>ELD 3</b>	<b>SDAIE English</b>	<b>SDAIE English or General Program English</b>	<b>General Program English</b>

This table summarizes the recommended criteria approved by the State Board of Education. Use the information from this table when determining a student's English fluency at initial identification and placement.

<b>SDAIE Eng. I</b>	<b>Probable Fluent English Proficient but not yet redesignated FEP</b> Check CELDT skill areas for writing and reading skill development and EL Support Services.	<b>Student's Overall Score is Early Advanced or Higher and</b> Each Skill Area Score in Reading, Writing, Listening and Speaking is Intermediate or Higher.
<b>ELD III</b>	<b>Developing Fluent English Proficiency, and designated LEP</b> Check skill area scores for ESL 3 and reading placement.	<b>Student's Overall Score is in the upper end of Intermediate and</b> Other Test Scores, Report Card Grades, Input From Parents/Teachers Are Taken Into Consideration.
<b>ELD I &amp; ELD II</b>	<b>English Learner (LEP)</b> Check overall scores and skill areas to determine strengths and areas for further EL Support.	<b>Student's Overall Score is Below Early Advanced or</b> Student's Overall Score is Early Advanced or Higher, <b>but</b> One or More of the Skill Area Scores is Below Intermediate.

## **SPECIAL EDUCATION**

Students learn in different ways. Most individual differences can be accommodated through traditional classroom settings and methods. The Sequoia Union High School District's Special Education Program is designed to address students' needs that cannot be met in the regular instructional program. Students' eligibility is determined by testing; placement in Special Education is based on a team decision by a committee normally consisting of parents, teachers, an administrator, a psychologist and, often, the student. This group is called the Individual Education Planning Team (IEPT). It is the team's responsibility to develop a plan to meet a student's needs in the least restrictive environment. Placement in the program is contingent upon parental guardian consent of the IEP. The following is a description of the programs available:

**RESOURCE SPECIAL PROGRAM (RSP)** provides service to students for a portion of the school day depending upon student need. Instruction involves assistance from a Resource Specialist on a one-to-one or small-group basis. Students' progress is monitored in their regular classrooms. Students receive tutorial assistance in support of their mainstream classes or direct instruction in subject areas including study skills as determined by the goals and objectives written in the **Individual Educational Plan (IEP)**. Vocational preparation and independent living skills are also provided.

**SPECIAL DAY CLASS (SDC)** serves students with more intensive needs for a major portion of the school day. The program may consist of individual or small-group instruction in reading, mathematics, language, science, social studies, independent life skills, and vocational preparation. It is designed to meet the student's goals and objectives written in the **Individual Educational Plan (IEP)**. Students are integrated into mainstream classes whenever possible.

**RELATED SERVICES** include areas not normally provided by regular classroom teachers, Resource Specialist Programs or Special Day Classes. Language and speech, adapted physical education, audiological services, and orientation and mobility instruction are examples of such services provided by specialists. Instruction may take place on an individual or a small group basis.

## **GIFTED AND TALENTED EDUCATION (GATE)**

Gifted and Talented Education (GATE) state funds are provided to the schools, which offer a variety of options including enrichment materials, activities, independent study, acceleration, post-secondary opportunities, and services for underachieving and disadvantaged GATE students. The GATE categories are: intellectual, specific academic, high achievement in academics, leadership, creativity, and visual and performing arts. GATE personnel identify and recommend students for the program based on test scores, grades, professional judgment, observation, classroom products, and outstanding talent. Students can also be nominated for GATE identification by parents, peers and community members.

## **PHOENIX PROGRAM**

Phoenix is a program at each site designed to support the attendance policy and help students improve skills and recover credits. Students can be placed in the program anytime during the semester (with a probable deadline toward the end of the semester) when they are no longer eligible for credit in one or more classes due to excessive absences. Students can earn elective credit in the program. The program includes opportunities for distance learning. Each school has its own procedures for referral and placement. Students arriving late in the semester may be eligible for the program, as well as students recommended by the administration.

## **SCHOLARS' SCHOOL**

Students can receive tutoring or can make-up classes they have failed by attending Scholars' School on Saturdays at the Sequoia Union High School District Adult School or after school at their home school. Classes on Saturdays are limited to seniors and, if there is space, to juniors.

## **COMMUNITY DAY SCHOOL (County Program)**

This program, mandated by the state, is designed primarily, but not exclusively, for expelled students in grades 9-12. Students attend classes at the center until their expulsion time is completed after which they re-enter a comprehensive school or the continuation school. Instruction is self-paced in required classes in addition to community service, school-to-career and personal development activities. Instruction is individualized with an emphasis on skill building, computer skills, goal-setting and conflict resolution.

## **SUMMER SCHOOL**

Students who do not pass required classes during the school year are expected to repeat them in summer school. Summer school, which is limited in enrollment, consists of two fourteen-day sessions held at one or more of the SUHSD campuses. Classes usually begin in early June. The first session ends early July and the second session ends early August. Courses are offered for those students not passing a graduation requirement (e.g., U. S. History, American Government, P.E., Mathematics, English, and World Studies). A few classes are offered for enrichment or acceleration. For additional information, please see a guidance advisor in March.

## **REGIONAL OCCUPATIONAL PROGRAM (ROP)**

The Regional Occupational Program (ROP) provides job training and placement assistance to high school students 16 years and older. The enrollment of students from many high schools makes it possible for ROP to offer a wide variety of vocational courses. Courses provide students with a marketable skill in a career area for which there is a labor market. Students receive high school credit while attending ROP courses. They receive elective or practical arts credit. ROP classrooms are located all over San Mateo County. Eligible students register for ROP courses through their school guidance advisor. Parental permission is required and enrollment is on a first-come, first-served basis. Brochures are available in the career center and guidance department.

## **SCHOOL AFTER SCHOOL FOR SUCCESSFUL YOUTH (S.A.S.S.Y.)**

SASSY offers hands-on vocational training classes in the afternoon at the Opportunities Industrialization Center West (OICW) training center on the Menlo Park/East Palo Alto border. Students may earn up to 10 credits per semester for practical arts or elective credits. Applications are available in the guidance department and career center.

## **COMMUNITY COLLEGE COURSES FOR HIGH SCHOOL STUDENTS**

Students can be concurrently enrolled in one of the local community colleges and earn credits toward graduation. Local Community Colleges offer excellent occupational training possibilities for students who are still attending high school as well as CSU/UC transferable courses. Students wishing to enroll in a college course during the regular school year or summer should examine a copy of the class schedule located in the career center and the guidance office or online. Students should see their guidance advisor to determine if a specific college class meets high school graduation requirements. Students should have a 2.0 GPA and a complete concurrent enrollment application signed by the guidance advisor **before** enrolling in any community college course if they wish to receive high school credit.

## **WORK EXPERIENCE**

Work Experience aids students in obtaining occupational skills through jobs and related training. Work Experience coordinators at each school supervise students at work sites. The coordinators also monitor a required related training program. The related training is presented one hour each week with units covering information about tax laws, workers' compensation, work-site behavior expectations, career opportunities, etc. Students who are interested in the program and who are at least 16 years old should ask the Work Experience coordinator for details of the program. Students may earn a maximum of 40 units of Work Experience credit in high school.

## **REDWOOD HIGH SCHOOL (CONTINUATION)**

The district continuation high school serves 16-18 year-olds who are deficient in credits or who need an alternative program to graduate. Candidates for Redwood are identified by vice principals or guidance advisors. A parent conference results in an application to Redwood at anytime during the year. Students enter and complete requirements for graduation throughout the year due to the individualized, self-paced nature of the program. They can earn the comprehensive diploma if the student returns to the comprehensive high school at least by the last semester of their senior year (220 credits), the Redwood diploma (200 credits), or the adult school diploma (180 credits) as well as the GED or CHSPE certificates of graduation. Students attend three hours a day, during either the morning or afternoon session.

In addition to the academic classes, students must be enrolled in an outside program such as ROP, Work Experience, Community Service, OICW, community college or adult school in order to earn enough credits to graduate.

### **ACADEMIES – (10<sup>TH</sup>-12<sup>TH</sup> grades)**

The Academies are partnerships between public education and the private sector. The Academy program provides a combination of technical and academic training to students who wish to improve their academic status, technical skills, and career potential. The relationship between school and work occurs in an enriched environment that gives students a variety of experiences with local businesses and industries. Program components include:

- a school-within-a-school during grades ten through twelve;
- an integrated academic-vocational curriculum with technical training
- a business and industry focus on work study and internships, mentoring, and career exploration and development.

Enrollment is limited to students in grades ten through twelve and is by application only. Interested students should contact their guidance advisor for more information about the Academy program.

### **MIDDLE COLLEGE - (11<sup>TH</sup> –12<sup>TH</sup> grades)**

Middle College is an alternative for 11th and 12th graders with high potential who have the skills and sense of responsibility to succeed on a college campus. Students attend Cañada College where they take college classes in the morning and high school classes taught by high school teachers in the afternoon. These are semester classes, not open-entry. Students must apply and take Cañada College placement tests (See guidance advisors for additional information).

### **SAMP (School-Age-Mothers' Program)**

The program serves pregnant teens in grades 9-12 in the district. It is a self-contained, self-paced and individualized instructional and counseling program with health services and a child development center for infants. Prenatal health, child development and parenting skills are strong components of the program. SAMP is housed at Redwood High School in Redwood City. Students are provided transportation from their homes to the school and back.

The teen mothers can remain in the program through their pregnancy and for 3-4 months after the birth. They can then transfer to a comprehensive school or Redwood High School. The Child Development Center at Redwood for the children (ages 0-3 years of age) of teen parents makes it possible for students to continue their education.

### **4-YEAR UNIVERSITY AND EXTENSION COURSES**

Under certain circumstances, students can take classes in person at local 4-year universities and their extension programs. Consult your school's guidance advisor for details.

### **INDEPENDENT STUDY**

Independent Study may be offered with IVP approval by any department in a school for students in any grade level who have special interests. Independent Study is **NOT** offered for courses included in the schools' curriculum, such as English I, U. S. History, Algebra I, etc. The student must have a supervising teacher who will prepare a contract specifying work to be accomplished and the number of credits to be granted (not to exceed 5 units of credit per semester for each course). A review committee, established by the principal, must grant permission for the outlined program. At the end of the course, the supervising teacher will submit an outline of the work covered for the student's cumulative folder and will recommend to the review committee the number of units to be granted.

Independent Study credit may also be earned for certain out-of-school educational experiences, including summer travel/study programs, **when approved in advance** by the instructional vice-principal. Such out-of-school experiences may **NOT** be used in lieu of credit that would be earned through successful completion of a required course.

### **DISTANCE LEARNING**

It is possible for students to take classes for credit on-line. The district has a web page that describes the distance learning option and the process for receiving credit in our district for classes taken at other institutions. **Prior approval by the instructional vice-principal is required for the credits to appear on the student's transcript.** You can access the information through the Internet at [www.seq.org](http://www.seq.org).

# GRADING

## GRADES

### 1. Basis for Grading

Copies of course objectives will be distributed at the beginning of each course. Teachers will explain to students the level of mastery within the course. Teachers are obligated to make clear to the students at appropriate intervals the basis of a student's success in achieving established objectives of the course.

### 2. Grading Symbols and Regulations Affecting Them

Symbols used:

	<b>Academic Grades</b>	<b>Grade Point</b>
A	Superior	4
B	Highly Satisfactory	3
C	Satisfactory	2
D	Has met minimum objectives for the course	1
F	Failed to meet the minimum objectives for the course	0
NA	Failed to meet the course attendance requirement of 60 hours, but met the course work requirements	0
FA	Failed to meet minimum course objectives & attendance requirements	0
WF	Withdrawal/failed (the student withdrew after deadline and was failing Course at the time of withdrawal)	0
* WP	Withdrawal/pass (the student withdrew after deadline and was passing course at the time of withdrawal)	--
* CR	Credit (in lieu of a letter grade, see a, b, & c below)	--
* I	Incomplete (the student needs to complete make-up work by the end of the next grading period see "e" below)	--
* M	Medical excuse in physical education	--

\* Does not affect GPA

- a. Teachers will award letter grades unless a student chooses the **CR** grade. Please note that many colleges do not accept a **CR** grade.
- b. Choice of **CR** must be accompanied by written parental permission except for those students who have reached 18 years of age.
- c. A student may choose to have the **CR** symbol at any time during the first half of the semester grading or halfway through a course of variable length but thereafter may make such choice only with consent of the teacher.
- d. Course objectives must indicate the requirements for a grade. Citizenship/behavior objectives may be included but must not exceed 25 percent of the course grade.
- e. In the use of the **I** grade, if the missing work is satisfactorily completed before the end of the following grading period (usually 9 weeks), a letter grade may be earned. If the missing work is not satisfactorily completed, then the student will receive a grade of **F** or the grade indicated by the teacher in the event that the work was not completed.
- f. **F, NA, FA and WF** require a student to repeat the work of an entire grading period or semester to change these grades.

### 3. Regulations Affecting the Make-Up Privilege for a Grade of Incomplete

- a. Make-up work will normally be a portion of stated course objectives that the student has yet to achieve, but the teacher may always change to alternative objectives that better fit the make-up process.
- b. When, in the teacher's judgment, a student has achieved so few objectives in a course that informal make-up is not practical, the teacher will indicate that repetition of the course is the necessary condition of make-up.
- c. If during a course a student fails to meet a deadline for completion of an assignment, make-up work for the Incomplete must be completed during the 9-week period following receipt of grade.

## COMPUTING GRADE POINT AVERAGE (GPA)

It is helpful to know how to compute GPA. Grades for 5 credit courses are weighted as follows:

"A" = 4 points, "B" = 3 points, "C" = 2 points, "D" = 1 point, "F" = 0 points, "FA" = 0 points, "NA" = 0 points, "WF" = 0 points, "WP" = 0 points

To compute the student's GPA, multiply the credits times the points; add up the totals generated; and divide by the total number of credits.

<u>Class</u>	<u>Grade</u>	<u>Credit</u>	<u>Points</u>	
English I	B	5	3	(5 x 3 = 15)
World Studies 1,2	A	5	4	(5 x 4 = 20)
Advance Integ. Sci	B	5	3	(5 x 3 = 15)
Algebra 1	C	2.5	2	(2.5 x 2 = 5)
Spanish I	B	5	3	(5 x 3 = 15)
P.E.	A	2.5	4	(2.5 x 4 = 10)
TOTAL POINTS	80			(divided by 25 credits) =
GPA	3.20			

UC and many other universities award extra points for Honors and AP classes. See previous section on Honors and AP classes for details.

## COMMUNITY COLLEGE INFORMATION

Community Colleges throughout the State are open to all eligible students. The San Mateo County Community College District, which includes Cañada College in Redwood City, the College of San Mateo in San Mateo, and Skyline College in San Bruno, offers the following kinds of instruction:

### General Education

Basic instruction is offered in a wide variety of subjects that can help students to function effectively as individuals, as members of their families, and as citizens with local, national, and world responsibilities.

### Lower-Division College Education

Most of the courses offered satisfy the lower division requirements in the liberal arts and in scientific, engineering, and other professional and technical fields. Students who complete the appropriate courses and earn the requisite number of units in a community college can transfer to almost any four-year college or university in the country as a junior. Students who transfer to a four-year college or university from the San Mateo Community College District usually perform as well as students who enter four-year institutions as freshmen.

### Technical-Vocational Education and the Tech Prep Associate Degree Program

Instruction in this area is designed to develop personal and technical competencies necessary for successful employment in specific careers, e.g., hospitality/food services, medical technology, telecommunications, computer programming, broadcast engineering, etc.

### Special Programs and Services for the Community

These special programs, services, and/or classes are open to all persons in the College District who wish to broaden their educational, vocational, and aesthetic horizons.

## COLLEGE ADMISSION REQUIREMENTS

### COMMUNITY COLLEGE

Any resident of San Mateo County applying for admission to any one of the California community colleges must meet one of the following qualifications:

- Be a graduate of a high school or have a diploma awarded by the state by passing the California High School Proficiency Examination (CHSPE).
- Be a 17-year-old non-high-school graduate who has completed the General Educational Development (GED) exam with a minimum score of 410 on any one test, with an average of 450 or more for all tests.
- Be 18 years of age or older with or without a high school diploma.

- Be an exempted high school student under the age of 18

## **CALIFORNIA STATE UNIVERSITY/UNIVERSITY OF CALIFORNIA**

Overall excellence of performance in high school subjects and evidence of academic potential provides the basis for admission to a California State University (CSU) or the University of California (UC).

The California Master Plan for Education mandates that CSUs admit students in the top 33-1/3% of the state's graduating class and UCs admit students in the top 12-1/2%.

Because entrance into the University of California is highly competitive, all students are encouraged to complete more than just the required units. Students who plan to enter the California State University or the University of California system must meet the minimum "A-G" requirements:

### **"a-g" REQUIREMENTS**

- The grades in the "a-g" required courses (see below) are the only grades used in calculating grade point average for determining admission. These courses have been designated as -P, or HP on high school transcripts; e.g., Biology-P.
- "CR" and "D" grades are not accepted by the University of California.

*Classes that meet the U.C. "a-g" requirements are noted in the individual course listings in the back of this handbook or be accessed at <http://www.ucop.edu/doorways/>*

### **The UC and CSU "a" to "g" Requirement Courses Are as Follows: \*\***

- HISTORY/SOCIAL SCIENCE — Two years of history/social science** to include: one year of United States history or one-half year of United States history and one-half year of civics or American government, **and** one year of world history, cultures, and geography.
- ENGLISH — Four years of college-preparatory English** that include frequent and regular writing and reading of classic and modern literature, poetry, and drama. Not more than two semesters of 9th-grade English can be used to meet this requirement
- MATHEMATICS — Three years required (4 years recommended)** including elementary algebra [Algebra I], geometry, and second-year algebra [Algebra II or Algebra II Finite].
- LABORATORY SCIENCE — Two years required (3 years recommended).** Two years of laboratory science providing fundamental knowledge in at least two of these areas: biology, chemistry, and physics. Not more than one year of 9th-grade laboratory science can be used to meet this requirement. (For the CSU system one of the two years of laboratory science must be a biological science.)
- LANGUAGES OTHER THAN ENGLISH— Two years required (3 years recommended).** Courses must be in the same language and should emphasize speaking and understanding and include instruction in grammar, vocabulary, reading, and composition. \*\*
- VISUAL AND PERFORMING ARTS – One year of a UC/CSU-approved class is required** in one of the following areas: dance, drama/theater, music or visual art. Classes that meet this requirement are labeled "-P" in the individual course title. Note that not all visual and performing arts classes are approved by UC/CSU to meet this requirement.
- COLLEGE-PREPARATORY ELECTIVES — Both UC and CSU require one year of college preparatory electives** chosen from the courses listed on the UC approved "a-g" course list. The elective requirement may be met by taking courses beyond those required in "a-g" (additional courses in history/social science, English, advanced mathematics, laboratory science, a third year in the language used to meet the "e" requirement or two years of another language, advanced- level visual and performing arts) or by taking a year of other courses listed in area "g".

**\*NOTE:** Some courses offered by the school district do NOT meet UC "a-g" requirements.

**\*\* NOTE:** There are some minor variations between UC and CSU requirements – see your guidance advisor.

## **CSU/UC EXAMINATION REQUIREMENT**

All freshman applicants must submit test scores as described below. If applying for admission to the fall quarter or fall semester, students should take the tests by November of their senior year. Please note that individual colleges may have varying deadlines.

The following tests are required:

- One aptitude test: Either (a) the SAT Reasoning Test or (b) the American College Test with writing (ACT).
- Two SAT Subject Tests must be taken (UC only).

Students should see their guidance advisor for the freshman eligibility index of scores needed for CSU/UC admission.

## **OTHER COLLEGES AND UNIVERSITIES**

Students interested in gaining admission to colleges or universities other than those described will find that, generally, meeting University of California standards is sufficient. Conferring with a guidance advisor and examining the catalogs or web sites of colleges and universities in which the student may be interested is recommended early in the high school career to assure that entrance requirements are met. This information is available in the College/Career Center.

## **COLLEGE SCHOLARSHIPS AND FINANCIAL AID**

College-bound students whose families have limited financial means should be aware that opportunities exist for financial aid from a wide variety of sources. Eligibility is usually based upon need and merit (good grades or talent) and sometimes community service. The entering student should strive early to excel in scholarship in order to be eligible in case of need. The College Career Center publishes bulletins outlining the scholarship and financial aid opportunities available as well as the application procedures. Students are urged to inquire about scholarship or grant opportunities during their junior year and apply during their senior year.

# **SERVICES**

## **GUIDANCE SERVICES**

The Guidance Department strongly believes that students and parents need to be actively involved in educational, college and career planning. We believe that all students are entitled to receive the benefits of an effective and quality guidance program and service designed to meet their educational, personal, social, and career needs. Guidance advisors assist students with adjustment to high school, personal and social development, achievement of academic success as well as educational, college and career planning. Guidance resources help students examine academic strengths, interests, and talents in relation to post secondary goals. The guidance staff includes guidance advisors and any of the following: guidance information specialists, guidance secretary, career guidance associate, college information specialist, and data clerk.

### **Our Guidance Advisors Provide the Following Services:**

- **Educational and career planning**  
Individual, small group and class presentations are provided as well as guidance on projected course selection. Guidance advisors work with students to modify projected course selection, review credits and transcripts, and fulfill graduation requirements. College/University entrance requirements, career information, and credit recovery information are reviewed.
- **Academic Advising**  
Occurs formally and informally throughout the year. Formally, guidance advisors meet with students when planning classes for the following year and summer school. Informally, they are available before and after school and during lunch on a drop-in basis and during the day when students present a pass from their teacher.
- **Personal/Crisis Counseling**  
Guidance advisors are available to discuss problems with students and parents and in some cases may refer students/families to school services or community agencies to handle specific problems. Guidance advisors also assist in crisis intervention.

### **Our College and Career Center Includes the Following Services:**

- Conducts a career unit, which includes the completion of a career interest inventory used by students as a tool to guide their research for career planning.
- Provides SAT and ACT testing registration and preparation materials.
- Assists students with college choices. Maintains an extensive library of college catalogues, videotapes, and other admission materials. Organizes visits by representatives from UC, CSU, and many Private and Out of State colleges & universities.
- Assists students with Financial Aid and Scholarship information.
- Assists students with career exploration. Has available online programs, videotape exploration, and interest inventories.

- Provides a variety of grade level activities, including an orientation to College & Career Center materials, and advises seniors on financial aid, college choices, and other post secondary options.

### **HEALTH SERVICES**

Health services in the Sequoia Union High School District are designed to protect and promote the well being of students and school personnel. The district nurse and school site health aides administer this program.

### **PARENT INVOLVEMENT**

Parents have a role in the decision-making process. Parents are advised to attend parent meetings, college nights, and career activities sponsored by the school. In addition, it is suggested that parents maintain a file of all the materials that are sent to them as well as all guidance materials given to students. This information will be extremely valuable in educational planning. Materials will include parent/teacher (student) association newsletters, this **Program Planning Handbook**, and publications called “Guidance Alerts”, which are available in the Guidance Office and the College/Career Center.

### **TARGET SUCCESS**

Sequoia Union High School District has organizations of parents and students who are concerned about maintaining a climate of positive acceptance on our campuses. Parents and students who are interested in helping to establish positive communications should join Target Success, CARE, or school-sponsored organizations such as BSU or Latin and Asian clubs. These groups plan activities, conferences, and multi-cultural events that encourage cross-cultural communication. These organizations are open to all students. “Target Success” is aimed at enhancing student achievement.

### **ENGLISH LEARNERS’ ADVISORY COMMITTEE (ELAC)**

This committee, which consists of parents and members of the community, including business, industry and labor, helps the schools and the District to monitor the services provided for English Learners including the curriculum, career education, funding and school programs.

### **TRANSPORTATION**

School bus transportation to and from Carlmont and Woodside high schools may be available to you if you are a student residing in East Palo Alto. For information on availability and schedules, see the Administrative Vice-Principal.

### **CHILD DEVELOPMENT CENTER**

Located on the Redwood High School campus, in collaboration with the Family Service Agency the center provides childcare and child development instruction, parenting education and other services to teen parents enrolled in the Sequoia district schools.

## **TESTING**

### **STATE TESTING & REPORTING PROGRAM (STAR)**

The STAR program annually tracks student mastery in reading, mathematics, language, science, and social science. STAR is composed of two separate exams: the California Standards Tests (in English) and the California Alternate Performance Assessment (CAPA) to assess students with the most significant disabilities. The STAR tests are administered annually in the spring.

### **CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)**

#### **What is the California High School Exit Examination (CAHSEE)?**

State law authorized the development of the High School Exit Examination which all students in California public schools have to pass to receive a high school diploma.

#### **What is the purpose of the CAHSEE?**

The purpose of the CAHSEE is to improve student achievement in high school. It is also to help ensure those students who graduate from high school can demonstrate competency in the content standards for reading, writing and mathematics adopted by the State Board of Education.

#### **Who will have to take the CAHSEE?**

Students will be required to pass all sections of the CAHSEE (English language arts and math) to receive a diploma. All sophomores will take the CAHSEE in March. If they do not pass any section of the CAHSEE, they will have 4 more opportunities to pass (2 times as Juniors; 2 times as Seniors). In addition to completing coursework required for graduation, students must pass ALL sections of the exam to receive a diploma.

### **PHYSICAL FITNESS EXAM**

The Physical Fitness Exam is a state mandated assessment administered to 9<sup>th</sup> grade students.

### **CELDI**

The California English Language Development Test is administered annually to all English Learners (EL) in the Sequoia Union High School District. The purpose of the test is to identify students who are English Learners, determine their level of English proficiency, and assess their progress toward acquiring English proficiency in listening, reading, speaking and writing until they are reclassified to Fluent English Proficient. The testing window is from May to October. All students are allowed sufficient time to complete the test and students with disabilities should use accommodations as delineated in the I.E.P. or the 504 plan for instruction and classroom assessment.

### **ADVANCED PLACEMENT EXAMS**

The Advance Placement Program currently offers 34 courses in 19 subject areas. Each course is developed by a committee composed of college faculty and AP teachers, and covers the breadth of information, skills, and assignments found in the corresponding college course.

For each AP course, an AP Exam is administered at participating schools worldwide. Except for AP Studio Art – which is a portfolio assessment – each AP Exam contains a free-response section (either essay or problem solving) and a section of multiple-choice questions.

### **INTERNATIONAL BACCALAUREATE EXAMS**

Sequoia High School students have the opportunity to participate in the six International Baccalaureate exams leading to an IBO diploma. Major universities worldwide recognize the International Baccalaureate exams/diploma and reward students in the admissions process for the hard work already accomplished.

## **COLLEGE ENTRANCE EXAMS**

### **PSAT/NMSQT**

This is a nationally administered test written for sophomores and juniors by the College Board. It provides students with a comprehensive overview of their skills in three academic areas important to college. They receive feedback on verbal reasoning skills (including critical reading), math problems-solving skills, and writing skills (through multiple-choice questions measuring effective writing characteristics, such as clarity, consistency, prevision, and logic). With the feedback provided on their score reports, students can work to improve these skills—skills important not only for required college entrance test, but also for college-level work. The scores are also used to qualify students in the National Merit Scholarship competition. It is administered on the third Saturday of October in every high school. For more information visit [www.collegeboard.com/psat/student/html/indx001.html](http://www.collegeboard.com/psat/student/html/indx001.html).

### **SAT**

Many colleges require standardized tests like the SAT or the ACT for admission in their decision in how well a student is prepared to do college-level work. The SAT Reasoning Test is a three-hour, multiple-choice and essay test that measures verbal, writing and mathematical reasoning abilities that develop over time. The SAT Subject Tests are one-hour, primarily multiple-choice tests that measure the knowledge of particular subjects and the ability to apply that knowledge. Students should check the requirements of the college they are considering. Many require or recommend one or more Subject Tests for admission or placement. Students may apply on-line or complete an application and mail it in. For more information, see the college advisor or visit the College Board website at [www.collegeboard.com](http://www.collegeboard.com)

### **ACT**

The ACT Assessment will satisfy the testing entrance requirement at many colleges. It is designed to assess high school students' general educational development and their ability to complete college-level work. The tests cover four skill areas and contains a writing component. Students may register on-line or mail in the application. See the College Information Specialist for information or visit the ACT website at [www.act.org](http://www.act.org)

## **DIPLOMAS/CERTIFICATES OF GRADUATION**

### **COMPREHENSIVE DIPLOMA**

Students enrolled in the district comprehensive schools (Carlmont, Menlo-Atherton, Sequoia, and Woodside) are eligible for this diploma when they complete the 220 required credits, pass the High School Exit Exam, and meet the technology requirement.

### **REDWOOD DIPLOMA**

Students attending Redwood High School are eligible for this diploma when they complete the 200 required credits and pass the High School Exit Exam.

### **ADULT SCHOOL DIPLOMA**

Students in the Sequoia district can earn this diploma through the Adult School by completing the 180 required credits (no PE) and pass the High School Exit Exam.

### **GED (General Education Development test)**

This certificate of high school completion is granted after students earn passing scores on five tests, which include an essay. Students take the GED through the Sequoia Adult School.

### **CALIFORNIA HIGH SCHOOL PROFICIENCY EXAMINATION (CHSPE)**

The state of California offers the opportunity to students who are 16 years of age or who are second semester sophomores to prove their proficiency in basic skills through the California High School Proficiency Examination. This diploma shall for all legal purposes be recognized as a diploma awarded by the state. Information about this test is available in the guidance department.

### **IBO DIPLOMA (OFFERED AT SEQUOIA HIGH SCHOOL)**

The IBO Diploma requires a minimum of 24 points. Points are earned by taking the IB exams, by completing 150 hours of Community Action and Service, writing a 4000-word original research essay, and taking of the Theory of Knowledge class.



# Sample Education Plans

The following education plans are typical for each of the goals listed below. Students are encouraged to modify the plans to develop a challenging course of study to meet their specific career and college goals as well as their interests. *Note:* Students enrolled in music courses or AVID may take seven classes. Those students who are required to take English and/or math support classes will have a 7 period day.

## *Educational*

<b>Goal</b>	<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>
<b>High School Graduation</b>	English I World Studies 1,2 P.E. Algebra I Adv. Int. Science Fine/Practical Art	English II WS3/DrEd/SafetyEd P.E. Geometry Biology Fine/Practical Art	English III U.S. History R.O.P Algebra II Lab Science Elective	English IV Govt/Economics R.O.P Fine Art Practical Art Elective
<b>Examples of Comm. Colleges: CSM, Cañada, Skyline, Foothill</b>				
<b>Community College/Vocational</b>	English I World Studies 1,2 P.E. Algebra I Adv. Int. Science Foreign Language	English II WS3/DrEd/SafetyEd P.E. Geometry Biology Foreign Language	English III U.S. History Elective. Algebra II Lab Science Fine/Practical Art	English IV Govt/Economics R.O.P Elective Elective Fine/Practical Art
<b>San Jose State, San Francisco State, Hayward State.</b>				
<b>California State University (CSU)</b>	English I World Studies 1,2 P.E. Algebra I Foreign Language Adv. Int. Science	English II WS3/DrEd/SafetyEd P.E. Geometry Foreign Language Biology	English III U.S. History Fine/Practical Art. Alg II <i>or</i> Alg II Trig Foreign Language Chemistry	English IV Govt/Economics Fine/Practical Art PreCalc or AG/Calc Elective/College Prep Lab Science
<b>UC Santa Barbara, UC Davis, UC Santa Cruz, UC Riverside. UC Irvine</b>				
<b>Highly competitive CSU's – San Diego, Long Beach</b>				
<b>University of California (UC)</b>	AS English I AS World St. 1,2 P.E. Geometry Biology Foreign Language	AS English II Western Civ. * P.E. Algebra II Trig AS Lab Science Foreign Language	AS English III AP Eng Lang/Comp AP U.S. History Fine Art AG/Calc AS Lab Science Foreign Language	AP English Lit Govt/Economics Elect/College Prep(AP) AP Math AP Lab Science Foreign Language(AP)
<b>Most competitive private universities: Stanford, Harvard, M.I.T.</b>				
<b>Most competitive UCs – UC Berkeley, UCLA, UC San Diego</b>				
<b>Highly Competitive Majors and Universities</b>	AS English I AS World St. 1,2 P.E. Geometry/AlgII Trig  Biology Foreign Language	AS English II Western Civ.* P.E. Algebra II Trig/AG/Calc  AS Lab Science Foreign Language	<b>Most Competitive CSU – Cal Poly SLO</b> AS English III or AP Eng Lang/Comp AP U.S. History Fine Art AG/Calc/AP Calculus  AS/AP Lab Science Foreign Language	AP English Lit Govt/Economics (AP) Elect/College Prep(AP) AP Calc/AP Statistics  AP Science Foreign Language(AP)

\* Students who take Western Civilization must complete Safety Ed/Driver Ed before graduation

Students must complete the Sequoia Union High School District technology requirement, by taking an approved technology course, by passing a technology challenge exam, or by submitting a technology portfolio in order to graduate.

All students must pass the California High School Exit Exam (CAHSEE) to receive a high school diploma.

## CARLMONT HIGH SCHOOL FOUR-YEAR EDUCATION PLAN

**Future Educational Goal** (2-year community college, 4-year state college, 4-year University of California campus, competitive 4-year private university, specialized training school/college, military): \_\_\_\_\_

**Career Goal:** \_\_\_\_\_

**Directions:**

1. Review graduation requirements.
2. Become familiar with college requirements.
3. Include courses below required for graduation and future plans on your four-year education plan.

\*\*Note: Students enrolled in music or AVID classes are allowed to take seven classes. All students in support will be enrolled in seven classes.

9<sup>th</sup> Grade

1. English I or AS English I
2. World Studies 1,2 or AS World Studies 1,2
3. P.E.
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
- (7.) \*\* \_\_\_\_\_

Summer \_\_\_\_\_

11<sup>th</sup> Grade

1. English III, AS English III or AP English/Comp
2. US History or AP US History
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Summer \_\_\_\_\_

10<sup>th</sup> Grade

1. English II or AS English II
2. World Studies 3/Dr. Ed/Safety Ed or Western Civilization\*
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
- (7.) \*\* \_\_\_\_\_

\*Take DrEd & SafetyEd in summer or online

Summer \_\_\_\_\_

12<sup>th</sup> Grade

1. English IV, Shakespeare, Creative Writing or AP English Lit
2. Govt/Econ or AP Govt/Econ
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

# COURSES OFFERED

**NOTE:** Course offerings are periodically updated and revised. The descriptions here are accurate at the time of printing, but it is advisable to check with guidance counselors each year for additions and changes. Of all the other courses listed on this and the following pages, only those having minimum enrollment will actually be scheduled.

- P- indicates the course satisfies the University of California a-g requirement
- HP - indicates the course is approved by the University of California as an honors
- AS - Advanced Standing
- AP – Advanced Placement
- LEP Limited English Proficient – LEP courses use **SDAIE** (Specifically Designed Academic Instruction in English) techniques and are designed for non-native speakers.
- SDAIE – Specifically Designed Academic Instruction in English. Courses are designed for the long-term English Learner who is close to fulfilling redesignation criteria.
- \* indicates the course meets the fine arts graduation requirement.
- + indicates the course meets the practical arts graduation requirement

## BUSINESS/COMPUTER STUDIES

Business and computer studies courses offer the college-prep and tech prep student an opportunity to obtain skills and personal development that will enhance his or her overall performance and efficiency in college and/or on the job. A student who acquires sufficient proficiency in the selected courses below is typically prepared for some of the listed, entry-level (part-or full-time) positions in business and/or industry.

### **+PERSONAL TYPING** Grades 9-12

A one-semester course. Introduction to computers, alphabetic and numeric “touch-typing” keyboard training, and skill building for personal typing.

### **+COMPUTER APPLICATIONS I** Grades 9-12

A one-year course. Upon successful completion of this course, students may be eligible to receive college credit.

Introduction to computers, alphabetic and numeric “touch-typing” keyboard training, skill building, document formatting, including a variety of business correspondence, manuscripts, and tabulation problems. In addition, we will be covering the various units:

#### **Word Processing**

Including: hardware, file management, document set-up, formatting commands, spell check, bolding, underlining, font changes, editing, moving and copying, and basic tables.

#### **Spreadsheet**

Introduction to spreadsheet, including creation of a spreadsheet, cell formatting, formulas, and moving and copying cells.

#### **Internet**

Areas covered: history of the Internet, navigation basics, exploring web sites, bookmarks and favorites, research, and e-mail.

#### **Presentation Software**

Including: creation of slides and different types of slide formats, creation of different types of backgrounds, slide transitions, flying text, change text colors and font types, manual and auto advance, addition of graphs, and clip art.

### **+COMPUTER APPLICATIONS II** Grades 9-12

Prerequisite: Computer Applications I or department recommendation.

A one-year course designed to provide a survey of common business and personal uses of computers starting with the basics. Upon successful completion of this course, students may be eligible to receive college credit.

**Content Includes:**

**Desktop Publishing**

Maneuver text boxes  
Use drawing tools  
Adjust graphics  
Use borders and shading  
Scan pictures, text, articles  
Use a digital camera  
Manipulate objects  
Import files from other applications  
Create pamphlets

**Advanced MS Office Skills:**

**MS Word**

Review word processing basics  
Merge files throughout applications  
Create macros  
Create complex tables using draw tools and merging cells  
Learn keyboard shortcuts  
Use equation editor  
Define file management options  
Import and export files to and from other applications  
Export files into HTML format  
Learn various keyboard symbols  
Learn WordArt  
Make labels and envelopes

**Flash and Fireworks**

Learn how to maneuver programs  
Work with layers  
Learn to use the tool bar  
Create frames  
Import files between applications  
Create libraries  
File handling  
Create interfaces that can be published to the web

**MS Excel**

Merging rows and columns  
Creating charts  
Learning functions  
Create worksheets  
Data sorting  
Defining page breaks  
Import and export files  
Export files into HTML format

**MS PowerPoint**

Review basic PowerPoint presentations  
Import files from MSWord and MSeXcel  
Link text and pictures to Internet sites  
Individualize background slides  
Add background sound  
Create timed presentations  
Export files into HTML format

**Dreamweaver MX**

File handling  
Importing files from other applications  
Create a web page  
Proper formatting  
Link to other web pages  
Learn to create anchors and set targets  
Learn to use the grid and ruler  
Create tables

**Web Publishing**

Use Netscape Composer to create basic web pages  
Use Macromedia Flash/Fireworks/Dreamweaver MX to create and publish more elaborate web pages

**+FILM CRITIQUE AND VIDEO PRODUCTION-P** Grades 9-12

Prerequisite: Completion of either Computer Applications I or Computer Applications II, or department recommendation.

This course introduces film history, video critique, video production, and advance computer applications. We will focus on film and video projects. We will cover the elements of pre-production, production, and post-production in order to create many different types of videos and to develop useful, marketable skills for the future. Students will use digital camcorders and learn non-linear editing, titling, and special effects on the computer editing suites.

A \$10 lab fee per student at the beginning of the year is required for this course and two VHS tapes (6 hours or more).

**+COMPUTER SCIENCE I-P** Grades 9-12

Suggested Prerequisite: Introduction to Computer Applications I and completed Algebra II with a C or better, department recommendation or 8<sup>th</sup> grade teacher recommendation.

A one-year course. The Java language is used as the tool for introducing the basics of programming and problem solving. A modern object-oriented approach is used throughout. Contents include: program design and modification, Boolean logic, looping control structures, user-defined methods and classes, random numbers, graphics, user interface design and event driven programming. This course meets the UC "g" elective requirement.

**+AP COMPUTER SCIENCE-HP** Grades 10-12

Suggested Prerequisite: Completion of Computer Science I or instructor approval and Algebra II or Math department recommendation.

A one-year college-level course that prepares students to pass the AP Computer Science national examination. The Java language will be the sole medium of instruction beginning with academic year 2003-2004. Content includes: object oriented design, inheritance and polymorphism, linked data structures (lists and trees), sorting and searching algorithms. This course meets the UC "g" elective requirement.

### **+BUSINESS COMMUNICATIONS** Grades 11-12

Suggested Prerequisite: Must have a C or better in English II or III

This one-year course is designed to teach students how to communicate effectively. Emphasis will be placed on developing the student's competency in each of the following areas: writing, speaking, and listening. Students will review grammar, write business correspondence, and develop effective listening and speaking skills. In addition, the class will focus on team building and problem solving skills.

### **+BUSINESS LAW (district course approval pending)** Grades 10-12

This one semester course is designed to teach students how to recognize possible legal and ethical situations which can arise in business transactions and to mitigate personal and company liabilities in such situations. Many concepts are taught using debate, case precedents, and simulations. Laws involving agency, third party, and sole proprietorships, partnerships, and corporations are covered. In addition, the class will focus on team building and problem solving skills.

### **+ACCOUNTING** Grades 10-12

Suggested Prerequisite: Must have a C or better in Business Math

This one-year course is designed to teach students how to account for business transactions at the sole proprietorship and partnership levels. Introduction to corporate accounting is covered also. Basic business accounting laws are surveyed. In addition, the class will focus on team building and problem solving skills.

### **+BUSINESS MATH** Grades 11-12

Prerequisite: Successful completion of Algebra I

Broad areas of study include buying, selling, personal finance, loans and investments, banking and interest. Comprehensive and continuous reviews of basic math fundamentals are included.

NOTE: Course may be used to satisfy 10 of 20 units of math required for graduation.

### **+ENTREPRENEURSHIP AND MANAGEMENT CONCEPTS** Grades 10-12

Prerequisite: None. Suggested Prerequisite: Keyboarding, Computer Applications I

This one year course is designed to teach students all the facets of opening a small business, including planning, product knowledge, competitors, business plans, presentations, cash flow, profit and loss statements, balance sheets, the three forms of businesses, and much more. The course incorporates and its students are encouraged to join the Future Business Leaders of America club, to get involved in fundraising opportunities, and to compete at the local, regional, and possibly national level with their business plans. Local entrepreneurs are also teamed with students to mentor the students through the business plan write-up stage and to experience small business ownership and the challenge of business management first hand during the year.

## **CONSUMER HOME ECONOMICS**

### **+ ESSENTIAL LIVING SKILLS** Grades 11, 12

A two-semester course. Students investigate costs and responsibilities of independent living; developing an understanding of interpersonal relationships; plan, organize, and protect finances; and study the art of parenting (prenatal and postnatal care responsibilities of parents and children).

## **ENGLISH**

The Sequoia Union High School District English course of study is based on the California English Language Arts Standards and Framework. The standards are composed of objectives for each grade level in the areas of language, critical thinking, speaking, writing, listening and reading achieved through the study of significant literature from various cultures. Students must pass four years of English to graduate; all courses are two semesters in duration.

**ENGLISH I-P, ENGLISH I SDAIE-P** – Grade 9

This English course of study is based on the 9<sup>th</sup> grade California English-Language Arts Standards. The objectives of this course include the study of written communication, vocabulary, and the development of literary analysis through the study of short stories, novels, plays, poetry and forms of non-fiction. English I curriculum focuses on analytical writing and expository writing, the development of public speaking skills, and a foundation in grammar.

**AS ENGLISH I-P**

Prerequisite: Student performance and teacher recommendation.  
AS English I is designed for students who are performing above grade level.

This English course of study is based on the 9<sup>th</sup> grade California English-Language Arts Standards. The objectives of this course include the study of written communication, vocabulary, and the development of literary analysis through the study of short stories, novels, plays, poetry, and forms of non-fiction. AS English I curriculum develops student skills in expository writing, analytical writing, creative writing, public speaking, vocabulary development, and grammar.

**ENGLISH II-P, ENGLISH II SDAIE-P**

Prerequisite: Student performance, teacher recommendation  
English II is designed for students who are performing at grade level.

This English course of study is based on the 10<sup>th</sup> grade California English-Language Arts Standards. The objectives of this course include the continuation of study in written communication, with an emphasis on logical organization and effective sentence structure, vocabulary building, and the development of literary analysis through the study of short stories, novels, plays, poetry, and forms of non-fiction. Student skills in expository writing are expanded as the students are preparing to pass the CAHSEE. At this level, students are encouraged to look beyond the plot and examine themes, metaphors, similes and other elements of good writing.

**AS ENGLISH II-P**

Prerequisite: Student performance, teacher recommendation, and completion of English I.  
AS English II is designed for students who are performing above grade level.

This English course of study is based on the 10<sup>th</sup> grade California English-Language Arts Standards. The objectives of this course include the continuation of study in written communication, with an emphasis on logical organization and effective sentence structure, vocabulary building, and the development of literary analysis through the study of short stories, novels, plays, poetry, and forms of non-fiction. Student skills in expository writing are expanded as the students are preparing to pass the CAHSEE. At this level students are encouraged to look beyond the plot and examine themes, metaphors, similes and other elements of good writing.

**ENGLISH III-P, ENGLISH III SDAIE-P**

Prerequisite: Student performance, teacher recommendation  
English III is designed for students who are performing at grade level.

This English course of study is based on the 11<sup>th</sup> grade California English-Language Arts Standards. The objectives of this course include the continuation of study in written communication, organization of sentence, paragraph and composition patterns, vocabulary building and the development of literary analysis through the study of American authors, past and present, short stories, novels, plays, poetry, and forms of non-fiction.

**AS ENGLISH III-P**

Prerequisite: Student performance, teacher recommendation, and completion of English II.  
AS English III is designed for students who are performing above grade level.

This English course of study is based on the 11<sup>th</sup> grade California English-Language Arts Standards. The objectives of this course include the continuation of study in written communication, organization of sentence, paragraph and composition patterns, vocabulary building and the development of literary analysis through the study of American authors, past and present, short stories, novels, plays, poetry, and forms of non-fiction. Students must participate in the practice Advanced Placement test in the spring and complete the Advanced Placement summer reading to advance to Advanced Placement Literature and Composition in their senior year.

**AP LANGUAGE & COMPOSITION-HP**

Prerequisite: Student performance, teacher recommendation, and completion of English II.

Advanced Placement Language & Composition is designed for juniors who are performing above grade level. AP classes are for juniors and seniors who have high intellectual potential, a consistently strong work ethic and enjoy the in-depth study of language and literature. This is a college level course.

This English course of study is based on the 11<sup>th</sup> grade California English-Language Arts and National Advanced Placement standards. This course is organized under the guidelines established by the College Board. Students will read widely in many genres of literature, write frequent impromptu essays, as well as a critical term paper utilizing outside sources. All students in this class will take the Advanced Placement Language and Composition practice test and the national Advanced Placement Language and Composition test in May to earn credit for this course.

#### **ENGLISH IV-P, ENGLISH IV SDAIE-P**

Prerequisite: Student performance, teacher recommendation

English IV is designed for seniors who are performing at grade level.

This English course of study is based on the 12<sup>th</sup> grade California English-Language Arts Standards. The objectives of this course include the continuation of study in written communication with an emphasis on composition writing, vocabulary building and the development of literary analysis through the study of British/world authors literature, short stories, novels, plays, poetry, and forms of non-fiction.

#### **ENGLISH IV-P, CONTEMPORARY LITERATURE-P**

Prerequisite: Student performance, teacher recommendation, and completion of English III

English IV is designed for seniors who are performing at grade level.

This English course of study is based on the 12<sup>th</sup> grade California English-Language Arts Standards. This course is the study of the literature, drama and poetry and nonfiction of the 20<sup>th</sup> and 21<sup>st</sup> century. Students will study literature through the lens of a cultural and historical context in order to understand how our society and its events are reflected in works of literature and how society shapes and influences literature. Students will write critical essays and analytical papers to demonstrate their comprehension. Vocabulary study is an important element for understanding the text. Writing for expository purposes as well as literary analysis is a key component of this class.

#### **ENGLISH IV-P, SHAKESPEARE**

Prerequisite: Completion of English III.

English IV Shakespeare is designed for seniors who are performing at grade level.

This course is based on the 12th grade California English-Language Arts standards. Objectives include study in written communication with an emphasis on composition writing, vocabulary building and the development of literary analysis through close readings of several of Shakespeare's major plays and many of the sonnets. Focus of analysis will be on Shakespearean language and literary devices and their effects, as well as on the way Shakespeare's themes, characters, and situations reflect social issues, such as racism, gender equality, freedom of religion, and colonialism. These issues will be examined in the context of Elizabethan England, as well as in terms of their relevance to contemporary culture. The course will include small and large group discussion to develop critical thinking and literary analysis, leading up to formal process essays and timed writings, emphasizing close reading skills. Themes and passages for exploration will come from the primary works themselves, videos of contemporary productions of the plays, and selections from secondary sources to help us interpret the works in light of historical and contemporary backgrounds.

#### **ENGLISH IV-P, CREATIVE WRITING**

Prerequisite: Completion of English III.

English IV Creative Writing is designed for seniors who are performing at grade level.

The intent of this course is to enrich the students' enjoyment and appreciation for the craft of writing. Students will understand the crucial relationship between close, comprehensive reading and good writing. Students will improve their writing skills and learn to take risks as writers in order to improve creative development. Students will improve their oral communication skills through writing workshops, presentations, recitations, small and large group discussions, debates, and Socratic Seminars, and they will learn and understand the importance of listening closely to each other. Students will challenge themselves and learn to think critically, analytically, and objectively about the texts and concept studied. Students will learn to make their own writing choices, as they develop into authentic writers and readers. The challenge for each student is to develop individual voice and style through a clear understanding of how writers effectively use stylistic and rhetorical devices.

## **AP LITERATURE & COMPOSITION-HP**

Prerequisite: Student performance, teacher recommendation, and completion of English III.

Advanced Placement Literature & Composition is designed for seniors who are performing above grade level. AP classes are for juniors and seniors who have high intellectual potential, a consistently strong work ethic and enjoy the in-depth study of language and literature. This is a college level course.

This English course of study is based on the 12<sup>th</sup> grade California English-Language Arts and National Advanced Placement standards. This course is organized under the guidelines established by the College Board. Reading consists of both classics and recent works of recognized literary merit in all genres: novels, dramas, poetry and short stories. Frequent writing assignments include impromptu and timed essays and term papers. All students in this class will take the Advanced Placement Literature and Composition practice test and national Advanced Placement Literature and Composition test in May to earn credit for this course.

### **READING** Grades 9-12

Suggested Prerequisite: None

Designed to improve competencies of students who are below grade level in reading. Basic vocabulary, comprehension, listening, and study skills are emphasized.

### **INTERVENTION 2- BELOW BASIC**

For students reading and writing between 4th and 6th grade level. This course assists students in the development of powerful reading strategies which they can use to address both academic and real-life text. The curriculum is based on an interactive program called Read 180 which includes independent reading, teacher instruction and individualized computer-based learning. Teachers of this class work collaboratively with teachers of English.

### **INTERVENTION 3- FAR BELOW BASIC**

For students reading and writing between 2nd and 4th grade level. This course is an intensive two-period class which uses the High Point program, a series of leveled texts, to move students toward grade level reading. Teachers of this class work collaboratively with teachers of English.

### **YEARBOOK I, II** Grades 10 -12

Prerequisite: Yearbook I: Teacher recommendation.

Yearbook II: Yearbook I **or** teacher recommendation.

Production of the school annual; practical experience in journalist methods, art, business, magazine format, and style; key positions filled by advanced students.

### **JOURNALISM** Grades 9-12

Writing course to produce and publish the school publication; news, sports, feature, and opinion writing; interviewing techniques; basic photography and graphic layout.

## **ENGLISH LANGUAGE LEARNERS SERVICES FOR ENGLISH LEARNERS**

English Learners (EL) entering the Sequoia Union High School District from elementary schools should be registered as part of the regular registration process. They will be placed into an appropriate EL program based on teacher recommendation, CELDT performance, 8<sup>th</sup> grade teacher recommendation, and parent input.

### **ENGLISH LANGUAGE DEVELOPMENT**

English teachers should recommend the appropriate level of English Language Development for the student who is a recently arrived English learner. Please refer to the CELDT language proficiency of the student. The continuum of ELD classes with entry/exit criteria for each is as follows:

*English Language Development-Level 1* - This level is for beginning English learners as determined by CELDT. The course follows the state and district ELD standards for beginning English learners. It prepares the EL student to follow simple oral directions, to understand common everyday vocabulary, to decode and comprehend high school content and to write complete sentences and paragraphs.

*English Language Development-Level 2* - This level is for early intermediate English learners as determined by CELDT. The course follows the state and district ELD standards for early intermediate English learners. The course prepares the EL student to decode and comprehend high school material, to identify main ideas from class discussion, to demonstrate knowledge and understanding of varied reading genre, to demonstrate basic conversational skills, and the ability to write a short essay.

English Language Development-Level 3 - This level is for intermediate English learners as determined by CELDT. The course follows the state and district ELD standards for intermediate English learners. It prepares the EL student to understand main ideas and details of a variety of topics, to comprehend rigorous high school content, to discuss/describe in increasingly fluent conversation, to write essays, and to demonstrate literary analysis.

English SDAIE – A mainstream English class taught through specially designed instructional strategies (SDAIE). The curriculum follows the mainstream English standards. It is recommended for the long term EL student who has not met redesignation criteria.

**CONTENT AREAS**

Content area teachers may recommend for English Learners (EL), instruction/support in their primary language, Specially Designed Academic Instruction in English or mainstream instruction. The content area program at each school site may differ, but each school will attempt to meet the placement recommendations for EL students in the content areas.

**LITERACY CENTER**

The Literacy Center is open to EL who have been in the U.S.A. for one year or less, are new English learners, and are low-literate (below 4<sup>th</sup> grade) in Spanish. Students are eligible for the Center for a maximum of two semesters. Recommendations for placement into the Literacy Center need to be made directly to the Coordinator of English Language Learners and Categorical Programs.

**ASSESSMENT**

Students who have been identified as EL by feeder schools will not be tested at initial registration. New students entering the District from sources other than feeder schools are tested at the District Assessment Center if the response on the Home Language Survey indicates that this is necessary. All EL students will be assessed with the California English Language Development Test (CELDT).

**SUPPORT COMPONENTS**

Support services for language minority students include:

- Bilingual Resource Teachers
- Priority for trained, qualified bilingual and CLAD certified teachers
- Curriculum and staff development
- Bilingual Instructional Associates
- Counseling: personal/academic/career
- Peer tutors/staff members
- Acculturation/multicultural activities
- Parent/community involvement
- Industry/county/outside agency support for counseling
- Articulation-internal/external (feeder schools)

**Guide to Interpreting CELDT Scores and Course Placement**

Refer to the table below to establish the student’s ELD proficiency placement.

	<b>Prof Level 1 (BEGINNING)</b>	<b>Prof. Level 2 (EARLY INTERMED.)</b>	<b>Prof. Level 3 (INTERMEDIATE)</b>		<b>Prof Level 4 (EARLY ADVANCED)</b>	<b>Prof. Level 5 (ADVANCED)</b>
Grades 9	251-457	458-517	518-548	549-578	579-637	638-761
Grade 10	251-463	458-527	528-559	560-590	591-651	652-761
Grade 11	251-463	458-527	528-559	560-590	591-651	652-761
Grade 12	251-463	458-527	528-559	560-590	591-651	652-761
<b>English Language Development Placement</b>	<b>ELD I</b>	<b>ELD II</b>	<b>ELD 3</b>	<b>SDAIE English</b>	<b>SDAIE English or General Program English</b>	<b>General Program English</b>

This table summarizes the recommended criteria approved by the State Board of Education. Use the information from this table when determining a student’s English fluency at initial identification and placement.

<b>SDAIE Eng.</b>	<b>Probable Fluent English Proficient but not yet redesignated FEP</b> Check CELDT skill areas for writing and reading skill development and EL Support Services.	<b>Student's Overall Score is Early Advanced or Higher and</b> Each Skill Area Score in Reading, Writing, Listening and Speaking is Intermediate or Higher.
<b>ELD III</b>	<b>Developing Fluent English Proficiency, and designated LEP</b> Check skill area scores for ESL 3 and reading placement.	<b>Student's Overall Score is in the upper end of Intermediate and</b> Other Test Scores, Report Card Grades, Input From Parents/Teachers Are Taken Into Consideration.
<b>ELD I &amp; ELD II</b>	<b>English Learner (LEP)</b> Check overall scores and skill areas to determine strengths and areas for further EL Support.	<b>Student's Overall Score is Below Early Advanced or</b> Student's Overall Score is Early Advanced or Higher, <b>but</b> One or More of the Skill Area Scores is Below Intermediate.

## FOREIGN LANGUAGE

**NOTE:** \* = means the course may satisfy the Fine Arts graduation requirement.

+ = Means the course may satisfy the Practical Arts graduation requirement.

*Only courses taken a third year or more in high school can be applied toward Practical Arts or Fine Arts requirements.*

### **FRENCH I-P OR SPANISH I-P** Grades 9-12

Practical mastery of skills necessary for understanding, speaking, reading, and writing the language; teaching of basic grammatical structures; appreciation of the culture and heritage of the countries in which the language is spoken.

### **FRENCH II-P OR SPANISH II-P** Grades 9-12

Suggested Prerequisite: Completion of French I or Spanish I with a C or better or department recommendation.

Continuation of French I or Spanish I; intensified study in the four basic skills: listening, reading, speaking, and writing, as well as a progression to intermediate grammar structures; emphasis on vocabulary enrichment; introduction to literature; and appreciation of the culture and heritage of the countries in which the language is spoken. The class is conducted mostly in the target language.

### **\*+FRENCH III-P OR SPANISH III-P** Grades 10-12

Suggested Prerequisite: Completion of French II or Spanish II with a C or better or department recommendation.

Continuation of French II or Spanish II; refinement of the four basic skills; study of advanced grammar structures, development of composition skills; additional reading in the literature; appreciation of the culture and heritage of the countries in which the language is spoken. The class is conducted principally in the target language.

### **\*+FRENCH III HONORS OR SPANISH III HONORS** Grades 10-12

Pre-requisite: Completion of French II or Spanish II with a B+ or better and teacher recommendation.

Continuation of French II or Spanish II, refinement of the four basic skills, study of advanced grammar structures, development of composition skills, additional reading of literature, appreciation of the culture and heritage of the countries in which the language is spoken. This course also provides preparation for the AP level French or Spanish courses which includes an introduction to test taking skills. The class is conducted principally in French or Spanish. This course is a pre-requisite for those students wishing to study in the AP French or Spanish program.

### **\*+FRENCH IV-P OR SPANISH IV-P** Grades 10,11,12

Suggested Prerequisite: Completion of French III or Spanish III with a C or better or department recommendation.

Continuation of French III; appreciation of the culture and heritage of the countries in which the language is spoken; emphasis on literature and culture with vocabulary building, composition, and oral competency. The class is conducted entirely in French and prepares students for AP French.

Spanish IV is a continuation of Spanish III. The course continues to refine the four basic skills and advanced grammar skills.

Students also continue to appreciate the cultures of the Spanish-speaking world through literature and other sources. This course is conducted entirely in Spanish. This course does not continue to the AP Spanish program.

### **\*+FRENCH IV-HP (HONORS)** Grades 10, 11, 12

Suggested Prerequisite: Completion of French III with an A or department recommendation.

Continuation of French III; appreciation of the culture and heritage of the countries in which the language is spoken; emphasis on literature and culture with vocabulary building, composition, and oral competency. The class is conducted entirely in French and prepares students for AP French.

**SPANISH II-NS-P** (*for the native speaker*) Grades 9-12

Prerequisite: Ability to understand and communicate verbally in Spanish and be able to write simple basic sentences.  
Department recommendation by Spanish for Native Speakers teacher preferred.

Beginning course designed for students who speak Spanish but wish to improve their reading, writing, speaking, and vocabulary skills. This literature-based course includes basic principles of composition, grammar, spelling, sentence structure, punctuation, accents, and paragraph organization. The literature component includes the study of Latin American and Spanish literature and culture with selections from novels, myths, short stories, plays, and poetry. Class is conducted entirely in Spanish.

**\*+ SPANISH III-NS-P** (*for the native speaker*) Grades 9-12

Suggested Prerequisite: Completion of Spanish for Native Speakers II with a C or better or teacher recommendation.

Intermediate course of study in literature and composition; in-depth study of the indigenous civilizations and cultures of Hispanic America and Spanish settlements in southwestern United States; instruction in writing compositions. Career research component. Continued focus and study of Latin American and Spanish literature and culture with more selections of novels, myths, short stories, plays, and poetry. Class is conducted entirely in Spanish.

**\*+AP FRENCH OR SPANISH LANGUAGE-HP** Grades 10, 11, 12

Suggested Prerequisite: Completion of French III-HP or Spanish III-HP or Spanish for Native Speakers III with a B or better or teacher recommendation.

Class conducted entirely in the target language of French or Spanish; emphasis on composition, oral proficiency, and vocabulary building; review of grammar, literature, and culture. Follows College Entrance Examination Board curriculum which prepares students to take the national Advanced Placement French or Spanish Examination.

**\*+AP FRENCH OR SPANISH LITERATURE-HP** Grades 11, 12

Suggested Prerequisite: Completion of AP French or Spanish Language with a B or better or teacher recommendation.

AP French or Spanish Literature is equivalent to third year college Introduction to Literature in French or Spanish with close reading of literary text of all genres as well as critical analysis of form and content. It follows college entrance examination board curriculum which prepares students to take the National Advanced Placement French Literature or Spanish Literature examination. Class is conducted entirely in the target language of French or Spanish.

**LATIN I-P** Grades 11, 12

Overview of basic Latin for use in various professional fields and to aid in vocabulary building and decoding.

**CHINESE I-P: Grades 9-12**

Building solid foundation of skill necessary for basic understanding, speaking, reading, and writing the language, teaching of basic sentence structures; appreciation of the culture and heritage of the countries in which the language is spoken.

**CHINESE II -P: Grade 9-12**

Suggested Prerequisite: Completion of Chinese I a C or better or department recommendation.

Continuation of Chinese I; expand the study in the five basic skills: listening, reading, speaking, writing, and typing, as well as a progression to intermediate sentence structures; emphasis on vocabulary enrichment; introduction to, and appreciation of the culture and heritage of the countries in which the language is spoken.

**+ CHINESE III-P**

Suggested Prerequisite: Completion of Chinese II with a C or better or department recommendation.

Continuation of Chinese II; intensify the study of the five basic skills; study of complex sentence structures, development of basic composition skills; supplemental reading in modern literature; appreciation of the culture and heritage of the countries in which the language is spoken. The class is conducted mostly in the target language.

**CHINESE IV-P**

Suggested Prerequisite: Completion of Chinese III with a C or better or department recommendation.

Continuation of Chinese III; refinement of the five basic skills; study of advance sentence structures, development of composition skills; additional reading in newspapers and modern literature; appreciation of the culture and heritage of the countries in which the language is spoken. The class is conducted principally in the target language.

# MATHEMATICS

## **ALGEBRA READINESS** Grade 9

Prerequisite: Recommendation of 8<sup>th</sup> grade teacher and a score of Far Below Basic or Below Basic on the General Math CST (STAR) test.

This is a remedial course for freshmen students who are not ready to take Algebra I. Includes the study of prealgebraic skills and concepts described in the Mathematics Framework for California Public Schools. The nine topics are whole numbers, operations on whole numbers, rational numbers, operations on rational numbers, symbolic notation, equations and functions, the coordinate plane, graphing proportional relationships, and algebra. Elective credit earned for this course will not count towards the Math graduation requirement.

## **ALGEBRA I-P, ALGEBRA I SDAIE-P, ALGEBRA I-P LEP, ALGEBRA I ENRICHED-P** Graduation Requirement Grades 9-12

Prerequisite: Recommendation of 8<sup>th</sup> grade teacher or department recommendation

First-year college-preparatory mathematics sequence. Includes the study and operation of real numbers; solving equations; graphing; factoring; quadratic functions, and real world problem solving.

## **GEOMETRY– P, GEOMETRY SDAIE-P, GEOMETRY LEP-P, GEOMETRY ENRICHED-P** Grades 9-12

Prerequisite: Completion of Algebra I with a grade of C or better or department recommendation. Open to 9th-graders who have earned a B or better in a formal full-year algebra course, an 80% or higher on the final exam in the 8th grade and a score of proficient or advanced on the Algebra CST (STAR) test.

A rigorous college-prep course required by all 4-year colleges. Geometrical concepts are discovered by and taught to students through guided lessons. Topics covered include inductive and deductive reasoning, angles, polygons, congruent triangles, constructions, circles, right triangles, similarity, solids, logic, and introductory trigonometry.

## **ALGEBRA II–P** Grades 11, 12

Prerequisite: Completion of Algebra I and Geometry with a C or better.

A math elective, Algebra II is a college-prep class. Algebra I concepts are reviewed and are taken to a more sophisticated level. New topics include the applications of linear, quadratic, exponential and logarithmic equations, determinants, systems of equations, exponential and logarithmic functions, conic sections, sequences, series, and probability.

**NOTE:** Most four-year colleges require Algebra II (or Algebra II/Trigonometry) for admission.

## **ALGEBRA II/TRIGONOMETRY-P** Grades 9, 10, 11, 12

Prerequisite: Completion of Algebra I or Geometry with a C or better and teacher recommendation. Open to 9th-graders who have earned an A in an honors level full-year algebra course in the 7<sup>th</sup> grade, an A in an honors level Geometry course in the 8th grade and a score of proficient or higher on both the Algebra and Geometry CST (STAR) tests.

Same content as Algebra II, but includes Trigonometry through Law of Sines, Law of Cosines and DeMoivre's Theorem. Students who plan to continue taking higher-level math courses should successfully complete Algebra II/Trigonometry rather than Algebra II.

## **PRE-CALCULUS-P**

Prerequisite: Algebra II, Geometry, and Algebra I with a grade of "C" or better

A challenging elective course whose purpose is to prepare students to take Calculus. The first semester is trigonometry, including circular trig, triangle trig, angular velocity, and real world modeling with sinusoidal functions. The emphasis is on integrating graphing into the study of all concepts. The second semester covers a wide range of topics including logarithms, function theory, rational functions, polar functions, conic sections, probability, and statistics.

## **ANALYTIC GEOMETRY/CALCULUS HONORS-HP**, Grades 9, 10, 11, 12

Prerequisite: Completion of Algebra II-Trigonometry with a C or better

Further instruction in functions, probability, statistics, data analysis, trigonometry, matrices, conic sections, polar coordinates, parametric equations, infinite series, and vectors; Analytic Geometry/Calculus Honors also includes the calculus of limits and differentiation and integration from an algebraic perspective.

**AP CALCULUS AB-HP** Grades 11, 12

Prerequisite: Completion of Analytic Geometry/Calculus with a grade of C or better.

This is a college level honors course. Topics include differentiation of functions, finding tangents to curves, computing rates of change, solving related rates and problems involving distance, velocity, and acceleration, integration of functions including exponential and logarithmic functions, finding volumes of solids of revolution, computing area under curves, and applying the Fundamental Theorem of Calculus. Students who complete the course will be prepared for the AB level of the Advanced Placement Calculus exam.

**AP CALCULUS BC-HP** Grades 11, 12

Prerequisite: Completion of Analytic Geometry/Calculus with a grade of B or better, or one semester of Calculus AB with a B or better.

This course includes all of Calculus AB, but goes deeper into integration and differentiation, with analysis of polar and parametric equations, vectors and infinite series. Students who complete the course will be prepared for the BC level of the Advanced Placement Calculus exam. This course earns dual credit through Cañada College.

**AP STATISTICS-HP** Grades 11,12

Prerequisites: C or higher in Analytic Geometry/Calculus or concurrent enrollment in Analytic Geometry/Calculus.

The purpose of AP Statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Course work will include exploring data, planning a study, anticipating patterns, and making statistical inferences. Students who complete the course will be prepared for the Advanced Placement Statistics exam.

**MULTIVARIABLE CALCULUS – HP** Grade 12 [Note: District and UC approval pending]

Prerequisites: B or higher in AP Calculus BC or A in AP Calculus AB

This course covers all of the topics in UC Berkeley Math 53 and Cañada College Math 253. Topics include: Parametric Equations, Polar Coordinates, Vectors, 3-D Geometry, Vector Functions, Partial Derivatives, Multiple Integrals, and Vector Calculus. The course earns dual credit through Cañada College.

**BUSINESS MATH** Grades 10, 11, 12

Broad areas of study include buying, selling, personal finance, loans and investments, banking and interest. Comprehensive and continuous review of basic math fundamentals is included.

NOTE: Course does not qualify for the three years of math required by some colleges for admission. This course is usually taught through the Business Department, but may be used to satisfy 10 of the 20 units of math required for graduation when taken in the 12<sup>th</sup> grade.

## PHYSICAL EDUCATION

**PE CORE** Grade 9

This course is designed for introducing and developing student fitness and recreation, including individual (Swimming, Golf, Track and Field, Self Defense, Jump Rope, Yoga), dual (Tennis, Badminton) and team (Softball, Basketball, Football, Volleyball, Soccer) sports. Students will develop flexibility, muscular strength and endurance, cardio respiratory endurance, and proficiency in appropriate sport skills. They will understand history, rules, and strategies of sports, and many of the aspects for developing a positive self-image and healthy body.

**PE-ELECTIVE** Grades 10-12

This course is designed to increase the skill levels in individual and team sports emphasizing the importance of life long activities and fitness.

**PE WEIGHT TRAINING** Grades 10-12

Pre-requisite: department recommendation

This course is designed for those students wishing to further their fitness levels working in a structured program of strength training exercises and aerobic conditioning.

**PE WOMEN'S WEIGHT TRAINING** Grades 10-12

Pre-requisite: department recommendation

This course is designed for those students wishing to further their fitness levels working in a structured program of strength training exercises and aerobic conditioning.

**PE-ATHLETICS** Grades 9-12

<b><u>FALL SPORTS:</u></b>	<u>Girls</u> Volleyball Tennis Golf Cross Country Water Polo	<u>Boys</u> Football Cross Country Water Polo	<u>Co-Ed</u> None
<b><u>WINTER SPORTS:</u></b>	Basketball Soccer	Basketball Soccer	
<b><u>SPRING SPORTS:</u></b>	Softball Swimming Track	Baseball Tennis Swimming Golf Track	Badminton

**Students:**

- Must be prepared to commit to at least two-hours of daily practices after school throughout the season
- Must be cleared by a physician
- Must be enrolled in at least five classes
- Must be passing a minimum of four 5-unit classes at the end of the previous grading period with a grade point average (GPA) of 2.0 or better (meets California Interscholastic Federation requirements)
- Cannot fall behind more than 20 units in the student classification system (i.e., 40 units = 10th grade or sophomore, 100 units = 11th grade or junior, and 160 units = 12th grade or senior)
- Students may substitute this course for required PE credit if they are in grades 10, 11, or 12 only; otherwise, credit counts as elective credit.

**PE– DANCE** Grades 10-12

Pre-requisite: department recommendation

Beginner to intermediate level dance class. Students are exposed to a variety of genres and styles of dance, which may include, but are not limited to ballet, modern, jazz, tap, musical theater, hip hop, jazz-based aerobics, and ethnically-based forms. Traditional and contemporary dance steps and styles, basic coordination, aerobic fitness, strength and flexibility, choreographic concepts, and performance skills are the focus of the class.

**\*PE-INTERMEDIATE DANCE**

Pre-requisite: Teacher recommendation

This course is designed for those students who have attained a proficient level of Beginning Dance (as demonstrated through an audition). Intermediate Dance involves student participation in various aspects of movement. It will continue to enhance their aesthetic perception and valuing, creative expression, and the study of dance heritage. Various activities and performances through out the course will accomplish these goals. By further expressing, exploring and creating, students will build upon existing knowledge of this movement art. All students will perform in the spring dance show. This course meets the PE or the fine arts graduation requirement as well as the UC “f” requirement.

**\*PE-ADVANCED DANCE XL-P Grades 10-12**

Pre-requisite: Teacher recommendation

This course is designed as a technique, choreography and performance class. This class is meant to provide a more challenging level of technique and choreographic assignments for students who have successfully auditioned. The class consists of students who have moved up from the beginning or intermediate level classes as well as new students to the program. Advanced Dance involves student participation in various aspects of movement. It will continue to enhance their aesthetic perception and valuing, creative expression, and the study of dance heritage. Various activities and performances through out the course will accomplish these goals. By further expressing, exploring and creating, students will build upon existing knowledge of their movement art. All students will perform in the spring dance show. This course meets the PE or the fine arts graduation requirement as well as the UC “f” requirement.

## SCIENCE

### **ADVANCED INTEGRATED SCIENCE-P, ADVANCED INTEGRATED SCIENCE LEP-P** Grades 9-10

Prerequisite: Reading at grade level recommended.

This course is an exploration of science across a variety of scientific disciplines. Students will explore topics such as geology, light, sound, chemistry, electricity, and ecology, in the context of energy and natural resources. This course meets the UC “g” elective requirement.

### **BIOLOGY-P, BIOLOGY SDAIE-P, BIOLOGY LEP-P** Grades 9-12

Prerequisite: Recommendation of 8<sup>th</sup> grade teacher or science department recommendations and reading at grade level.

This is a one-year laboratory survey course that studies living organisms and their interrelationships. Studies include scientific methods and processes, biochemistry, cell biology, genetics, biotechnology, evolution, human body, health, and ecology. A special four week laboratory intensive unit is completed on molecular biology and biotechnology. Students will complete four major projects, including a project on cells, biotechnology and bioethics, how changes affect organisms in the future, and a 15-hour service learning requirement linked to ecology. This course is UC/CSU approved to meet the “laboratory science” (d) requirement.

### **AP BIOLOGY-HP** Grades 11 - 12

Prerequisite: Successful completion of Biology-P, Chemistry-P, and Algebra I with a grade of B- or better, and department recommendation

This course is equivalent to introductory college Biology. Emphasis is on developing students’ ability to express and interrelate biological concepts. The College Board AP labs further develop analytical and critical thinking skills. Extensive laboratory activities, reviews, essays, and multiple choice-type examinations prepare students for the national AP Biology examination, which all students are expected to take. College credit may be given for successful completion of the national exam. This course is UC/CSU approved to meet the “laboratory science” (d) requirement.

### **HUMAN BIOLOGY - P** Grades 11, 12

Prerequisite: Biology-P

This course focuses on human anatomy, physiology, behavior, evolution, and culture. Students explore a variety of issues including pathogenic diseases and health and human impact on the environment. This course is recommended for students who are interested in learning more about their own anatomy and physiology, and/or students interested in medicine, dentistry, medical terminology, nursing, or any other medical field. This course is UC/CSU approved to meet the “laboratory science” (d) requirement.

### **CHEMISTRY - P** Grades 10-12

Prerequisite: Successful completion of Algebra I and Biology or department recommendation.

The course follows a logical, sequential development of fundamental chemistry concepts and skills. Core topics include atomic structure, chemical bonding, chemical reactions, gases, solutions, acids and bases, energy, and kinetics. Students gain extensive laboratory experience, with emphasis on logical analysis and computational skills. There is a strong focus on the direct application of chemistry to the world around us. This course is UC/CSU approved to meet the “laboratory science” (d) requirement.

### **AS CHEMISTRY-HP** Grades 10-12

Prerequisite: Successful completion of Biology and completion of **or** concurrent enrollment in Algebra II, Algebra II/Trigonometry or department recommendation.

First-year chemistry class with strong emphasis on theory and mathematical applications in the laboratory. The course meets University of California honors guidelines. This course is UC/CSU approved to meet the “laboratory science” (d) requirement.

### **AP CHEMISTRY-HP** Grades 11 - 12

Prerequisite: Completion of AS Chemistry with a B or better or completion of Chemistry-P with an A, and department recommendation

This course is taught as a second year chemistry course due to the amount and degree of difficulty of the material to be covered. Topics that involve qualitative material will be quickly reviewed whereas those involving calculations will be studied in detail. Emphasis is made on problem solving and critical thinking of chemical systems. Extensive laboratory activities, reviews, and practice examinations prepare students for the national AP Chemistry examination which all students are expected to take. College credit may be given for successful completion of the national exam. This course is UC/CSU approved to meet the “laboratory science” (d) requirement.

### **PHYSICS – P** Grades 10-12

Prerequisite: Successful completion of Biology and successful completion of Geometry with a B- or better (or successful completion of Algebra I and concurrent enrollment in Geometry)

This course covers the fundamental principles of Physics, including motion, forces, electricity, magnetism, heat, light, and sound. Special emphasis is given to data analysis, problem solving and critical thinking skills. Competence in solving basic algebraic equations involving fractions and square roots is mandatory. This course is UC/CSU approved to meet the “laboratory science” (d) requirement.

### **AS PHYSICS – HP** Grades 10 - 12

Prerequisite: Successful completion of Biology and Algebra II or Algebra II/Trigonometry with a B- or better.

AS Physics covers the same topics as Physics. It is designed to meet the needs of students anticipating careers in science and engineering. Topics covered include mechanics, electricity, magnetism, thermodynamics, and waves. Special emphasis is given to problem solving and critical thinking skills. Competence in using basic trigonometric functions and in solving basic algebraic equations involving fractions and square roots is mandatory. This course is UC/CSU approved to meet the “laboratory science” (d) requirement.

### **AP PHYSICS- HP** Grades 11, 12

Prerequisite: Completion of AS Physics with a B or better or completion of Physics-P with an A, and department recommendation

This course is taught as a second year physics course due to the amount and degree of difficulty of the material to be covered. Topics that involve qualitative material will be quickly reviewed whereas those involving calculations will be studied in detail. Emphasis is made on problem solving and critical thinking. Extensive laboratory activities, reviews, and practice examinations prepare students for the national AP Physics examination which all students are expected to take. College credit may be given for successful completion of the national exam. This course is UC/CSU approved to meet the “laboratory science” (d) requirement.

### **INTRODUCTION TO BIOTECHNOLOGY 1 & 2** Grades 10-12

Prerequisite: Completion of Biology with a grade of C- or better.

A one-year laboratory course consisting of two semesters that serves as an introduction to the field of biotechnology. Includes concepts and vocational information. Students will develop laboratory, critical thinking, and communication skills currently used in the biotechnology industry. Through extensive research and workplace experience, students will evaluate career opportunities in the field of biotechnology. As a part of the biotechnology career pathway, students will enroll in Introduction to Biotechnology 1; the next semester they will take Biotechnology 2. Biotechnology 1 & 2 is UC/CSU approved to meet the “laboratory science” (d) requirement for college admissions and serves as the technology requirement for high school graduation.

### **ADVANCED BIOTECHNOLOGY 3 & 4** Grades 11-12

Prerequisite: Successful completion of Biotechnology 1 or AP Biology with a grade of C or better.

Biotechnology 3 & 4 are the second two semesters of the four-semester Carlmont Biotechnology Career Pathway. Biotechnology 3 & 4 are designed to give students an introduction to the scientific concepts and laboratory research techniques currently used in the field of biotechnology. Students develop laboratory skills, critical thinking, and communication skills currently used in the biotechnology industry. Through extensive reading, laboratory work, and workplace experiences, students will explore and evaluate career opportunities in the field of biotechnology. Biotechnology 3 & 4 is UC/CSU approved to meet the “laboratory science” (d) requirement for college admissions and serves as the technology requirement for high school graduation.

### **CHEMISTRY FOR BIOTECHNOLOGY STUDENTS - P** Grades 11-12

Prerequisite: Successful completion of Biotechnology 1-2 and Algebra I.

This is a Chemistry course for students in the Carlmont Biotechnology Career Pathway. The course follows a logical, sequential development of the fundamental chemistry concepts and skills. Students gain extensive laboratory experience, emphasizing logical analysis and computational skills. There is a strong focus on the direct application of chemistry skills to the field of biotechnology. This course is UC/CSU approved to meet the “laboratory science” (d) requirement.

### **ENVIRONMENTAL SCIENCE – P** Grades 11-12

Prerequisite: Successful completion of Biology and Chemistry.

This science elective explores the fundamental concepts and scientific principles of Earth’s living and non-living systems. Focus on current environmental issues as well as basic principles of ecology, water quality, air quality, and human impact. Satisfies UC-"g" elective requirements.

## SOCIAL STUDIES

### **WORLD STUDIES 1-P & 2-P, WORLD STUDIES 1 & 2 SDAIE-P, WORLD STUDIES 1 & 2 LEP-P - The Non-Western World** Grade 9

World Studies 1 & 2 is designed for students who are performing at the ninth grade level.

A two-semester survey course of history, culture, and contemporary affairs in various world regions. This course meets the California Social Science Framework (Sequoia Union High School District) ninth grade guidelines and includes the development of social science vocabulary, accessing of information through map, atlas and almanac skills, and essay writing. This course requires textbook and supplemental reading.

### **AS WORLD STUDIES 1-P & 2-P** Grade 9

Prerequisite: Student performance and department recommendation.

AS World Studies 1 & 2 is designed for students who are performing above the ninth grade level in both reading and writing skills. It is a two-semester course similar in content to World Studies 1 & 2, but with a scope of study that is broader and course work that is more rigorous. This course meets the California Social Science Framework (Sequoia Union High School District) ninth-grade guidelines. Potential AS students should have strong reading and writing skills and, above all, be motivated to work hard to gain deeper understanding of the cultures of the non-Western world.

### **WORLD STUDIES 3-P, WORLD STUDIES 3 SDAIE-P, WORLD STUDIES 3 LEP-P – European History and Culture** Grade 10

World Studies 3 is designed for students who are performing at the tenth grade level.

A one-semester survey course of the history, culture, and contemporary affairs of Europe, Eastern Europe, and Asia from 1600 to post WWII. This course meets the California standards for tenth grade social science. This course reinforces and expands skills learned in the freshman year.

### **WESTERN CIVILIZATION-P** Grade 10

Suggested Prerequisite: Interest in taking a year-long course in Western civilization, teacher recommendation, and completion of a pre-requisite essay upon completion of World Studies 2.

A two-semester elective that can take the place of the one-semester World Studies 3 course. It meets the California standards for tenth grade social science. This course provides a more complete synthesis of the political, social, intellectual, economic, and aesthetic developments of western civilization, with a particular emphasis on modern Europe and emphasizes the development of critical reading and writing skills.

### **U.S. HISTORY-P, U.S. HISTORY SDAIE-P, U.S. HISTORY LEP-P** Grade 11

U.S. History is designed for students who are performing at the eleventh grade level.

A one-year course of study based on the 11<sup>th</sup> grade California Social Science Standards. The objectives of this course include the study of the development of U.S. political, economic and social institutions from progressivism to present, and preparation for competency as citizens in a democratic society through an understanding of American political traditions.

### **AP U.S. HISTORY-HP** Grade 11

Prerequisite: Student performance, teacher recommendation, and successful completion of a pre-requisite essay.

AP U.S. History is designed for students who are performing above the high school level, have a consistently strong work ethic, and who enjoy the in-depth study of American history and government.

This one-year course of study is based on the 11<sup>th</sup> grade California Social Science and National Advanced Placement standards. This course is organized under the guidelines established by the College Board to prepare students for the national AP examination. This course covers the entire span of United States History; is an in-depth study of the development of American political, economic, and social institutions; includes selected interpretive study of ideas, issues, analytical materials, and biographical information. Students in this class will take the AP U.S. History national exam in May and may earn college credit for this course.

### **ECONOMICS-P, ECONOMICS SDAIE-P, ECONOMICS LEP-P** Grade 12

Economics is designed for students who are performing at the 12<sup>th</sup> grade level

This is a one semester course of study based on the California content standards for economics. It is designed to allow students to master fundamental economic concepts, the basic economic principles of micro- and macroeconomics, international economics, and comparative economic systems.

### **AP MICROECONOMICS-HP** Grade 12

Prerequisite: Student performance, teacher recommendation, and successful completion of a pre-requisite reading and essay assignment.

AP Micro is designed for students who are performing above the high school level, have a consistently strong work ethic, and who enjoy the in-depth study of economics.

This one-semester course will focus on microeconomics, examining in-depth basic economic theory and specific aspects of our economy as related to consumers, businesses, and our government. Based on the National Advanced Placement Standards for microeconomics, it is designed to prepare students to be successful on the national AP examination. As well, the course will review all of the California content standards for high school economics, including basic macroeconomics.

### **AMERICAN GOVERNMENT-P, AMERICAN GOVERNMENT SDAIE-P, AMERICAN GOVERNMENT LEP-P** Grade 12

American Government is designed for students who are performing at the 12<sup>th</sup> grade level.

This one semester course of study is based on the California content standards for American government. It provides an understanding of the institutions of American government, comparing systems of government in the world today and analyzing the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judicial branches.

### **AP AMERICAN GOVERNMENT-HP** Grade 12

Prerequisites: Successful student performance in US History and teacher recommendation.

AP American Government is designed for students who are performing above the high school level, have a consistently strong work ethic, and who enjoy the in-depth study of American government and politics.

This one-semester course is based on the 12<sup>th</sup> grade California Social Science and National Advanced Placement standards. This course is organized under the guidelines established by the College Board and provides an analytical perspective on government and politics in the U.S. Students in this class will take the AP American Government national exam in May and may earn college credit for this course.

### **AP WORLD HISTORY-HP** Grades 11-12

Prerequisites: Successful completion of World Studies 1, 2, and World Studies 3 or Western Civilization. Due to its fast pace and academic rigor, this course may not be taken concurrently with AP US History.

This one year course is designed to promote global understanding of human events that have shaped our society. AP World History covers the period from 300 BC to present day. Rather than focusing on continents or states, we study cultural regions and civilizations. Students in this class will take the AP World History national exam in May.

### **PSYCHOLOGY-P** (Elective) Grades 11-12

This elective course is a two-semester survey that explores the field of psychology including: History, Approaches, and Research; Biological Basis of Behavior; Motivation and Emotion; Consciousness; Human Development; Learning, Memory, and Intelligence; Personality Theory; Abnormal Psychology and Therapy; and Social Psychology. Completing both semesters of this course is necessary to meet the UC requirement for the “g” elective.

### **AP PSYCHOLOGY-P** (Elective) Grades 11-12

Prerequisite: Desire to take a challenging course and complete college-level work. Completion summer reading and writing assignment.

This two-semester, college-level survey course prepares students for the AP Psychology Exam. It explores the field of psychology including: History and Approaches; Research Methods; Biological Basis of Behavior; Sensation and Perception; Motivation and Emotion; Stress; Consciousness; Human Development; Learning and Memory; Thinking, Language, Testing & Intelligence; Personality Theory; Abnormal Psychology and Therapy; and Social Psychology. Completing both semesters of this course is necessary to meet the UC requirement for the “g” elective.

### **INTERNATIONAL RELATIONS-P** Grades 11-12

This one semester elective course provides an introduction into the field of political science and international relations and focuses on the important political, economic, religious and sociocultural issues facing our contemporary world. Topics include: war and human nature, democracy and peace, power politics, free trade, globalization, international terrorism, and many more. For those students wishing to one day major in the social sciences, or who simply wish to learn more about the modern world, this class serves as an excellent educational starting point.

## VISUAL & PERFORMING ARTS

### ART

Note: Course offerings are periodically updated and revised. The descriptions here are accurate as the time of printing, but it is advisable to check with guidance counselors each year for additions and changes. Unless noted, all courses are year-long, UC "F" approved.

#### **\*DRAWING & PAINTING I-P** Grades 9-12

COURSE CONTENT Paper Canvas/board Paint/drawing mediums

SKILLS EMPHASIZED Demonstrate basic skill building in drawing and painting production, applying the fundamentals of the elements and principles of fine art and design. Experience not only art production, but also artistic philosophy, art criticism, and art history. Analyze and make critical assessments about artworks. Respond appropriately to a variety of inquires related to the curriculum. Produce artwork that shows individual creativity and problem solving ability.

#### INFORMATION SPECIAL TO THIS COURSE

Topics will be supported by homework in some or all of the following areas: writing, reading, computer work, and portfolio development.

#### **\*ADVANCED DRAWING & PAINTING II-P** Grades 10-12

COURSE CONTENT Paper Canvas / board Paint/drawing mediums

SKILLS EMPHASIZED Advance drawing and painting is a course offering the serious art student a way to expand upon his/her creative expression, aesthetic valuing, perceptions, historical and cultural context. Particular attention is given to student recognition and application of the relationships of visual arts towards various ways the arts are used to create expressive communication. Students will compile work to demonstrate their abilities through the use of a portfolio, which can be used for college entrance or employment in visual art field.

#### INFORMATION SPECIAL TO THIS COURSE

Topics will be supported by homework in some or all of the following areas: writing, reading, computer work, and portfolio development.

#### **\*ART 1**

Grades 9-12

COURSE CONTENT Drawing, Painting, Design and art from other cultures is emphasized  
Sculpture and 3 dimensional design in multiple mediums  
Critical review of design process

SKILLS EMPHASIZED An introductory class in two-dimensional and three-dimensional design. This course will explore design elements and principles, and also art criticism. A major emphasis is on viewing the environment critically and applying higher order aesthetics to art and design work. Students will be working with, but are not limited to, paper, wood, clay, plaster, found objects, wire, metal, and paper mache.

#### INFORMATION SPECIAL TO THIS COURSE

2D design projects will be required to support the execution of 3D work  
Topics will be supported by homework or research in some or all of the following areas: writing, reading, computer work, and portfolio development

#### **\*WEB DESIGN & GRAPHIC ARTS - P** Grades 10-12

COURSE CONTENT PhotoShop Dreamweaver Fireworks

SKILLS EMPHASIZED A comprehensive course as a beginning study of computer graphics. This contemporary media will allow the student to gain the necessary skills for additional training through other educational sources. Through theory and a wide-range of hands-on training, the students will learn computer graphics and traditional art fundamentals. The class is structured around projects emphasizing basic foundations of graphic design and history. Additional studies will include the art elements of line, shape, color and texture while also introducing the principles of design including rhythm, balance, proportions, and variety. Students will develop an

<p>INFORMATION SPECIAL TO THIS COURSE</p>	<p>appreciation of traditional and contemporary artistic expression both verbally and visually as an additional means of successful communication in today's society. Class final project will be a live web site built by student.</p>
<p><b>*CERAMICS I-P</b> COURSE CONTENT SKILLS EMPHASIZED</p>	<p>Basic computer knowledge is necessary to begin this course. These areas will be supported by homework in some or all of the following areas: writing, reading, computer work, and portfolio development.</p> <p>Grades 9-12 Clay</p> <p>This course is a technical and aesthetic exploration of three-dimensional design through the medium of clay. The course will include two-dimensional basic drawing and layout skills. The student will participate in a wide range of experiences using additive and subtractive sculpture techniques designed to build artistic and creative confidence. The products created in this course may serve as functional items or fine art works.</p>
<p>INFORMATION SPECIAL TO THIS COURSE</p>	<p>Topics will be supported by homework in some or all of the following areas: writing, reading, computer work, and portfolio development.</p>
<p><b>*CERAMICS II-P</b> COURSE CONTENT SKILLS EMPHASIZED</p>	<p>Grades 10-12 Clay</p> <p>Advanced Ceramics is a course offering the serious visual art student a way to expand upon his/her creative expression, aesthetic valuing, perceptions, and historical and cultural context. Particular attention is given to student recognition and application of the relationships of the visual arts toward various ways the arts are used to create expressive communication. Students will compile enough work to demonstrate their abilities and techniques through the use of a portfolio, which can be used for college entrance or employment in a visual art field.</p>
<p>INFORMATION SPECIAL TO THIS COURSE</p>	<p>Prerequisite: Ceramics I-P with letter grade B or better or consent of instructor. Topics will be supported by homework in some or all of the following areas: writing, reading, computer work, and portfolio development</p>
<p><b>*PHOTOGRAPHY I-</b> COURSE CONTENT</p>	<p>Grades 10-12 35 mm / SLR &amp; Digital cameras Camera Usage Darkroom techniques Computer digital imagine &amp; printing</p>
<p>SKILLS EMPHASIZED</p>	<p>Photography I is an introductory black and white photography course. This course will provide students with opportunities to extend their knowledge and skills in the field of photography. This course will familiarize the student with photographic equipment, materials, methods, and processing. If time permits, students will also be introduced to computer technology and digital photography.</p>
<p>INFORMATION SPECIAL TO THIS COURSE</p>	<p>It is suggested that students provide their own SLR cameras, although the program does supply cameras for student use. These areas will be supported by homework in some or all of the following areas: writing, reading, computer work, and portfolio development.</p>
<p><b>*PHOTOGRAPHY II-P</b> COURSE CONTENT</p>	<p>Grades 11-12 Advance printing &amp; developing techniques Development of personal style Portfolio development</p>
<p>SKILLS EMPHASIZED</p>	<p>Photography II is an advanced photography course. This course will provide students with opportunities to extend and advance their knowledge and skills in the field of photography and videography. This course will familiarize the student with advanced photographic equipment, materials, methods and processes. It will also require the student to produce digital images and video productions using computer if time permits.</p>

INFORMATION SPECIAL

TO THIS COURSE

It is suggested students provide their own SLR cameras, although the program does supply cameras for student use. These areas will be supported by homework in some or all of the following areas: writing, reading, computer work, and portfolio development.

**\*AP STUDIO ART: Drawing-HP** Grades 11,12

COURSE CONTENT

Portfolio Development

Development of personal artistic statement

SKILLS EMPHASIZED

Advanced Placement Studio Art is a lecture and lab course designed for the visual arts student who is interested in advanced, in-depth study in a wide and diverse range of experiences. Students will demonstrate advanced proficiency in the use and application of the elements of art and principles of design including visual organization in drawing, two-dimensional design or three-dimensional design. Students will continue to research and study the historical and cultural aspects of the visual arts as they research and analyze works of art. Students will conceive works of art that develop their intentions, both in concept and execution, and apply a variety of theoretical perspectives to their own artworks and the works of others. Students will develop a body of related works based upon their individual interests that demonstrate a plan of action or investigation with a definite concentration. Students will develop a body of original artworks that reflect breadth in a variety of art forms and techniques. Students will investigate emerging technologies that will change the definition of the visual arts. Students will develop a portfolio of artwork to be presented for Advanced Placement credit.

INFORMATION SPECIAL

TO THIS COURSE

Prerequisite: Two years of high school, visual arts course work and/or interview with instructor with portfolio review.

Student lab fees may apply for portfolio development. These areas will be supported by homework in some or all of the following areas: writing, reading, computer work, and portfolio development.

**\*AP ART HISTORY-HP**

COURSE CONTENT

Grades 11,12

Slide lectures/discussion

Research & writing

Museum, gallery & art studio trips

SKILLS EMPHASIZED

Advanced Placement Art History is designed to provide students the opportunity to experience great works of art, explore themes which have impelled artists to create, and gain a better understanding of man's artistic development. This introductory college course will provide an understanding of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts.

INFORMATION SPECIAL

TO THIS COURSE

Students who have done well in such courses as history and literature and the studio arts are especially encouraged to enroll. It does require a high degree of commitment to academic work and to the purposes of a program designed to meet college standards. No prior experience in art history is assumed for those students who take the course. These areas will be supported by homework in some or all of the following areas: writing: reading, computer work, and portfolio development.

**+\*FILM CRITIQUE & VIDEO PRODUCTION-P** Grades 10,11,12

Prerequisite: Completion of either Computer Applications I or Computer Applications II, or department recommendation

Introduction to film history and criticism. Course covers the use of the video camcorder and non-linear computer editing equipment. Students learn shot composition, film and editing techniques, and storytelling. Projects include documentaries, narratives, music videos, news bulletins and instructional video. Artistic development and appreciation are emphasized.

**DRAMA**

**\*DRAMA I (Introduction to Theatre)-P**

Year-long course which provides the new drama student with a hands-on approach to the basic elements of theatre arts. Includes an overview of theatre history, improvisation, pantomime, voice and diction, theatre games, monologue and scene work, play analysis, stage combat, Reader's Theatre, and stage make-up.

**\*DRAMA II (Acting & Directing)-P**

**Prerequisite: Drama I or teacher recommendation**

A year-long, in-depth study in the art of acting and directing. Includes the art of improvisation as a competition medium, character development, auditioning techniques, character and script analysis and directing techniques. Direct work regarding drama productions: fall play and spring musical.

**\*DRAMA III-P** Grades 10,11,12

**Prerequisite: Drama II or teacher recommendation**

A year-long course. Emphasizes further study of acting technique and method, script analysis, in-depth study of technical lighting, sound and set design.

***DANCE***

**\*INTERMEDIATE DANCE-P** Grades 10 –12

**Prerequisite: Teacher recommendation**

This course is designed for those students who have attained a proficient level of Beginning Dance (or the equivalent). Intermediate Dance involves student participation in various aspects of movement. It will continue to enhance their aesthetic perception and valuing, creative expression, and the study of dance heritage. Various activities and performances through out the course will accomplish these goals. By further expressing, exploring and creating, students will build upon existing knowledge of this movement art. All students will perform in the spring dance show. This course meets the PE or the fine arts graduation requirement as well as the UC "f" requirement.

**\*ADVANCED DANCE XL-P** Grades 10-12

**Prerequisite: Teacher recommendation**

This course is designed as a technique, choreography and performance class. This class is meant to provide a more challenging level of technique and choreographic assignments for students who have moved up from Intermediate Dance as well as offering a challenge to new members of the program. Advanced Dance involves student participation in various aspects of movement. It will continue to enhance their aesthetic perception and valuing, creative expression and the study of dance heritage. Various activities and performances through out the course will accomplish these goals. By further expressing, exploring and creating, students will build upon existing knowledge of their movement art. All students will perform in the spring dance show. This course meets the PE or the fine arts graduation requirement as well as the UC "f" requirement.

For beginning dance, see physical education.

***MUSIC***

**\*Band II (Concert Band)-P**

Emphasis on rehearsal/performance techniques of standard and current band literature and is the first step into the Carlmont band program. Performs for concerts and band festivals. Open to all grades. Band II is an intermediate level band. Prerequisite: At least two years instrumental experience or by teacher approval. May be repeated for credit.

**\*ADVANCED BAND (Symphonic Band)-P**

Intense study of standard and current band literature. Performs for concerts, band festivals, school, and community activities. Spring musical orchestra members are selected from this group. Open to 10th-12th graders and by audition for 9th graders. Prerequisite: Grade of "B" or better in Band II or equivalent and teacher approval. May be repeated for credit.

**\*JAZZ ENSEMBLE-P**

Rehearses and performs advanced level standard and current big band jazz literature written for the following instruments: saxophones, trumpets, trombones and rhythm section. Performs for concerts, jazz festivals, school and community activities. Spring musical orchestra members are selected from this group. Open to 9th - 12th graders by audition and teacher approval. Prerequisite: Grade of "A" in Band II or Advanced Band or equivalent. Jazz experience recommended. May be repeated for credit.

**\*STRING ORCHESTRA-P**

Study of standard and current orchestral literature. This is a performing ensemble composed of orchestral strings: violin, viola, cello, string bass and piano. Spring musical orchestra members are selected from this group. Open to all string players. Prerequisite: Orchestral string experience or by teacher approval. May be repeated for credit.

**\*CHORAL I (Women's Choir)-P**

Women's Choir is a class designed for grade 9-12 women. We will sing and perform music written for women's voices and explore concepts of basic vocal technique, music theory and sight singing. Students who have sung in Women's Choir are eligible to join Treble Clef. Annual Spring Tour. Good citizenship is required. May be repeated for credit.

**\*MUSIC ELECT (Men's Choir)-P**

Men's Choir is a class designed for grade 9-12 men. We will sing and perform music written for men's voices and explore concepts of basic vocal technique, music theory and sight singing. Barbershop, doo-wop, and classical music are all part of the curriculum. Annual Spring Tour. Good citizenship is required. May be repeated for credit.

**\*CHORAL II (Treble Clef)-P**

Treble Clef is designed for intermediate or advanced singers. This class is open women who have sung in Women's Choir or have auditioned. We will continue to explore vocal technique, music theory, and sight singing. This class will also participate in spring choral festivals and competitions. Annual Spring Tour. Good citizenship is required. May be repeated for credit.

**\*ADVANCED CHORAL (Chamber Singers)-P**

Chamber Singers is an auditioned group of experienced singers. We will sing challenging, advanced choral literature. This is the top choir at Carlmont High School and expectations are high. Expect to be challenged! Competitions and festivals will be a required part of participation in this choir. Tuxedo or dress purchase is required. Annual Spring Tour. Good citizenship required. May be repeated for credit

**\*ADVANCED CHORAL (Show Choir)-P**

Show choir will be an auditioned group of singers that enjoy singing and dancing. You must be a member of one of our traditional choirs to audition for Show Choir. Expect to be challenged! Competitions and festivals will be a required part of participation in this choir. Meets 0 period, 7:00-7:50 Monday, Tuesday, Thursday and Friday. Good citizenship and attendance required.

**\*PIANO I, II, & III-P**

Electronic piano laboratory. Emphasis on individual, class, and audio-aided instruction. Open to all students, beginning, intermediate and advanced. Prerequisite: Piano I: None. Piano II require prior experience. Piano III - audition required and may be repeated for credit.

**NON-DEPARTMENTAL  
BUSINESS TECHNOLOGY ACADEMY**

**ACADEMY COMPUTER APPLICATIONS I** Grade 10

Suggested Prerequisite: Keyboarding one semester or more.

Keyboarding and the introduction of formal business letters using hands-on instruction and teamwork on networked IBM PS/2 computers are emphasized first quarter. Use of printer; introduction to word processing; spreadsheets; database; and data entry—plus an introduction to desktop publishing; career awareness; portfolio and report preparation; multimedia development and presentations, and character/ethics development via the Academy Code. Microsoft Work, Excel, and PowerPoint utilized this first year.

**ACADEMY ENGLISH II-P** Grade 10

Suggested Prerequisite: Completion of English I **or** concurrent enrollment **and/or** department recommendation.

Course parallels English II: A continuation of study in written communication; continued emphasis on logical organization of composition and effective sentence structure; spelling, vocabulary building; development of literary appreciation skills through the study of short stories, novels, plays, poetry, and forms of non-fiction.

**ACADEMY WORLD STUDIES 3-P** Grade 10

Suggested Prerequisite: Completion of World Studies 1 and 2 **or** concurrent enrollment.

A one-semester course. Provides a synthesis of the political, social, intellectual, economic, religious, aesthetic, and demographic developments of Western Civilization from the Middle Ages to the present.

**ACADEMY AMERICAN GOVERNMENT-P** Grade 12

Suggested Prerequisite: Completion of Academy U.S. History

This is a one-semester course where students will pursue a deeper understanding of the institutions of American Government. This course follows the California Standards and represents the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

**ACADEMY ECONOMICS-P** Grade 12

Suggested Prerequisite: Completion of Academy U. S. History

This is a one-semester course where students will master fundamental economic concepts. Various topics are studied in a historic context, including the basic economic principles of micro-and macroeconomics, international economics, comparative economic systems, measurement and methods.

**ACADEMY COMPUTER APPLICATIONS II** Grade 11

Suggested Prerequisite: Completion of Academy Computer Application I.

Advanced office applications, continuation of keyboard skill building, including integration; interdisciplinary projects emphasized. Additional work with desktop publishing and portfolio development. Second semester requires the learning of animation software and desktop publications used in small businesses using PageMaker. Photo/image manipulation is introduced using PhotoShop, and animation is learned via Multimedia Flash. Character development through the use of the Academy Code is on-going.

**ACADEMY ENGLISH III-P** Grade 11

Suggested Prerequisite: Completion of Academy English II **or** concurrent enrollment **and/or** department recommendation

Continuation of study of written communication; organization of sentence, paragraph, and composition patterns; appreciation of literature through the study of Shakespeare and American writers past and present; vocabulary building. Whenever applicable, practical lessons incorporate work simulations.

**ACADEMY ALGEBRA I-P** Grade 10, 11, 12

First-year college preparatory mathematics; extension of the study of real numbers; instruction in set notation, operations and structure of the real number system, factorization, and quadratic functions.

**ACADEMY GEOMETRY-P** Grades 10, 11, 12

Suggested Prerequisite: Completion of Algebra I.

Systematic approach to problem solving including deductive proofs; knowledge and facts related to specific figures in geometry; skills in applying formulas for triangles (emphasis on the Pythagorean theorem), quadrilaterals, circles and other geometric figures.

**ACADEMY U.S. HISTORY-P** Grade 11

Suggested Prerequisite: Completion of Western Civilization or World Studies 3 **or** concurrent enrollment **and/or** department recommendation.

Development of American political, economic, and social institutions from progressivism to the present; preparation for competency as citizens in a democratic society through understanding of the democratic tradition.

**ACADEMY COMPUTER APPLICATIONS III** Grade 12

Suggested Prerequisite: Academy membership and completion of Academy Computer Applications I and II.

Continuation of skills acquired in Academy Computer Application II, with emphasis upon integration of all applications into designing websites. Advanced Internet search techniques and electronic communications; graphics in desktop publishing; intermediate image manipulation; animation software, and advanced topic presentation and application are learned by the Academy Seniors. The Annual Academy Yearbook is also produced in this course during the year.

**ACADEMY ENGLISH IV - P** Grade 12

Suggested Prerequisite: Completion of Academy English III.

Review of grammar and mechanics of writing; emphasis on various kinds of composition writing and vocabulary building; study of various types of literature.

## ***OTHER COURSES***

### **AVID I, II, III, IV** Grades 9-12

Prerequisite: The AVID staff through an application process selects students.

This class (Advancement via Individual Determination) prepares motivated students in “the middle” for a four-year college by encouraging them to enroll in the most rigorous curriculum and supporting them in their classes. Curriculum includes study skills; note taking; writing, SAT preparation, analytical skills; and college and scholarship research. The class awards elective credit and includes tutoring, field trips to colleges, speakers, and motivational activities.

### **DRIVER EDUCATION** Grade 10

Instruction in the following areas: responsibilities of the driver; major causes of accidents; natural forces affecting driving; observing traffic laws; the *California Vehicle Code*; and, the care and economical use of the automobile. Thirty hours of instruction required. State-mandated course.

### **SAFETY EDUCATION** Grade 10

Instruction in public safety and accident prevention; fire prevention; conservation; instruction concerning the nature of alcohol, narcotics, restricted dangerous drugs (defined in Section 11901 of the *Health and Safety Code*), and other dangerous substances and their effects on the human system. State-mandated course.

### **STUDENT CLERK** Grades 10, 11, 12

**NOTE:** 2.5 units of credit per semester (half the credits of regular courses).

Assistance in school offices or helping individual teachers, performing services such as typing, data entry, record-keeping, and filing.

### **TECHNICAL ASSISTANT** Grades 10, 11, 12

Assistance to teachers as laboratory aides, locating and preparing materials for laboratory setups, acting as peer tutors, translating materials. Assisting in school offices by answering main switchboard, office and copy machine operation and maintenance duties, delivering messages, and miscellaneous office duties.

### **STUDENT LEADERSHIP** Grades 9, 10, 11, 12

Prerequisite: Officers are elected by their peers. Commissioners are appointed via an interview process.

Opportunity to study basic concepts of democratic government; meaning and techniques of leadership; parliamentary procedures and group dynamics and processes; practical application of principles of government. Students in the class are either elected by their peers as class officers or appointed by the Activities Director and Student Body President as Commissioners.