

**Menlo-Atherton High School**  
Counseling  
Course Selection Handbook



# Table of Contents

<b>Counseling Department</b>	<a href="#"><u>Page 4</u></a>
<b>College and Career Center</b>	<a href="#"><u>Page 4</u></a>
	<a href="#"><u>Page 5</u></a>
<b>SUHSD Graduation (Classes 2025 and beyond)</b>	<a href="#"><u>Page 6</u></a>
<b>California State University (CSU) and University of California (UC) “A-G” Requirements</b>	<a href="#"><u>Page 7</u></a>
<b>Course Selection/Placement Policies</b>	<a href="#"><u>Page 8</u></a>
<b>Number of Courses Required</b>	<a href="#"><u>Page 8</u></a>
<b>Course Change Requests</b>	<a href="#"><u>Page 9</u></a>
<b>Course Level Change Requests</b>	<a href="#"><u>Page 9</u></a>
<b>Course Waiver</b>	<a href="#"><u>Page 9</u></a>
<b>Enriched, Advanced Standing (AS), Honors (HP), and Advanced Placement (AP) courses</b>	<a href="#"><u>Page 10</u></a>
<b>Dropping a Course</b>	<a href="#"><u>Page 11</u></a>
<b>Teacher or Period Change Requests</b>	<a href="#"><u>Page 11</u></a>
<b>Attendance</b>	<a href="#"><u>Page 11</u></a>
<b>Repeating Courses for Grade Improvement</b>	<a href="#"><u>Page 12</u></a>
<b>PE Medical Waivers</b>	<a href="#"><u>Page 12</u></a>
<b>Options to complete the 2nd year of Physical Education (PE)</b>	<a href="#"><u>Page 13</u></a>
<b>Concurrent Enrollment Process</b>	<a href="#"><u>Page 14</u></a>
<b>Transfer Students Policy</b>	<a href="#"><u>Page 15</u></a>
<b>Domestic Transfers (U.S. Schools)</b>	
<b>Foreign/International Transfers</b>	
<b>Study Abroad Policy Program Guidelines and Policies</b>	<a href="#"><u>Page 16</u></a>
<b>Course Offerings</b>	<a href="#"><u>Page 17</u></a>
<b>Course Descriptions By Departments</b>	
<b>Career Technical Education (CTE)</b>	<a href="#"><u>Pages 17-21</u></a>
<b>Arts, Media &amp; Entertainment</b>	
<b>Culinary Arts</b>	
<b>Industrial Arts</b>	
<b>Information &amp; Communication Technologies</b>	

<b>English</b>	<a href="#"><u>Pages 20-21</u></a>
<b>Mathematics</b>	<a href="#"><u>Pages 22-24</u></a>
<b>Physical Education (P.E.)</b>	<a href="#"><u>Pages 25</u></a>
<b>Science</b>	<a href="#"><u>Pages 26-27</u></a>
<b>Social Studies</b>	<a href="#"><u>Pages 27-29</u></a>
<b>Visual &amp; Performing Art</b>	<a href="#"><u>Pages 29-33</u></a>
<b>Visual Arts</b>	
<b>Performing Arts</b>	
<b>World Languages</b>	<a href="#"><u>Pages 34-37</u></a>
<b>French</b>	
<b>Spanish</b>	
<b>Spanish for Native Speaker</b>	
<b>Latin</b>	
<b>Mandarin</b>	
<b>Non-departmental</b>	<a href="#"><u>Pages 37</u></a>
<b>Specialized Programs</b>	<a href="#"><u>Pages 38-40</u></a>
<b>AVID (Advancement Via Individual Determination)</b>	
<b>Computer Academy</b>	
<b>English Learners Program</b>	

## **Counseling Department**

The M-A counseling program provides support to students in the areas of academics, personal/social counseling, and post-secondary choices. Students work with the same counselor throughout their years at M-A.

Counselors meet with students in classrooms, small groups, and on a one-to-one basis throughout the school year. Students are encouraged to contact their counselor for any questions or concerns they may have.

During the second semester, counselors provide students with an overview of the course selection process and guide them through the planning and course selection process. Counselors meet with students individually to finalize their course requests for the upcoming academic school year.

The M-A Counseling Team consists of 8 School Counselors and 3 Guidance Information Specialists.

## **College and Career Center (CCC)**

M-A has two College Advisors who work in the [College and Career Center](#). The college advisors work closely with the school counselors to support students in exploring and pursuing post-secondary options including community colleges, public and private colleges/universities, the armed forces, and employment opportunities.

## SUHSD Graduation Requirements Starting with Class of 2025

Curriculum Areas	SUHSD Graduation Requirements
Social Studies (37.5 credits or 3.75 years)	Social Studies must be taken every year of high school. 9th - Ethnic Studies 10th - World History* 11th - US History* 12th - Am Government and Economics *Advanced Placement (AP) available
English (40 credits or 4 years)	English must be taken every year of high school. All 9th graders take Multicultural Literature & Voice - English I. Course level options begin in 10th grade. Options include college prep classes, advanced placement (AS) level, honors, or advanced placement (AP) level.
Mathematics (20 credits or 2 years)	One year (10 credits) must be an Algebra course or course with Algebra standards. 1 year (10 credits) must be a course higher than Algebra I.
Science (20 credits or 2 years)	Two years (20 credits) of lab science classes. <ul style="list-style-type: none"> <li>• 1 year (10 credits) of physical science</li> <li>• 1 year (10 credits) of life science</li> </ul>
Career Technical Education (CTE) OR Level III of a World Language (10 credits or 1 year)	1 year (10 credits) of CTE OR 1 year (10 credits) of Level III or higher of World Language {Cannot mix CTE or WL to earn a total of 10 credits.}
Visual Performing Arts (VPA) (10 credits or 1 year)	1 year (10 credits) of VPA
Physical Education (PE) (20 credits or 2 years)	All 9th-grade students must take PE. Second year of PE can be completed by taking PE-2 or met by playing 3 seasons of a sport in grades 10th-12th.
Life Skills (2.5 credits or 1 quarter)	Life Skills is taken in quarter 1 of 9th grade.
Electives (60 credits)	Courses taken beyond the graduation requirement are considered electives (i.e. levels I and II of World Language or 3rd and 4th year of math and science.)

## California State University (CSU) and University of California (UC) Minimum A-G Requirements

The A-G / College Entrance Requirements are a sequence of high school courses that students must complete **(with a grade of C- or better)** to be minimally eligible for admission to the University of California (UC) and California State University (CSU).

Curriculum Areas	CSU	UC
(A) Social Studies	2 years (World History and US History)	2 years (World History and US History)
(B) English	4 years	4 years
(C) Mathematics	3 years (Must complete at least Algebra II or higher) (4 years recommended)	3 years (Must complete at least Algebra II or higher) (4 years recommended)
(D) Science	2 years of lab science (1 year of life science, 1 year physical science) (3 years recommended)	2 years of lab science (1 year of life science, 1 year physical science) (4 years recommended)
(E) Language Other than English (LOTE)	2 years (3 years recommended)	2 years (4 years recommended)
(F) Visual Performing Arts (VPA)	1 year	1 year
(G) Electives	1 year of a college prep elective	1 year of a college prep elective
Minimum Grade Point Average (GPA) Required	2.5 or above	3.0 or above
	No Ds or Fs are accepted in required courses	

Only certain classes can count in these areas. Check with your school counselor if you're not sure. Students will take most of their "a-g" classes in high school. However, some math or world language taken in middle school might be able to count. Only letter grades of C- or better can count toward "a-g."

## Course Selection/Placement Policies

### Placement for 9th grade

- Based on standardized test results provided by middle schools, Let's Go Learn in ELA, and/or Mathematics Initiative Readiness Assessment (MIRA).
- Most freshmen will have a schedule that includes, English, Life Skills, math, science, PE, and one elective. Some students who are in support programs or specific courses, maybe in seven classes. Please refer to the "Number of Courses Required" below.
- See the [SUHSD website](#) for placement charts in English Language Arts (ELA), Math, and Science/Social Studies.

### Placement for 10th grade

- Based on standardized test results, grades from 9th grade, completion of prerequisites, and/or teacher recommendation.

### Placement for 11th and 12th grade

- Based on grades from previous courses, completion of prerequisites, and/or teacher recommendation.

### Additional Notes:

- The following is strongly recommended for students requesting to go into accelerated, advanced standing (AS), honors (H), or advanced placement (AP) classes:
  - Students should have an A or B in the prerequisite courses.
  - Students earning a B-, C+, or C should be counseled about rigor and expectations. Input from the teacher is important. A waiver may be needed.
  - Students earning a C- or below must have a waiver on file. A meeting with the student's school counselor is strongly encouraged.
- Students who do not meet the prerequisites for a math course based on spring semester grades will be moved into the appropriate math course in the summer by the counselors.
- Students are only allowed to change courses during the Course Selection Process that occurs every spring (see school calendar for specific dates.)
- No course change requests will be allowed after the priority deadline. The deadline is in the spring of the prior academic year (see school calendar for a specific deadline.)
- Specific teacher or period requests cannot be accommodated.
- In the case of impacted courses, priority is either given to seniors or a lottery may be needed.
- Students wanting to accelerate and plan to take a summer school class will initially be placed in the next sequential course. Students must provide an official transcript to the Guidance Office in the first week of August if they want to be placed in the higher-level course(s) prior to the start of the school year. There is no guarantee that a student's request will be accommodated if the official transcript is not received by the set deadline in August.

## Number of courses required

- Students in 9th, 10th, and 11th grade must be in SIX classes. Students can take a seventh class if they are eligible (see below\*.)
- Students in the 12th grade must be in at least FIVE classes but can drop down to four courses if enrolled in Work Experience

\*Courses/programs that can be taken as a 7th class (subject to change annually):

- All Performing Art courses
- Graphic Design & Prod-P (Yearbook)
- Leadership

- CTE courses (Perkins certified only courses - Industrial Arts, Culinary Arts, specific Digital Arts courses)
- Support class or special programs - English, ELD/EML, study skills, AVID, or Computer Academy

NOTE: Doubling up in a subject while taking one of the courses listed above **does not meet** the criteria for taking seven classes. For example, a student in Orchestra cannot take two science courses and be in seven classes.

## Course Change Requests

Course change requests after the spring priority deadline (see school calendar or student planner for specific dates) will only be made in unique circumstances. Some examples include:

- Impacted class
- Course not being offered due to low enrollment
- Prerequisite course completed and student is now eligible for a different course
- Student did not meet the prerequisite for the course requested

## Course Level Change Requests

Students are allowed to request level changes during 3 periods of the school year. Please note, changes can only occur if space permits. Also, making changes can impact other courses and assigned teachers. Please see the school calendar or student planner for specific dates.

- First six weeks of the school year
- Level changes effective for the 2nd quarter (requests can be made the last week of the first quarter through the first week of the second quarter.) Students making a level change at the quarter will have a WP (Withdraw Pass) or WF (Withdraw Fail) on their high school transcript. The WP the WF grades do not affect the Grade Point Average (GPA) (Regulation 5121).
- First three weeks of the second semester.

### COURSE LEVEL OPTIONS

English	
AS English II	English II
AS English III	English III
AS English III	English III
AP English Comp & Lang	English III
AP English Lit & Wrt	English IV-

-Student will be placed in the English IV class with availability.

Science	
AP Physics 1	Physics

Social Studies	
AP World History	World History
AP US History	US History

Math	
Geometry Enriched	Geometry
Geometry	Integrated Math*
AS Algebra II	Algebra II
PreCalc	Finite Math/Trig**
AP Statistics	Statistics

\*Student can only move out of Geo into IM, not the other way

\*\*Student can only move out of precalc and into Finite Math/Trig, not the other way

World Language
Applies to all levels^

^ If a student repeats a level already passed the student's original grade of C- or better will stand. Only a grade of D+ or below will be 'R' tagged.

Electives
Based on teacher recommendation

#### NOTES:

1. If a student waived into a higher level course and then wants to go down, the student will need to stay in the requested course until the end of the semester as per the Waiver Form.
2. A level change can only be made if space permits.



## Course Waiver

A signed placement waiver is required if a student is requesting to take a class for which:

- Test scores and/or grades do not support the placement
- The teacher has not recommended the student
- The student has not met the prerequisites (including summer courses not at M-A)

Please contact your student's counselor if a waiver is needed.

## Enriched, Advanced Standing (AS), Honors (HP), and Advanced Placement (AP) courses

- Courses move at a decidedly faster pace and are designed to be more rigorous, engaging, and dynamic than college prep courses.
- Courses are designed for dedicated students working at or above grade level who love to think critically in specific areas.
- Students should have a consistent and strong work ethic and enjoy the in-depth study of a specific subject.
- AS classes better prepare students for higher level or AP courses.
- Honors and AP courses give students an extra grade point to their overall GPA if they earn a grade of C or better.
- AP courses allow students to
  - see first-hand what a college-level class is like
  - to challenge themselves academically, personally, and socially
    - be better-prepared for college
    - improve their time management
    - be independent learners
    - develop higher level critical thinking and problem solving skills
  - View our "[What is AP?](#)" slide deck for more information

## Expectations for AP Courses

Enrollment in an AP class reflects the student's understanding of the rigor and responsibilities associated with the course. Families who are not able to support their students in these courses should seek level or course changes during the appropriate times.

- Students and parents/guardians understand that the rigor of an AP course is equivalent to a college course and that the student may need to complete research that requires her/him to use libraries on a college/university campus.
- Students will do her/his best to meet the goals and expectations to be successful in the class(es) including completion of any summer work before the class(es) begins.
- Students taking AP coursework are expected to sit for the AP exam in May.
- Students and parents/guardians understand that the student's course load may be affected by other M-A courses that are not AP level, but may be just as rigorous (for example: AS English III-HP, level IV of a world language, PreCalculus-P, or Multivariable Calculus-P).
- Parents/guardians have carefully reviewed their student's course selections and have also considered her/his extracurricular activities, athletic team participation, family commitments, job obligations, volunteer work, etc. and are confident that she/he will be able to balance her/his choices throughout the entire academic school year.
- Students and parents/guardians understand that a level change will only be allowed and if space permits during the set time periods (see Course Level Change Requests above):

## Enriched, AS, and Honors Courses

### English:

AS English II  
AS English III

### Math:

Geometry Enriched  
AS Algebra II

### World Language:

Chinese IV Honors

## AP Courses

### English:

AP English Language &  
Composition  
AP English Literature &  
Composition

### History:

AP World History  
AP U.S. History

### Science:

AP Biology  
AP Chemistry  
AP Environmental Science  
AP Physics 1  
AP Physics C

### Math:

AP Calculus AB  
AP Calculus BC  
AP Statistics

### World Languages:

AP Chinese  
AP French Language  
AP Latin  
AP Spanish Language  
AP Spanish Literature

### Electives:

AP Art History  
AP Art Studio (2D, Ceramics,  
Photo)  
AP Computer Science Principles  
AP Computer Science A (JAVA)  
AP Psychology

## Dropping a Course

Classes with only one level, including many elective classes, some science classes, and certain AP classes may be **dropped** according to posted drop deadlines, but **replaced only with a TA, Peer Tutor, Student Clerk**, or unscheduled 1st or 6th period if schedule permits (for 12th graders), not another academic or elective class. Seniors may not drop or move their English or social studies classes on bookend periods.

Time frames for dropping a course:

- Dropping a course with no penalty - Through the first 6 weeks of the semester
- Dropping a course with penalty - The 7th through 13th week of the semester. Students dropping a class during this period will receive a WP or WF on their permanent academic transcript. The WP or WF grades do not affect the GPA (Regulation 5121).

## Teacher or Period Change Requests

- Specific teacher or period requests cannot be accommodated.
- If there is a problem with a specific teacher, the student/parents/guardians are encouraged to speak with the teacher, student's School Counselor, and/or Instructional Vice-Principal.

## Attendance

### Excused Absences:

Absences due to illness, quarantine, medical or dental procedures will be excused. Students are allowed to miss school to observe religious holidays/ceremonies. Other absences that may be approved by the Attendance Office include an appearance in court, employment conference, and funeral service for a member of the immediate family. Special circumstances may be approved at the discretion of the Principal or his designated representative. Seniors and second-semester juniors are entitled to miss school classes to visit college campuses. Students are expected to complete all assigned classwork and homework for the days they are gone.

## Repeating Courses for Grade Improvement

- Students must have failed or earned a D in a course in which they wish to repeat.
- Students may repeat courses they failed or earned a D through SUHSD Summer School (if space is available), the district's credit recovery program, or through concurrent enrollment.
- Only courses with the exact course title or SUHSD approved equivalent, will receive a 'repeat tag' on their SUHSD transcript.
- The D or F grade is not removed from the permanent transcript, but is "R" tagged and is not calculated into the GPA.
- Credit is removed and credit weight is removed from the course is 'R' tagged.
- If the student is repeating a year-long class where a C- or better was earned in the first semester, but a D+ or below was earned in the second semester, only the D+ or lower grade will be "R" tagged. Example: Student earned a C- first semester and a D second semester, but needs to repeat the entire year. The C- grade for semester one stands, regardless of second grade. The D grade, however, is 'R' tagged and the improved grade is calculated into the GPA.
- If a student repeats a course with a different title, the original grades and the new grades remain on the transcript. The credits for the original course are changed to elective credit. Example: Student earns Ds in AS English, but repeats a regular college prep English class. The Ds from AS English and the grades for the regular college prep class are included in the student's cumulative GPA. The credits from AS English go toward elective credits and the credits for the regular college prep class are used toward the English graduation requirement.

## PE Medical Waivers - Absences for Medical Reasons

1. A PE medical is a medical excuse that exempts a student from participating in PE for a specific period of time.
2. All notes from health care providers for health excuses must be brought to the health office for verification and record-keeping purposes. (Copies to the student's counselor are strongly encouraged.)
3. Notes will ONLY be accepted if written by a physician or nurse practitioner.
4. Parent notes must be presented to the PE teacher, and a decision about participation will be made by the certificated staff.
5. If the Health Aide has a question about the medical disability, the District Nurse is contacted. Health Aides should not call a physician's office for any reason.
6. A PE medical exemption does not result in the awarding of PE credit. It exempts a student from having to participate in PE for the time specified by the physician or nurse practitioner. The credit for another elective class can satisfy the requirements for a total of 220 credits for graduation.
7. If a student has a current PE medical, sports physical or participation in sports is not allowed.
8. The PE department at each school site is responsible for determining its own non-swim policy.
9. There are three choices for a student who has an injury or illness:
  - a. **Limited PE:** The student has an acute or chronic condition that limits their ability in one or more activity areas. The physician/nurse practitioner statement defines the limitation and may include walking instead

of running or other accommodation to full activity. The student stays in PE and self-monitors for limited activity. Self-monitoring MUST be approved by the District Nurse.

- b. **PE Excuse:** The student is excused from PE for up to half of the quarter (less than 4 ½ weeks). The student remains in the PE class and is responsible for reporting to their PE teacher each day. Students are not sent to the health office.
- c. **PE Medical:** The physician/nurse practitioner statement for a PE medical indicates that the student will be out of PE for more than ½ the quarter (more than 4 ½ weeks). The Health Aide will write a PHYSICAL EDUCATION EXCUSE/MEDICAL and distribute copies to the PE teacher, school counselor, student, and health file. If the medical excuse is for one year, an updated physician/nurse practitioner statement must be presented for the next year if PE is required.

## Options to Complete the 2nd Year Physical Education

- 1) Take the PE 2 class at M-A. Sign up with your school counselor before the spring priority deadline.
- 2) Play 3 seasons of any **M-A** sport during 10th, 11th or 12th grade. Be sure to meet eligibility criteria and complete sports packet on time.

For the TWO below options, a SUHSD Concurrent Enrollment Form is required PRIOR to signing up for the course. Please speak to your Guidance Counselor before enrolling.

- 3) Take PE courses through local community colleges - Look under Kinesiology-Fitness for list of available courses (must be a physical fitness course.) Course offerings are available in-person or online and can be different each semester/quarter (Fall/Winter/Spring/Summer).
  - a. Semester courses: 1-3 units = 5 M-A credits
  - b. Quarter courses: 1 unit = 1 M-A credit
- 4) Take a PE course through an online program (must be a physical fitness course.)

## Concurrent Enrollment Process

While the Sequoia Union High School District allows for Concurrent Enrollment, **it is the responsibility of the student and their parent(s)/guardian(s) to research and find institutions or online programs that are WASC accredited, meet the SUHSD graduation requirements, and/or meet the UC/CSU and/or the NCAA eligibility requirements.** Please be sure to review the SUHSD Concurrent Enrollment policy and reference [M-A's Concurrent Enrollment Q & A](#) prior to deciding to take a course outside of the SUHSD.

A [SUHSD Concurrent Enrollment Form](#) is required for all coursework taken at accredited schools to be included on the M-A transcript; completed forms must meet all criteria on the form and be turned in before the start of the academic term. Please refer to the Concurrent Enrollment Process for additional information.

Guidelines for Concurrent Enrollment/Distance Learning in the SUHSD:

1. A maximum of 40 credits (requirement and elective) may be earned by concurrent enrollment/distance learning throughout a student's high school career. (AR 6146.1 #7)
2. No more than 20 required course credits may be earned through distance learning/concurrent enrollment.
3. Attendance in SUHSD is full-time. Students must carry a schedule of six (6) classes at the comprehensive SUHSD campus (9th through 11th grades); seniors must carry a minimum of five (5) classes.
4. Concurrent enrollment is ONLY permitted from distance learning programs accredited by the Western Association of Schools and Colleges (WASC). **Change in policy effective January 2025.**
5. Students may enroll in no more than 10 distance-learning (or equivalent college) credits at one time. (AR 6146.1 #8)

6. Concurrent enrollment approval **MUST BE** obtained from the high school (submitting this form) **PRIOR TO** the first day of the SUHSD semester that the student intends to enroll. Course credit will not be accepted on SUHSD transcripts for distance learning courses begun after SUHSD classes are in session. A student may **NOT** drop a SUHSD class to pursue the course through distance learning/concurrent enrollment in the same semester.
7. Student's books, supplies, or other costs for distance learning programs are **NOT** the responsibility of Sequoia Union High School District.
8. The student is responsible for submitting an official transcript to the registrar's office for courses that were pre-approved for concurrent enrollment at a distance learning site.
9. The student is responsible for ensuring that the course meets University of California A-G requirements and any other college entrance requirements. (SUHSD board policy 6146.1)

Grades for courses taken through concurrent enrollment will be added to the student's M-A transcript in the term it was completed according to the SUHSD calendar.

## **Transfer Students Policy**

### **Domestic Transfers (U.S. Schools)**

1. Credits will only be awarded once an official transcript is received from an accredited institution.
2. The M-A transcript will include prior high school(s) name and year(s) of attendance.
3. When evaluating a transcript, the School Counselor, in collaboration with the subject Department Chair and Head Counselor, determines the SUHSD course equivalency.
4. Students seeking to transfer credits into the District from WASC or other regionally accredited institutions will be granted full credit at the time of transfer. All courses and credit will be fully accepted by the District.
5. Courses in religion shall only be counted as elective credits toward graduation.
6. College prep (A-G) designation will only be issued to courses that have been approved by the University of California (UC).
7. Honors or AP extra grade points are only issued to courses that have the same title and are offered at M-A. Courses that do not have the same title or are not offered at M-A will not get the grade bump for the GPA configuration.
8. All students transferring to M-A, regardless of when the transfer occurs, must meet the SUHSD graduation requirements in order to earn a Menlo-Atherton High School Diploma.

**Homeschooled Transfers** - Pending guidance from SUHSD Asst Superintendent of Instruction.

### **Foreign/International Transfers** (NOTE: Changes made effective the 2024-2025 school year.)

1. An original transcript is preferred, but a legible copy can be accepted in lieu of original transcripts. Please note that original or certified transcripts may be required to attend post-secondary institutions.
  - a. English translation: If a SUHSD district-translation (i.e., technology or personnel) of foreign school transcripts is not viable, the ownership to provide an English translation resides with the parent/guardian.
2. The M-A transcript will include the prior county(ies) of attendance, high school(s) name, grade level(s), and year(s) of attendance.
3. Carnegie credit earned from foreign school transcripts is determined by passing a course in which a student was enrolled and meeting instructional time requirements.
  - a. Carnegie credit is not awarded for American Literature, U.S. History, and American Government/Civics. Unless the student enrolls from a school accredited by a U.S. Accreditation Agency (e.g., Cognia) located outside the U.S. (most civics taught in the U.S. include information and concepts from the U.S. Naturalization test.)
4. Equivalent Grading Scale: Grading scale for awarding transfer credit for foreign school documents:

Foreign Grade Equivalent	U.S. Grade Equivalent
A	A (Outstanding Achievement 4.0 grade points)
B	B (Above Average Achievement 3.0 grade points)
C	C (Average Achievement 2.0 grade points)
D	D (Below Average Achievement 1.0 grade points)
F	F (Little or No Achievement 0 grade points)

5. Social Studies credit is awarded based on the grade level in which the course was completed.
  - a. Award Ethnic Studies and/or World History for 9th or 10th grade course(s) taken at their previous school.
  - b. Economics credit may be awarded if indicated on the transcript.
  - c. Carnegie credit is not awarded for US History and American Government/Civics, unless the student enrolls from a school accredited by a US Accreditation Agency (e.g., Cognia) located outside the US.

NOTE: Students must complete a US year-long course of US History and a semester of American Government.
6. English credit is awarded according to the UC A-G Subject requirements.
  - a. In countries where English IS NOT Instructional Language, students will receive English credit for the language arts course taught in the countries' primary language (e.g., Spanish Literature = 9th Grade English)
  - b. English course taught as a Language Other Than English (LOTE, also previously known as foreign language) will receive World Language credit (e.g., English = LOTE)
  - c. In countries where English IS the instructional language, students will receive English credit for the language arts course taught in English
7. Math credit is awarded based on the grade level in which the course was completed (e.g., If the student took Mathematics in 9th grade, the U.S. equivalent course would be Math I/Algebra I). This is per the guidance provided by the University of California reference guide and current policy.
8. Science credit is awarded to classes individually based on hours per week for each year taken. If the science courses are integrated, the District will combine the integrated science courses to award full credit (e.g., Biology + Chemistry= Biology).
9. Career Technical Education (CTE) credit is awarded to any course that mirrors SUHSD CTE courses or provides vocational training.
10. Visual & Performing Art (VPA) credit is awarded to any course that mirrors a SUHSD VPA course or is considered a visual or performing art course.
11. Life Skills credit is awarded to a health course.
12. Physical education course is awarded PE credit.
13. All other courses not required for graduation, are awarded general elective credit for comparable/equivalent courses.

All students transferring to M-A, regardless of when the transfer occurs, must meet all the SUHSD graduation requirements in order to earn a Menlo-Atherton High School Diploma.

Students who meet the criteria under AB 167, 216, 1806, 2306, 365, or 2121 may be eligible for a diploma with modified graduation requirements.

## **Study Abroad Policy/Domestic Program Guidelines and Policies** (pending board approval)

Students studying outside of the district must meet with their School Counselor prior to enrolling in a study abroad or domestic program. In this meeting, graduation and college entrance requirements will be reviewed.

In order to receive high school credit for academic work completed outside of SUHSD, the student must provide an official document (transcript) from the academic institution (domestic programs must be accredited.) The document (transcript) must be in English and must include:

- Courses completed
- Course description for each course
- Hours spent per week in each course (i.e. French, 5 hours a week)

Carnegie credit is not awarded for English Language/Literature, U.S. History, and American Government/Civics. Unless the student enrolls from a school accredited by a U.S. Accreditation Agency (e.g., Cognia) located outside the US. Most civics taught in the U.S. include information and concepts from the U.S. Naturalization test.

Students who participate in an abroad program will receive an equivalent letter grade on their district transcript when they return.

Foreign Grade Equivalent	U.S. Grade Equivalent
A	A (Outstanding Achievement 4.0 grade points)
B	B (Above Average Achievement 3.0 grade points)
C	C (Average Achievement 2.0 grade points)
D	D (Below Average Achievement 1.0 grade points)
F	F (Little or No Achievement 0 grade points)

Studying abroad can also impact a student’s eligibility for a 4-year college/university. The student will need to submit an official document (transcript) to each college/university that they plan to apply to. Colleges will then decide which courses meet their entrance requirements.

The district strongly encourages students to explore alternate ways of fulfilling college entrance requirements, specifically English and social studies. This can be done by taking courses through a local community college, completing courses through an accredited and UC approved online program or attending a private accredited school. A SUHSD concurrent enrollment form must be submitted to the student’s school of enrollment prior to taking any course through an online program or private school if the course and grade are to be added to the district transcript.

Please be aware that the Sequoia Union High School District is not responsible for acquiring an official transcript from the academic institution the student attended during his/her stay outside of the district. Nor is there a guarantee that the student will be enrolled in his or her first-choice course upon their return. Students will need to officially withdraw from the district when prior to attending the abroad or domestic program and will be required to complete the entire registration process prior to re-enrolling at their home school within the district.

Books, supplies, or any other incurred costs are the student’s responsibility.

# **CAREER TECHNICAL EDUCATION (CTE)**

## **ARTS, MEDIA & ENTERTAINMENT**

### **DIGITAL 3-D MODELING & ANIMATION - P** **Grades 9, 10, 11, 12**

Digital 3-D Modeling and Animation is a CTE course encompassing both technical aspects and theories of the three dimensional (3D) modeling and animation with Autodesk Maya software. Students develop the necessary conceptual understanding and skills to create, analyze, and appreciate 3D modeling and animation in film and video games. Students will learn to model with Autodesk Maya, then color, rig, animate, and render a 3D character. Digital 3-D Modeling and Animation blend technology, art, physics, drama, biology, sculpting, and even math, seamlessly into one amazing elective class.

*(Meets the "F" Visual & Performing Art requirement for UC/CSU and is Dual Enrolled with Cañada College for 3 Semester Units in their MART 420 Course)*

### **ADVANCED DIGITAL 3-D MODELING & ANIMATION-P** Grades 10, 11, 12

*Prerequisite: B- or better in Digital 3-D Modeling & Animation*

Advanced 3-D Modeling and Animation is a continuation of its previous course designed to refine and expand students' ability and understanding of the Digital 3-D medium. Students model a realistic head, design a video game level, animate more with character rigs, and explore more of what Autodesk Maya can do. S. For all projects, there is a higher expectation of quality as students learn the industry standards and artistic practices. By the end of this course, and pathway, students will have a full picture of the 3-D Animation world, and refined skills to succeed in further education and career pursuits.

*(Meets the "F" Visual & Performing Art requirement for UC/CSU and is Dual Enrolled with Cañada College for 4.5 Semester Units in their MART 421 & MART 432 Course)*

### **DIGITAL COMMUNICATIONS & VIDEO STREAMING-P (M-A Today!)** Grades 9, 10, 11, 12

Digital Communications & Video Streaming is a CTE course that revolves around producing our live-streamed show "M-A TODAY!" three times a week. While the majority of the course revolves around our LIVE show, students will also produce segments and graphics with Adobe Premiere Pro and Photoshop. Students will gain technical abilities, and artistic and design skills to improve their filmmaking ability. Students are expected to work as a team for one of the weekly shows, and independently as segment producers, graphic designers, and creative filmmakers.

*(Meets the "F" Visual & Performing Art requirement for UC/CSU)*

### **DIGITAL FILMMAKING - P** Grades 9, 10, 11, 12

Explore the art of visual storytelling in Digital Filmmaking. This class covers conceptual understanding and skills, both technical and theoretical, necessary to create, analyze and appreciate professional-level film and video productions. In the digital video medium, this class covers essential genres in films such as documentaries, narrative pieces, corporate advertising, and experimental films. There is a parallel focus on film production, as well as reading, writing, and analyzing, to develop a comprehensive understanding of the filmmaking process. Learn Adobe Premiere and get your hands on video equipment to start making films in Digital Filmmaking.

*(Meets the "F" Visual & Performing Art requirement for UC/CSU and is Dual Enrolled with Skyline College for 6 Semester Units in their DMAD 475 & DMAD 477 Courses)*

### **ADVANCED DIGITAL FILMMAKING-P** Grades 10, 11, 12

*Prerequisite: B- or better in Digital Filmmaking*

Advanced Digital Filmmaking focuses on students producing larger and more complex projects independently. This course covers advanced industry production, complex storytelling projects, advanced special effects, career processes for serving clients, and the study of film genres including experimental and non-fiction filmmaking. Students will learn Adobe After Effects, go in depth with premiere, and focus on improving their skills with the camera, lights, and audio. Students in this class will have to be highly motivated to produce quality digital films, work well independently



and with groups, and have successful time management and project management skills. The goal of the class is to have students walk away with highly proficient skills to produce industry-standard, creative videos, and films.

*(Meets the "F" Visual & Performing Art requirement for UC/CSU, and is Dual Enrolled with Skyline College for 6 Semester Units in their DMAD 476 & DMAD 478 Courses)*

### **GRAPHIC DESIGN AND PRODUCTION (YRBK)-**

**P Grades 10, 11, 12**

*Prerequisite: Successful completion of Digital Photography I*

Students operate as a small business to plan, create, market, sell, and distribute the school yearbook. Working independently and collaboratively, students gain hands-on experience in journalistic methods, digital photography, desktop publishing, business, and visual presentation skills.

*(Meets the "G" College Prep Elective requirement for UC/CSU)*

### **DIGITAL PHOTO & DESIGN - P Grades 11, 12**

*Prerequisite: Successful completion of Digital Photography I*

An extension of Digital Photography I, this course introduces applied digital photography skills ranging from RAW capture and workflow to advanced lighting techniques and studio setup. Students will complete an independent project for each semester and will develop a portfolio. Digital Photo II students will also contribute to the media portals on campus and they will qualify to be in-house photographers for our student publications. These sections run concurrently with Journalism and Yearbook.

*(Meets the "F" Visual & Performing Art requirement for UC/CSU)*

### **DIGITAL JOURNALISM I - P Grades 9\*, 10, 11, 12**

Course produces and publishes the school newspaper and school magazine. Students learn news, sports, feature, and opinion writing, study news ethics, and First Amendment rights. Develop interviewing skills and practice photography and design.

(\*Ninth graders wishing to take Digital Journalism will only be placed in a 7th period section.)

*(Meets the "G" College Prep Elective requirement for UC/CSU)*

### **DIGITAL JOURNALISM II - P Grades 10, 11, 12**

*Prerequisite: Completion of Digital Journalism I*

Class teaches journalism writing of news, sports, feature, and opinion writing. Students study news ethics and First Amendment rights, develop interviewing skills and practice photography and design.

*(Meets the "G" College Prep Elective requirement for UC/CSU)*

### **DIGITAL JOURNALISM III - P Grades 11, 12**

*Prerequisite: Completion of Digital Journalism I and II or teacher approval.*

Class focuses on editorial leadership, business skills, and advanced writing and design. Journalism III-P may be repeated for credit.

*(Meets the "G" College Prep Elective requirement for UC/CSU)*

## **CULINARY ARTS**

### **FOODS AND NUTRITION - P Grades 10, 11, 12**

Students learn the fundamentals of nutrition, food handling, and food preparation by completing food labs in fully equipped kitchen units. The goal of this course is to teach students how to maintain their own health and well being. Emphasis on food safety and sanitation, teamwork, resource development, consumer education, food and culture, and a sustainable food supply. Units include Food Safety and Sanitation, Measurement, Recipes, Food Preparation Techniques and Terminology, Meal Planning, Table Display, Consumer Education, Food and Culture, Food Science (nutrition and basic food chemistry), and Career Ready Practice.

*(Meets the "G" College Prep Elective requirement for UC/CSU)*

### **CULINARY ARTS -P Grades 11, 12**

*Prerequisite: Successful completion of Foods and Nutrition*

Prepare for careers or higher education in food science, dietetics, nutrition, business/hospitality management, tourism, recreation, or food service. This course is designed for the student who wants to improve his/her culinary knowledge and skills as well as the student who is serious about a career in the Hospitality, Tourism, and Recreation industry sector. Units include Food Safety and Sanitation, Culinary Fundamentals, Ingredients, Food Preparation and Presentation, Table Service, Culinary History, Nutrition, Managing Resources,

Sustainable Food Supply, Menus, Career Ready Practice, and Introduction to Careers in Food Science, Food Service, and Hospitality Management and Related Industries.

*(Meets the “G” College Prep Elective requirement for UC/CSU)*

## **INDUSTRIAL ARTS**

### **WOOD I Grades 10, 11, 12**

Wood I is an introduction to woodworking. The focus is on developing the ability to work safely and effectively with hand tools, machinery, and materials related to woodworking. Students will learn about measuring and layout techniques and plan reading. In the classroom and the woodworking lab, students will learn and execute safe and proper use of hand tools, portable power tools, and stationary woodworking machines. As students’ skills and knowledge increase, they will design and construct woodworking projects. Students will also explore construction and manufacturing techniques related to woodworking. Wood I emphasizes hands-on learning, practical experience, problem-solving, collaboration with peers, and developing positive work habits.

### **WOOD II Grades 11, 12**

*Prerequisite: Completion of a high school Wood I course*

Wood II provides instruction in measuring, design, planning, layout, material processing, assembling, and finishing. In the classroom and in the woodworking lab students will develop the ability to work safely and effectively with hand tools, power tools, machinery, and woodworking materials. Students will learn advanced woodworking tools and techniques to design and build individual projects of increased size and complexity. Students will learn how to use several new machines and new techniques on machines introduced in Wood I along with a variety of woodworking jigs. Students will receive instruction in fabrication and finishing procedures as they pertain to cabinetmaking and furniture manufacturing. Wood II emphasizes developing a student’s ability to design and build a custom project. Students will explore post-secondary continuing education and careers in the building trades and in the related fields of engineering, architecture, construction, and construction management.

### **WOOD III Grades 12**

*Prerequisite: Completion of a high school Wood II course*

Instruction in complex finishing and fabrication procedures as they pertain to cabinet making and furniture manufacture; enhanced experience in design; individualized projects.

### **ARCHITECTURAL DESIGN I Grades 10, 11, 12**

*Recommended prerequisite: Geometry*

Architectural Design I is a year-long course designed to introduce students to the field of architectural design and prepare them for continuing education in architecture and related fields. The major topics include a survey of the architecture profession, a survey of the history of architecture, graphic communications skills, design concepts, and basic structural analysis related to architecture. After building a foundation of skills, students will work on design projects.

### **ARCHITECTURAL DESIGN II Grades 11, 12**

*Prerequisite: Completion of Architectural Design I*

Architectural Design II is a year-long, concentration course in the Architectural Design Pathway. The course supports and further develops the technical skills learned in Architectural Design I with an increased focus on design problems and their solutions. The course serves as preparation for college/university and for careers in architecture-related fields (Architecture, Construction Management, Urban Planning).

## **INFORMATION & COMMUNICATION TECHNOLOGIES**

### **INTRODUCTION TO PROGRAMMING & MOBILE APPS DEVELOPMENT - P Grades 9, 10, 11, 12**

This course is designed to be an introductory course for any student who wants to explore the process of designing and building apps for mobile devices. It is designed to introduce students to the tools, methods, and opportunities in the app development field.  
*(Meets the “G” College Prep Elective requirement for UC/CSU)*

**ADVANCED PLACEMENT (AP) COMPUTER SCIENCE PRINCIPLES - HP Grades 10, 11, 12**

*Prerequisite: Concurrent enrollment in Algebra II or higher*

AP Computer Science Principles is a full-year course that introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career. This class is based on UC Berkeley's 'Beauty and Joy of Computing' class and uses the drag-and-drop Snap programming language to teach coding skills. Students complete one AP Portfolio task during class time and take the College Board's multiple-choice test in May.

*(Meets the "D" Science (Computer Science) requirement for UC/CSU)*

**ADVANCED PLACEMENT (AP) COMPUTER SCIENCE (JAVA) - HP Grades 10, 11, 12**

*Prerequisite (Required): Concurrent enrollment in AS Algebra II or higher*

*Prerequisite (Recommended): APCSP or other programming experience in camps, school, or at home.*

AP Java is a full-year college-level course designed to prepare students for the AP Computer Science A national AP Exam. This course uses the Java programming language, which is the syntax chosen by the College Board. The content includes classes and data abstraction, conditional and logical expressions, recursion. The course emphasizes both object-oriented and imperative problem solving and design. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems.

*(Meets the "C" Math requirement for UC/CSU)*

## **ENGLISH**

The Menlo Atherton English course of study is based on the Common Core Standards for English Language Arts and Literacy. The standards are composed of objectives for each grade level in the areas of language, critical thinking, speaking, writing, listening, and reading. These classes are designed to prepare all students for success in college, career, and life by the time they graduate from

Menlo-Atherton High School by focusing on critical thinking, problem-solving, and analytical skills.

## **NINTH GRADE COURSES**

**INTERVENTION ELA AND INTERVENTION ELA SUPPORT Grades 9, 10**

*Notes: 1) Students in this course earn five units of English credit toward graduation and five units of elective credit per semester. 2) Intervention ELA **does not** meet the UC/CSU "B" (English) requirement.*

This double period of Reading Intervention is designed for 9<sup>th</sup> and 10<sup>th</sup> grade students who are reading below the 4<sup>th</sup> grade level and who score PreDecoder, Beginning Decoder, or Developing Decoder on the Scholastic Phonics Inventory, administered in the spring of the 8<sup>th</sup> grade year and the summer before the 9<sup>th</sup> grade year or at the start of the 9<sup>th</sup> grade year. The course uses Scholastic's System 44 curriculum, which focuses on phonics, decoding, sight words, and fluency, and provides scaffolded writing and reading strategies for students who need structured support. Direct instruction will also be provided for language and vocabulary development.

**ENGLISH I INTENSIVE-P AND ENGLISH I INTENSIVE SUPPORT Grade 9**

*Notes: 1) Students in this course earn five units of English credit toward graduation and five units of elective credit per semester. 2) English I Intensive meets the UC/CSU "B" (English) requirement.*

This double period of English is designed for 9<sup>th</sup> grade students who are reading below the 6<sup>th</sup> grade level. The course exposes students to some grade level texts and uses Scholastic's Read 180 curriculum, which focuses on reading comprehension skills, fluency, vocabulary, and writing.

**ENGLISH I SUPPORT Grade 9**

*Note: Students in this course earn five units of **elective credit** per semester.*

This course is designed for 9<sup>th</sup> grade students who are enrolled in English I-P and are reading between a 6<sup>th</sup> through 8<sup>th</sup> grade level. These students are not yet at grade level. The course uses Scholastic's English 3D curriculum, a language development program designed to ensure proficiency in the academic vocabulary,

speaking, listening, and writing vital to success in school and life. The course also directly supports students in their English I classes.

### **MULTICULTURAL LITERATURE AND VOICE - P** **Grade 9**

This course develops students' critical thinking about the world and texts around them through engagement with a variety of literary texts and assessments. Students will read memoirs, plays, novels, poems, essays, and short stories and be expected to analyze their thematic complexity and relevance through graded discussions, projects, reading assessments, and expository essays. Students will also write fictional and autobiographical narratives. The assessments and activities are designed to challenge students who are reading above grade level

## **TENTH GRADE COURSES**

### **ENGLISH II INTENSIVE AND ENGLISH II** **INTENSIVE SUPPORT** Grade 10

*Note: Students in this course earn five units of English credit toward graduation and five units of **elective credit** per semester.*

This double period of English is designed for 10<sup>th</sup> grade students who are reading below the 7<sup>th</sup> grade level. The course exposes students to some grade level text and uses Scholastic's Read 180 curriculum, which focuses on reading comprehension skills, fluency, vocabulary, and writing.

### **ENGLISH II SUPPORT** Grade 10

*Note: Students in this course earn five units of elective credit per semester.*

This course is designed for 10<sup>th</sup> grade students who are enrolled in English II-P and are reading between the 7<sup>th</sup> or 8<sup>th</sup> grade level. These students are not yet at grade level. The course uses Scholastic's English 3D curriculum, a language development program designed to ensure proficiency in the academic vocabulary, speaking, listening, and writing vital to success in school and life. The course also directly supports students in their English II-P classes.

### **ENGLISH II - P** Grade 10

English II-P is a standards-based course of study for students who are reading and writing at grade level. The

objectives of this course include the continuation of the study of written communication, continued emphasis on logical organization and effective sentence structure, vocabulary building, and the development and deepening of literary analysis.

### **ADVANCED STANDING (AS) ENGLISH II - P** **Grade 10**

The objectives of this standard-based course include the continued study of written communication with an emphasis on logical organization and effective sentence structure, vocabulary, grammar, and the development and deepening of literary and rhetorical analysis. This class consists of intensive work in composition established in classical literature and nonfiction, vocabulary development, written composition, and grammar.

## **ELEVENTH GRADE COURSES**

### **ENGLISH III - P** Grade 11

This is a standards-based course of study designed for students who are reading and writing at grade level. The objectives of this course include the continuation of the study of written communication; organization of sentence, paragraph, and composition patterns, vocabulary building, and the study of various text types. In addition to the study of fiction and nonfiction, which helps students develop and hone the skills of critical analysis necessary for their first years of college. The study of this curriculum continues in the English IV course.

### **ADVANCED STANDING (AS) ENGLISH III - HP** **Grade 11**

AS English III is an honors-level course designed for students who are interested in further developing their skills at analyzing poetry, drama, fiction, and nonfiction, as well as advancing their writing skills to the college level. The course offers a survey of American Literature and is based on the 11<sup>th</sup> grade Common Core English Language Arts Standards. Students will read college-level texts, focusing on poetry, drama, fiction, and literary nonfiction. The primary focus of the course is literary analysis, especially the understanding of the relationship between an author's techniques and

thematic purpose. Students will also read nonfiction texts, analyzing how authors craft rhetorical arguments. Most of the writing will be expository rather than creative. In addition to reading challenging literature and developing sophisticated writing skills, students will study vocabulary and advanced grammatical techniques.

### **ADVANCED PLACEMENT (AP) LANGUAGE AND COMPOSITION - HP Grade 11**

Advanced Placement Language & Composition is designed for dedicated students working at or above grade level who love to read, write, and think critically. These students have a consistently strong work ethic and enjoy the in-depth study of language and nonfiction. This is a college-level course that focuses on nonfiction texts and is organized under the guidelines established by the College Board. Students will read widely in many genres of literature and nonfiction and write frequent impromptu essays. Students will be prepared to take the Advanced Placement examination in May.

## **TWELFTH GRADE COURSES**

### **ENGLISH IV - CREATIVE & EXPOSITORY WRITING - P Grade 12**

Creative Writing offers a safe and supportive environment to develop various tools of the craft of writing in an effort to discover our unique voices and styles. The course explores many genres of writing, focusing on creative nonfiction, short story, and poetry. Students read and analyze the novels, essays, and short stories of contemporary authors, accumulating strategies and technical tools to be applied to their own work. Through daily writing practices and weekly writing exercises, students strengthen their skills, as they work toward the completion of a final short story and the building of a portfolio (a solid body of creative work). All writing is done at home, shared in class, and revised multiple times.

### **ENGLISH VI - FILM AS LITERATURE - P Grade 12**

Film as Literature course will develop students' critical thinking and writing skills through emphasizing film as literature with a focus on film history, techniques, and genres. Using film as text, students will explore the relationships in visual media among concept, theme, structure, and style, as well as how the film and the way

its subject matter is handled reflect the historical, societal, and cultural zeitgeists of the time and place it was made. Focusing on film as an intellectual and visual puzzle to be discovered like a book or short story, students are encouraged to develop analytical skills and refine their critical abilities through the viewing, discussion, and critiquing of a wide variety of films. Students can expect required readings, writing (analytical, persuasive, and creative), discussions, group and individual presentations, performances, and multimedia projects.

### **ENGLISH IV - LITERATURE & WRITING - P Grade 12**

Literature & Writing is a standards-based course of study designed for students who are reading and writing at grade level. The objectives of this course include the continuation of the study of written communication with an emphasis on composition writing, vocabulary building, and the study of various text types. This course prepares students for life after high school. In addition to studying fiction and nonfiction, students will study California State University's English Reading and Writing Curriculum, which helps students develop and hone the skills of critical analysis necessary for their first years of college.

### **ADVANCED PLACEMENT (AP) LITERATURE & COMPOSITION - HP Grade 12**

In the Advanced Placement Literature and Composition class, students make a commitment to a rigorous curriculum of literary analysis and composition. The course provides advanced training in rhetorical analysis and follows the curricular requirements described in the *AP English Course Description*. The primary objective of the course is to stimulate an abiding love for literature and enthusiasm for writing. This class asks students to consider important questions about literature, the world, and themselves as they embrace ambiguity, weigh and consider issues generated by literature and life, and engage in an intelligent discussion involving active listening and a shared-inquiry approach. Students will be well prepared for rigorous university education and the discipline of literary study.

# **MATHEMATICS**

The Menlo-Atherton Math Department offers a wide variety of courses for all levels of math students. Our course of study is based on the California State Framework and Standards for Mathematics.

Mathematics placements are determined by test scores, previous math class success, and teacher recommendations. Students who at the culmination of the second semester of preceding a math course who do not meet the prerequisites for a subsequent course will be moved into the appropriate math course. Incoming ninth-grade students will be placed based on the SUHSD math placement chart.

## **ALGEBRA I - P / ALGEBRA I EML - P** Grades 9, 10, 11, 12

Algebra I is the first year of the college-preparatory mathematics sequence. This course covers the elementary algebra topics of the common core such as order of operations, rational number operations, solving linear equations and inequalities, polynomials, factoring, functions, solving quadratic equations, graphing linear and quadratic functions, systems of linear equations, graphing functions using transformations, statistics, and radical expressions and equations.

## **INTEGRATED MATH - P / INTEGRATED MATH EML - P** Grades 10, 11, 12

*Prerequisite: Algebra I with a D*

Integrated Math focuses on strengthening Algebra I skills while introducing students to many important geometry topics. This course is designed to help students build their mathematical abilities and encourage them to continue on a college preparatory math sequence.

## **GEOMETRY - P / GEOMETRY EML - P** Grades 9, 10, 11, 12

*Prerequisite: Algebra I with a C or higher or teacher recommendation. Open to 9th graders that have earned a B or higher in a formal full-year Algebra course in the 8th grade.*

Geometry (Benchmark) is a college preparatory course required by all 4-year colleges. This course covers the geometry topics of the common core which include

inductive and deductive reasoning, angles, polygons, congruent triangles, constructions, circles, right triangles, similarity, solids, logic, and introductory trigonometry.

## **GEOMETRY ENRICHED - P** Grade 9, 10

*Prerequisite: Algebra I with a B+ or higher or teacher recommendation.*

Designed for the upper level college-bound student, this is a rigorous class that goes into more depth and breadth than the Benchmark Geometry course. With an emphasis on deductive reasoning, this course studies all topics covered in regular geometry as well as enrichment topics. Geometrical concepts are discovered through investigation requiring students to draw conclusions and explain the logic behind their problem-solving strategies.

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

*Prerequisite: Geometry or Geometry Enriched with a C or higher.*

Algebra II is a college preparatory course required for admission to almost all four year colleges. Students review and expand upon concepts learned in Algebra I. The common core topics include linear, quadratic, exponential, and logarithmic functions, systems of equations, sequences, series, polynomials, rational expressions, the complex number system, and probability and statistics. Real world applications of each topic are explored throughout the course.

## **ADVANCED STANDING (AS) ALGEBRA II - P** Grades 9, 10, 11

*Prerequisites: Geometry Enriched with a B or higher. Geometry Benchmark with an A **and** teacher recommendation.*

AS Algebra II is a challenging, fast-paced, college preparatory class designed for the upper level college-bound student. Students develop skills as well as an understanding of the applications of linear, quadratic, exponential, and logarithmic equations, systems of equations, exponential and logarithmic functions, trigonometry, series and probability, and statistics. Special emphasis is placed on mathematical modeling.

## **FINITE MATH AND TRIGONOMETRY - P Grades**

**11,12**

*Prerequisite: Algebra II with a C or higher.*

This course is designed as a full-year course following the second year of high school algebra. The concepts provide the background needed for success in precalculus and statistics. Students will gain a thorough understanding of functions and their graphs and trigonometric identities. Topics include trigonometry, graphing advanced functions, modeling with linear and nonlinear functions, conic sections, polar coordinate systems, parametric equations, and logarithms. Finite Math and Trigonometry qualifies as an advanced math course under the CSU and UC system for entrance requirements. Students who successfully complete Finite Math & Trigonometry are encouraged to take Precalculus or Statistics the following year.

## **PRECALCULUS - P Grades 10, 11, 12**

*Prerequisite: AS Algebra II with a B or higher or Finite Math & Trigonometry with a B+ or higher **and** teacher recommendation.*

Precalculus is a challenging elective course whose purpose is to prepare students to take AP Calculus. It includes trigonometry, including circular trig, right triangle trig, angular velocity, and real world modeling with sinusoidal functions. Other content includes proofs with the trigonometric identities, solving trigonometric equations, logarithms, function theory, rational functions, polar functions and graphs, parametric functions and graphs, conic sections, as well as sequences and series.

## **ADVANCED PLACEMENT (AP) CALCULUS AB - HP Grades 11, 12**

*Prerequisite: PreCalculus with a B or higher recommended.*

AP Calculus AB focuses on differential calculus, which examines rates of change and slope, and integral calculus, which investigates the accumulation of data and area under curves. Other topics include distance, velocity, and acceleration, L'Hopital's Rule, the volume of solids, and integration of exponential and logarithmic functions. Students are prepared for the AP Calculus AB Exam taken in May.

## **ADVANCED PLACEMENT (AP) CALCULUS BC -**

**HP Grades 11, 12**

*Prerequisite: PreCalculus and summer program OR completion of AP Calculus AB with a B or higher recommended.*

AP Calculus BC focuses on differential calculus, which examines rates of change and slope, and integral calculus, which investigates the accumulation of data and area under curves. Students are prepared for the AP Calculus BC Exam taken in May. Topics offered in BC Calculus that are not in AB Calculus include Integration by Parts, Series and Sequences, and Parametric and Polar Relations.

## **MULTIVARIABLE CALCULUS - P Grade 12**

*Prerequisite: BC Calculus with a B or higher recommended.*

This course extends all of the concepts taught in first year single variable calculus in one variable such as vectors, derivatives, limits, and integrals to two or more variables. Topics include parametric equations and polar, spherical, and cylindrical coordinates (calculus-based), vectors and the geometry of space, vector functions, the calculus of functions of several variables, multiple integrals, vector calculus, and second-order differential equations and their applications.

## **STATISTICS - P Grade 12**

*Prerequisites: Finite Math with a C or higher OR Algebra II with a C or higher or concurrent enrollment in Algebra II.*

The purpose of 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 statistical inference. Hands-on activities will be emphasized.

## **ADVANCED PLACEMENT (AP) STATISTICS - HP Grades 11, 12**

*Prerequisites: Finite Math with a B or higher OR PreCalculus with a C or higher or concurrent enrollment in PreCalculus.*

This course is based on the College Board Advanced Placement Statistics course. The students study four broad conceptual themes: 1) Exploring data: Observing

patterns and departures from patterns 2) Planning a study: Deciding what and how to measure 3) Anticipating patterns: Producing models using probability and simulation 4) Statistical inference: Confirming models. Students will prepare to take the Advanced Placement examination in statistics.

## PHYSICAL EDUCATION (PE)

The Physical Education (PE) Department’s objective is to assist developing students into well-adjusted individuals: physically, mentally, emotionally, and socially. Through the varied activities of the program, the department hopes to provide challenging and satisfying experiences in meaningful movement, self-expression, physical well-being, and knowledge and techniques of sports activities.

All freshmen are **required** to take PE-1 and **must** pass the state-mandated Physical Fitness Test (PFT), given in the spring of freshman year.

Students who do not pass the PFT will be required to take a PE course the following year, whether or not they are also participating in the Athletics Program.

A total of 3 sports/seasons played during 10th-12th grade can be used to satisfy the second year (10 credits) of the PE graduation requirement.

### PHYSICAL EDUCATION (PE) 1 or 2 Grades 9, 10, 11, 12

This course is designed to introduce and develop student fitness and skills in the following individual and dual activities (golf, tennis, weight training, track and field, pickleball, tumbling and badminton), team sports (softball, broomball, frisbee, lacrosse, basketball, football, volleyball, and soccer), aquatics (swimming), dance (square & cultural dance), and combatives (self-defense). Students will develop flexibility, muscular strength and endurance, cardiorespiratory endurance, and proficiency in appropriate sport skills. They will understand the history, rules, and strategies of sports, and many aspects for developing a positive self image and healthy lifestyle.

### ATHLETICS (Interscholastic Competitive Sports

### Program) Grades 9, 10, 11, 12

All students who participate in interscholastic athletics will receive 3.5 elective credits for each sport/season played. A total of 3 sports/seasons played during 10th-12th grade can be used to satisfy the second year (10 credits) of the PE graduation requirement. The following sports are available to students:

Season	Boys	Girls
Fall	Cross-Country Football Waterpolo	Cross-Country Golf Flag Football Tennis Volleyball Waterpolo
Winter	Basketball Soccer Wrestling	Basketball Soccer Wrestling
Spring	Badminton Baseball Golf Lacrosse Swimming Tennis Track Volleyball	Badminton Lacrosse Softball Swimming Track

### Athletic Requirements:

- 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).
- May substitute 3 sports/seasons to satisfy the 2nd year (10 credits) of the PE requirement (only during grades 10, 11, or 12.)
- Credits earned count as elective credits.
- See the Student Planner for more details on student eligibility

Nonattendance or inappropriate behavior at any time may result in a student being deemed ineligible for



participation in the athletic program.

## **SCIENCE**

### **LIFE SCIENCES**

#### **BIOLOGY–P or BIOLOGY EML – P Grades 9, 10, 11,12**

Biology is a one year laboratory survey course that studies living organisms and their interrelationships. Studies include cell biology, the structure and function of organisms, ecology, changes over time, the human body and health (including Sexual Health Education and a whole organism dissection), and developmental biology. A special four to six-week laboratory intensive unit on molecular biology and biotechnology also emphasizes bioethical issues.

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

*Prerequisite: A passing grade in Biology or department recommendation.*

Marine Biology is an elective course designed for highly motivated students with a special interest in an in-depth study of marine systems and current environmental issues. This is a lab-based, inquiry course focused on studying specific ecosystems around the world. Topics will include marine invertebrates, fish, sharks, and marine mammals and their interactions with their unique environments. Labs will include working with living and preserved marine organisms. Students are required to have passed a high-school level Biology course prior to enrollment.

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

*Prerequisite: Completion of Biology and Chemistry.*

Human Biology is for students who are interested in learning in-depth about how the body systems function beyond what they have previously learned in other life science courses. Systems studied will include the skeletal, muscular, circulatory, respiratory, nervous, endocrine, immune, digestive, and reproductive systems.

This course emphasizes hands-on laboratories including dissections, projects, and guest lectures.

#### **BIOTECH 1 & 2 -P Grade 12**

This hands-on course will show how biotech impacts our life. Biotech is harnessing the power of DNA to create useful tools to help society in many different ways. Students will explore multiple career possibilities in the field, learn basic lab skills and techniques used in industry, learn how to manipulate and analyze cells, DNA and proteins, examine bioethical questions about GMO food, cloning, designer babies, genetically modified bacteria, genetics and race, and many other controversial topics, and apply the tools of biotechnology to fields such as: human genetics, cell biology, human evolution, ecology, biochemistry, microbiology, and forensic science.

#### **ADVANCED PLACEMENT (AP) BIOLOGY – HP Grades 11, 12**

*Prerequisite: “B” or better in both Biology and Chemistry or Environmental Chemistry or department recommendation.*

AP Biology is equivalent to an 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.

### **PHYSICAL SCIENCES**

#### **CHEMISTRY – P Grades 10, 11, 12**

*Prerequisite: Algebra I with “C” or better & passing grade in Biology or department recommendation.*

Chemistry follows a logical, sequential development of the basic principles of Chemistry through extensive laboratory centered experiences that emphasize analysis and computational skills. There is a strong focus on the direct application of Chemistry and the world around us.

#### **ADVANCED PLACEMENT (AP) CHEMISTRY - HP Grades 11, 12**

*Prerequisites: Chemistry with “B” or higher & concurrent enrollment in PreCalc.*

## **INTERDISCIPLINARY SCIENCE**

### **ADVANCED PLACEMENT (AP) ENVIRONMENTAL SCIENCE – HP Grades 11, 12**

*Prerequisite: “B” or better in both Biology and Chemistry or department recommendation.*

AP Environmental Science is an introductory college level course that surveys several pressing relevant environmental issues including human population growth, meeting the energy and food needs for society, resource management, pollution, and climate change. Students will use class time to engage in discussions, conduct labs, conduct field investigations, and work on group projects and assignments in order to apply their understanding of the content. Since the broad course outline is dictated by the College Board, the course will move quickly. As a result, the course is designed using a "Flipped Learning" Model. This means students will acquire basic content knowledge before class at home in order to maximize class time for applications and clarification of the content they studied. Students will be expected to read large amounts of text and put in 6-8 hours of work per week outside of class. It is highly likely that this will be one of the most relevant courses they will ever take.

## **SOCIAL STUDIES**

The Sequoia Union High School District Social Studies course of study is based on the Common Core Standards. The standards are composed of objectives for each grade level. The standards focus on writing, reading, and speaking. Students, therefore, learn to analyze cultures and concepts of change, interpret historical information, use historical research, evidence, and point of view, and examine cause and effect relationships, to study the consequences of major historical events and aid in the development of critical thinking skills relating to the disciplines of the social sciences. The Social Studies Department is committed to teaching such skills.

**ETHNIC STUDIES - P Grade 9**  
(3 quarters course paired with 1 quarter of Life Skills)

In this social science-focused course, students will develop the skills to critically examine local, national,

AP Chemistry is taught as a second-year chemistry course due to the quantity and difficulty of the material. Topics that involve qualitative material will be quickly reviewed whereas those involving calculations will be studied in detail. Emphasis is given to problem-solving and critical thinking regarding 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.

### **PHYSICS – P Grades 10, 11, 12**

*Prerequisites: Completion of Algebra with “C” or higher.*

Physics is a one year survey course addressing the fundamental principles of physics including the study of time, space, matter, and energy. Specific topics include mechanics, waves, thermodynamics, and electromagnetic forces. The inquiry based approach used in this course offers a hands on laboratory experience.

### **ADVANCED PLACEMENT (AP) PHYSICS 1 - HP Grades 11, 12**

*Prerequisites: Completion of Algebra II with “B” or higher AND concurrent enrollment Pre-Calculus or Finite Math & Trigonometry.*

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves.

### **ADVANCED PLACEMENT (AP) PHYSICS - HP: C MECHANICS – Grades 11, 12**

*Prerequisites: Completion of AP Calculus AB with a “B” or higher.*

AP Physics C: Mechanics is a Calculus-based course that duplicates the introductory mechanics course taken by physical science and engineering majors in college. Topics include kinematics, dynamics, energy, momentum, rotational dynamics, gravitation, and oscillations with additional topics as time permits. There is a substantial laboratory component and differential and integral calculus is used throughout the course.

and global histories through the lens of race, gender, and class. Students will be able to identify locations of power and where injustice and oppression exist, to imagine and reshape those systems with the intent of finding joy, solidarity, “collective hope,” and healing. This course aims to leverage existing methodologies to question dominant narratives, systems, and their creation and to establish new ones. The course will center on indigeneity, Blackness, race, ethnicity, and its intersections to other social categories such as gender and class. Intersectionality and the critical skills of Ethnic Studies are key in our framework and in all our units, departing from a traditional “Ethnic Studies” model that divides each unit into racial categories. In semester one, students will be introduced to the origins of Ethnic Studies and social identities. Students will reflect on how their multitude of identities impact the way they interact with the world. Next, students will grapple with the histories of forced migration, voluntary migration, and refugees, and think critically about belonging, acculturation, and the importance of oral history. Semester two will center on how change on the individual, interpersonal, cultural, and systemic level is created and students will apply these lessons to address a concern they have at the school or community level. This course is designed to build a foundation for other high school social studies courses, where these lenses and critical analysis will be further honed and utilized in a variety of historical contexts.

### **WORLD HISTORY - P / WORLD HISTORY EML - P Grade 10**

World History is a two-semester survey course that studies major turning points that shaped the modern world, from the late eighteenth century through the present. Students trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues and relate them to their historical, geographic, political, economics, and cultural contexts. Students consider multiple accounts of history in order to understand events from a variety of perspectives. This course meets California standards for tenth-grade History.

### **ADVANCED PLACEMENT (AP) WORLD HISTORY - HP Grade 10**

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop

and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

### **U.S. HISTORY - P / U.S. HISTORY EML - P Grade 11**

The objectives of this one year course of study include the study of the development of American political, economic, and social institutions from pre-colonialism to the present with an emphasis on the twentieth century. The course further prepares students to be competent as citizens in a democratic society through an understanding of democratic tradition.

### **ADVANCED PLACEMENT (AP) U.S. HISTORY - HP Grade 11**

In-depth study of the development of American political, economic and social institutions. The course includes selected interpretative study of ideas, issues, analytical materials, and biographical information. It follows course content prescribed by the College Entrance Examination Board to prepare students for the Advanced Placement examination.

### **ECONOMICS - P / ECONOMICS EML - P Grade 12**

This is a one semester course of study that is designed to allow students to master fundamental economic concepts, the basic economic principles of micro and macroeconomics, international economics, and comparative economic systems

### **AMERICAN GOVERNMENT-P / AMERICAN GOVERNMENT EML - P Grade 12**

One semester course that studies the problems of politics, the legislative process, political parties, voting, state and federal constitutions, the Bill of Rights, court and justices systems, and state and local governments; and related matters, such as foreign policy, mass media,

public opinion, and citizen responsibilities.

**AP PSYCHOLOGY - HP Grades 11, 12 (Elective)**

The course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing, and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas  
(Meets the "G" College Prep Elective requirement for UC/CSU)

## **VISUAL AND PERFORMING ARTS**

### **Note to students and parents**

The Visual and Performing Arts Department highly recommends that students begin courses in the fall – all courses are year-long, second-semester content builds on first semester skills and knowledge. They also recommend that students who have had a year or more of beginning level art courses, at the middle school level, or a similar experience, be enrolled in an Intermediate level art course.

## **BEGINNING VISUAL ART COURSES**

**CERAMICS I - P Grades 9, 10, 11, 12**

An introductory art course based on the fundamentals of ceramic design and construction. Sculptural and functional pieces are created using handbuilding and some wheel thrown techniques and are inspired through cultural and artistic traditions. Projects such as decorative tiles, coil pots, and masks are expressed using; glazes, underglazes, and decorative painting styles. Classes explore the Elements of Art and the Principles of Design as established by the California

Visual Arts Framework. Students suited to this class are those who prefer a concentration in 3dimensional creativity with clay.

**DRAWING / PAINTING I - P Grades 9, 10, 11, 12**

In this class, students are introduced to a variety of media and methods of artistic expression. The *Elements of Art* and the *Principles of Design* are the focus of the class, as established by the *California Visual Arts Framework*.

Emphasis is placed on 2-dimensional art-making through a wide variety of drawing, and painting techniques while developing the students' technical and creative skills. Art media used includes, but is not limited to, drawing pencils, chalk and oil pastels, pen and ink, charcoal, acrylic paints, and watercolor paints. Areas of emphasis are perspective, landscape, still life, portrait, and figure, and expressive drawing. Projects throughout the year incorporate art history and cultural art awareness, as well as self-expression.

This class is intended for students who have **little or no** previous art education. Students should have good hand-eye control and be interested in 2-dimensional art, such as realism, self expression, anime, and graffiti style/street art. *(If you have had art in middle school, or in any other formal situation, this class is **not** the class for you. Sign up for Drawing/Painting II.)*

**DIGITAL PHOTOGRAPHY I - P Grades 9\*, 10, 11, 12**

Students receive an introduction to digital photography and digital camera operations, covering lighting, composition, exposure, and the fundamentals of traditional photographic concepts as well as the elements and principles of design. Weekly creative and technical assignments are given to support topics covered in class. Photographing flat art, three-dimensional objects, and optimizing photos for a digital workflow will be discussed. The creative freedom of digital photography will be a strong component of this course. Course work includes digital imaging, Photoshop, studio lighting, and portfolio preparation. Students will complete publication ready photo essays using InDesign. Students will be encouraged to develop a personal, expressive style in

addition to achieving technical excellence.

(\*Ninth grader wishing to take Digital Photography will only be placed in a 7th period section.)

## INTERMEDIATE VISUAL ART COURSES

Prerequisites include beginning art courses, experiences or, middle school art teacher recommendations.

### CERAMICS II - P Grades 10, 11, 12

*Suggested Prerequisites: C or better in Ceramics I or Department Approval*

This course focuses on the potter's wheel in combination with hand-building techniques. The cylinder and the bowl will be explored as the basis for more elaborate forms. Personal expression will be encouraged through surface decoration, glazing, and firing options. Emphasis will be placed on producing unique and well built ceramic art based on clay skills learned in a beginning art course.

### DRAWING/PAINTING II - P Grades 10, 11, 12

*Suggested Prerequisite: Drawing/Painting I or Teacher Recommendation.*

Drawing/Painting II is an intermediate-level class that builds upon the student's previous art education, such as Drawing/Painting I. Advanced application of the *Elements of Art* and *Principles of Design* are applied to drawing, painting, and printmaking. The further development of **creative and technical skills** are the focus of the class while creating an understanding of, and use of, various **art styles** and **theories of art**. Areas of emphasis are portrait and figure, landscape, and abstract/non-objective art. Art media includes pencils, chalk and oil pastels, charcoal, ink, watercolors, acrylic paint, and printmaking supplies. Projects are intended to extend and develop students' personal styles. Students suited to this class are those who enjoyed a beginning level art class and wish to further expand the limits of their own creative process. Students will be challenged individually and creatively and must be motivated.

## ADVANCED VISUAL ART

## COURSES

Prerequisite requirements include beginning and intermediate art courses or experiences, or art teacher recommendation. Some courses require pre-course assignments and/or preparation.

### CERAMICS III - P Grades 11, 12

*Prerequisites: A two-year sequence in Ceramics and Art Department approval.*

Ceramics III offers students who have been through our beginning and intermediate level Ceramics courses a chance to grow as an artist and further explore ceramic techniques. This course encourages and expects a creative and systematic investigation of formal and conceptual issues in 3D design.

Students will be expected to solve creative problems using their knowledge of elements and principles of design throughout the Ceramics III course. Students will use a range of conceptual approaches as well as show technical competency in a variety of mediums and familiarity with traditional and contemporary approaches to art. Class assignments will challenge students to set and achieve creative goals.

### CERAMICS IV - P Grades 11, 12

*Prerequisites: A three-year sequence in Ceramics and Art Department approval.*

Ceramics IV is a course designed to strengthen both wheel-throwing skills and hand-building techniques. The student is encouraged to develop a style of their own and investigate pottery styles and techniques not presented in class. Ceramics 4 moves more quickly than Ceramics 3 and the teacher will give very little physical help. Students will learn not only art production, but also critique, aesthetics, and history which will increase both their artistic and critical thinking skills.

### ADVANCED PLACEMENT (AP) CERAMICS - HP Grades 11, 12

*Prerequisite: A two year sequence in art and Art Department approval.*

AP Ceramics is a college course for highly motivated advanced art students who are interested in developing their individual artistic styles and in developing a portfolio, which may be submitted to the College Board's

AP Program for possible college credit. Students will use individual choice of 3D media and subject matter, which are centered around the student's specific interests and needs. Students will design and develop their own projects around assigned problems, as well as their own interests in art. Alternative firing processes and construction techniques are available to assist

students in the development of advancing their skills and techniques.

Students suited for this course are those who plan on pursuing art in college and a possible career in the visual arts. They **MUST** be highly motivated with a genuine desire and ability to make quality art.

### **ART STUDIO I - P Grades 11, 12**

*Prerequisite: Any two-year sequence in art (such as, but not limited to, Drawing/Painting I & II) and art department approval.*

Advanced offering for students beyond a second year art course. Advanced individual projects in 2-dimensional and/or 3-dimensional artwork.

Art Studio I will focus on the development of advanced skills and techniques using individual choice of media and subject matter. Problems and projects are structured to extend and challenge the individual student's specific interests and abilities in art. Students will design and develop their own projects around assigned problems, as well as their own interests in art. Art media available are higher quality and more professional-grade materials and tools, and include pencils, charcoal, chalk and oil pastels, inks, watercolor, acrylic paints, printing materials, assorted paper, papiermâché, plaster, clay (handbuilding) and assorted materials.

Students suited to this class are those who are highly self-motivated, creative, and like to challenge themselves to make quality art.

### **ART STUDIO II Grade 12**

*Prerequisite: Art Studio I and Art Department approval.*

Continuation of Art Studio I. An advanced course for fourth-year art students who do not wish to take AP Art Studio, but want to further refine their understanding of and abilities in the various artmaking techniques, styles, and media usage. Students suited to this class are those

who are highly self-motivated, creative, and like to challenge themselves to make quality art.

### **ADVANCED PLACEMENT (AP) ART STUDIO - HP Grades 11, 12**

*Prerequisite: A two year sequence in art and Art Department approval.*

AP Art Studio is a college course for highly motivated advanced art students who are interested in developing their individual artistic styles and in developing a portfolio, which may be submitted to the College Board's AP Program for possible college credit. Development of advanced art skills and techniques. Students will use individual choice of media and subject matter, which are centered around the student's specific interests and needs. Students will design and develop their own projects around assigned problems, as well as their own interests in art. Art media available include acrylic and watercolor paints, linoleum and etch printing materials, chalk and oil pastels, charcoal and pencil, assorted sculptural materials, papiermâché, plaster, and clay.

Students suited for this course are those who plan on pursuing art in college and a possible career in the visual arts. They **MUST** be highly motivated with a genuine desire and ability to make quality art.

### **ADVANCED PLACEMENT (AP) AP PHOTO AND 2D STUDIO ART PHOTO - HP Grades 11, 12**

*Prerequisite: Completion of Digital Photo I and Digital Photo & Design with a C or better and teacher approval.*

The AP Studio Art: 2-D Design course is designed for students who are seriously interested in the practical experience of art and wish to develop mastery in the concept, composition, and execution of their ideas. [SC2] AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. In building the portfolio, students experience a variety of concepts, techniques, art mediums, and approaches designed to help them demonstrate their abilities as well as their versatility with specific techniques, problem-solving, and ideation. Students also develop a body of work for the Concentration section of the portfolio that investigates an idea of personal interest to them. Photography, printing, drawing, painting, printmaking, mixed media, and collage are all appropriate means for expressing

design principles. The 2-D Design portfolio contains three sections: Quality, Concentration, and Breadth. The AP Studio Art: 2-D Design course addresses three major concerns that are a constant in the teaching of art:

- (1) a sense of quality in a student's work;
- (2) the student's concentration on a particular visual interest or problem; and
- (3) the student's need for breadth of experience in formal, technical, and expressive means of art.

### **ADVANCED PLACEMENT (AP) ART HISTORY - HP Grades 11, 12**

The Advanced Placement History of Art course is designed to introduce students to an understanding of the purpose and meaning of art and architecture in our daily lives. The class begins with the ancient world and continues for the year with lectures, slides, and reading covering the history of art into the twentieth century. Students who enjoy history, literature, and/or art are encouraged to enroll. A high degree of commitment to academic work is required as the course moves at a challenging pace, requiring students to absorb and synthesize complex relationships between art, artists, and society. A substantial amount of reading will be required, as well as frequent writing assignments pertaining to the analysis of art and its historical context.

## **BEGINNING PERFORMING ART COURSES**

### **GUITAR I - P Grades 10, 11, 12**

Instruction in basic guitar technique and styles, music theory and analysis, participation in individual and group assessments. All levels of students may enroll. Designed to meet individual needs.

### **CHORAL I - P Grades 9, 10, 11, 12**

Understanding of music through the study of voice, music fundamentals, good choral literature, and choir citizenship; possible growth to advanced vocal programs; performance opportunities included in the instruction of the group. Participation in Winter, Spring, and Graduation concerts. Good citizenship is required.

### **DRAMA I - P Grades 9, 10, 11, 12**

The course covers improvisation, pantomime, voice and diction, scene studies, theatre history, as well as basic technical and theatrical vocabulary. There will be special emphasis on characterization, physicality,

staging/blocking, dramatic criticism, and reactions to theatrical pieces in Western and non-Western forms of theatre. Students are required to see at least one live theatrical production per semester.

### **STAGECRAFT – P Grades 9, 10, 11, 12**

This course focuses on the creation of the technical aspects of theatrical production (scenery/set, lighting, sound, and costume), including advanced techniques of design execution. Emphasis is placed upon textual analysis for design, graphic techniques for the communication of design concepts, and communication among members of the production team. Students are expected to participate in the design and execution of departmental productions during the semester, requiring some additional time outside of class. No prior experience in drama or design is required.

## **INTERMEDIATE OR ADVANCED PERFORMING ARTS COURSES**

### **ADVANCED BAND - P Grades 9, 10, 11, 12**

*Prerequisite: Audition required. Two years of playing experience recommended. May be repeated for credit.*

Performing group study of standard and current band literature; participation in musical activities of school and community.

### **JAZZ BAND II - P Grades 10, 11, 12**

*Prerequisite: Audition required. May be repeated for credit.*

Work on intermediate improvisation technique; study of the structure and arrangement of jazz band music.

### **JAZZ BAND III - P Grades 10, 11, 12**

*Prerequisite: Audition required. May be repeated for credit.*

Work on advanced improvisation technique; advanced study of the structure and arrangement of jazz band music. The group frequently performs for school/community events, as well as attending festivals.

### **ORCHESTRA - P Grades 9, 10, 11, 12**

*Prerequisite: Audition required. Two years of playing experience recommended. May be repeated for credit.*

Orchestra studies and performs repertoire from the Baroque period up through modern-day music literature. The group performs at school, in the community, and occasionally on trips or at festivals. Technical skills development and high-level musicianship are studied. Wind players are welcome.

### **GUITAR II Grades 10, 11, 12**

*Prerequisite: Adequate progress in Guitar I or by audition.*

Continued instruction in technique, repertoire, collaboration, theory, analysis, improvisation, fingerpicking, ensemble playing. Emphasis on performance.

### **DRAMA II, III, IV - P Grades 10, 11, 12**

*Prerequisite: Drama II: Completion of Drama I with a C or better or department approval.*

*Prerequisite: Drama III: Completion of Drama II with a C or better or department approval.*

*Prerequisite: Drama IV: Completion of Drama III with a C or better or department approval.*

The course focuses on the refinement of acting skills through solo and group work in performance theory exercises and scene work, improvisation, dialect scenes, stage combat, audition skills, puppetry, and playwriting. Students will learn about professional theatre company operating positions and responsibilities; they may rehearse and perform oneact plays for middleschool audiences. There is some emphasis on directing.

## **WORLD LANGUAGES**

Levels I and II of all world languages count toward elective credits for graduation.

Four-year colleges and universities require level II or higher for admissions.

### **FRENCH I - P OR SPANISH I - P Grades 9, 10, 11, 12**

*Suggested Prerequisite: English reading ability at ninth grade level or higher.*

Practical mastery of skills necessary for understanding, speaking, reading, and writing the language;

appreciation of the culture and heritage of the countries in which the language is spoken.

### **FRENCH II - P OR SPANISH II - P Grades 9, 10, 11, 12**

*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; emphasis on vocabulary enrichment; introduction to literature; appreciation of the culture and heritage of the countries in which the language is spoken; class conducted mostly in the target language.

### **FRENCH III - P OR SPANISH III - P Grades 9, 10, 11, 12**

*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, development of composition skills; additional reading in the literature; appreciation of the culture and heritage of the countries in which the language is spoken; class conducted principally in the target language.

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

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

Classes conducted in French and Spanish: Continuation of French III or Spanish III; appreciation of the culture and heritage of the countries in which the language is

spoken; class conducted in the target language; emphasis on literature and culture with vocabulary building, composition, and oral competency.

### **SPANISH II-NS - P (Native Speaker) Grades 9, 10, 11**

*Prerequisite: Speak Spanish with a basic level of oral and reading comprehension and ability to produce a comprehensible writing sample of at least 75 words.*

This beginning course is designed for students who speak Spanish, and wish to develop their reading, writing, oral, and vocabulary skills. This course includes basic principles of grammar with an emphasis on the present tense to further develop writing paragraphs related to personal lives. This course will have a variety



of presentations focusing on Spanish speaking countries. Class conducted entirely in Spanish.

**SPANISH III-NS - P (Native Speaker) Grades 9, 10, 11, 12**

*Prerequisite: Speak Spanish with an intermediate level of oral and reading comprehension and the ability to produce a comprehensible writing sample that demonstrates control of the language. Complete Spanish II-NS with a C or better **or** department recommendation.*

The focus of this course is to improve reading, writing, and speaking skills through the study of Latin American countries' history, literature, and culture. Emphasis on vocabulary building, review of present and past grammatical tenses, spelling, sentence structure, punctuation, accents, and paragraph organization. Class conducted entirely in Spanish.

**SPANISH IV-NS - P (Native Speaker) Grades 9, 10, 11, 12**

*Prerequisite: Speak Spanish with an advanced level of oral and reading comprehension and the ability to produce a comprehensible writing sample that demonstrates a command of the language. Complete Spanish III-NS with a C or better **or** department recommendation.*

Study of Mexican and Chicano history, literature, and culture, with selections from novels, current events articles, short stories, art, and poetry. Discussion of social issues that affect the youth and community. This course is focused on past and future tenses of grammar in order to make predictions for our society's future based on historical events. Presentational skills built from Spanish III-NS. Class conducted entirely in Spanish.

**ADVANCED PLACEMENT (AP) SPANISH - HP (Native Speaker) Grades 10, 11, 12**

*Prerequisite: Completion of Spanish III-NS with a C or better, or department recommendation.*

Advanced course conducted solely in Spanish; emphasis on composition, oral proficiency, and presentational skills. Semester one focuses on written accents, formal email writing, and oral presentations. Semester two focuses on persuasive essay writing, conversational skills, and thorough preparation for Advanced Placement Spanish and Language and Culture Exam.

Students will discuss controversial issues through discussions, classroom presentations, current event articles, and writing.

**ADVANCED PLACEMENT (AP) SPANISH LANGUAGE - HP Grades 10, 11, 12**

*Prerequisite: Completion of Spanish IV with a C or better **or** teacher recommendation.*

Advanced course conducted solely in Spanish; emphasis on composition, oral proficiency, and presentational skills. Semester one focuses on grammar review, vocabulary building, formal email writing, oral presentations and comparison of Latin American culture and the United States. Semester two focuses on persuasive essay writing, conversational skills, and thorough preparation for Advanced Placement Spanish and Language and Culture Exam. Students will discuss controversial issues through discussions, classroom presentations, current event articles, and writing.

**ADVANCED PLACEMENT (AP) FRENCH LANGUAGE AND CULTURE - HP Grades 10, 11, 12**

*Prerequisite: Completion of French IV with a C or better **or** teacher recommendation.*

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

**LATIN I - P Grades 9, 10, 11, 12**

Practical mastery of skills necessary for understanding, reading, and writing of Latin; improvement of communication skills through the study of English words derived from Latin; appreciation of the great contribution of ancient Rome to western civilization; understanding the contribution made by Latin to the modern romance languages.

**LATIN II - P Grades 9, 10, 11, 12**

*Prerequisite: Completion of Latin I **or** department recommendation.*

Continuation of Latin I; introduction to more complex

grammatical constructions; study of Latin literature.

**LATIN III - P Grades 9,10,11,12**

*Prerequisite: Completion of Latin II or department recommendation.*

Continuation of Latin II; study of the contribution of Roman culture through reading the literary efforts of Rome's greatest writers (Caesar, Catullus, Ovid, Horace).

**LATIN IV - P Grades 10, 11, 12**

*Prerequisite: Completion of Latin III or department recommendation.*

Continuation of Latin III; study of the most important aspects of Roman culture; introduction to the literature of Vergil, Ovid, Cicero, and other poets and historians.

**ADVANCED PLACEMENT (AP) LATIN - HP**

Grades 10, 11, 12

*Prerequisite: Completion of Latin IV or teacher recommendation.*

Intensive study of Vergil's Aeneid and Caesar's de Bello Gallico in preparation for the AP exam.

**MANDARIN I - P Grades 9, 10, 11, 12**

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

**MANDARIN II - P Grades 9, 10, 11, 12**

*Suggested Prerequisite: Completion of Mandarin I with a C or better or teacher recommendation.*

Continuation of Mandarin I: an intensified study in the four basic skills: listening, reading, speaking, and writing; emphasis on vocabulary enrichment; introduction to literature; appreciation of the culture and heritage of the countries in which the language is spoken; class conducted mostly in the target language.

**MANDARIN III - P Grades 9, 10, 11, 12**

*Suggested Prerequisite: Completion of Mandarin II with a C or better or teacher recommendation.*

Continuation of Mandarin II: refinement of the four basic skills, development of composition skills; additional reading in the literature; appreciation of the

culture and heritage of the countries in which the language is spoken; class conducted principally in the target language.

**MANDARIN IV - P OR MANDARIN IV - HP**

Grades 9, 10, 11,12

*Suggested Prerequisite: Completion of Mandarin III with a C or better or teacher recommendation.*

Classes conducted in Mandarin: Continuation of Mandarin III; appreciation of the culture and heritage of the countries in which the language is spoken; class conducted in the target language; emphasis on literature and culture with vocabulary building, composition, and oral competency.

**ADVANCED PLACEMENT (AP) CHINESE**

**LANGUAGE AND CULTURE - HP Grades 10, 11, 12**

*Prerequisite: Completion of Mandarin IV or IVHP with a C or better or teacher recommendation.*

Class conducted in Mandarin; emphasis on extensive reading, composition, oral proficiency (cultural presentation and conversation), and vocabulary building; review of grammar. Follows College Entrance Examination Board curriculum which prepares students to take the national Advanced Placement Chinese Examination.

**SEAL OF BILITERACY**

Eligibility:

- Completion of level IV or higher in French, Latin, Mandarin, Spanish, Spanish Native Speakers
- Earn a 3.0 or higher GPA in English/ELA III
- Pass the English state exam.

Students meeting the eligibility criteria receive the Seal of Biliteracy at the end of the student's senior academic year.

**NON-DEPARTMENTAL COURSES**

**LIFE SKILLS Grade 9 (Required)**

(1 quarter course paired with 3 quarters of World Studies 1 & 2)

Life Skills is an introductory, quarter long course that

covers mental, emotional, social, personal, and community health, as well as substance abuse. It introduces high school freshmen, including discussions of high school success skills and goal setting while addressing state and district approved Health Education Standards.

## **STUDENT LEADERSHIP (SPIRIT OR ASB)**

**Grades 9, 10, 11, 12**

*Prerequisite: Application required*

The M-A leadership program consists of two classes, *Spirit Leadership and ASB Leadership*. The program is a diverse community dedicated to ensuring an educated, united, and positive school environment, with respect and opportunity for all. As student leaders of M-A, students are committed to continuously improving and support our local and global communities. Students challenge themselves to enrich the soul of M-A through spirit, service, and support.

Students are required to complete community service hours each quarter:

- Quarter 1 - 35 hours
- Quarter 2 - 35 hours
- Quarter 3 - 30 hours
- Quarter 4 - 25 hours

### **Spirit Leadership**

This class organizes class specific activities for the grade level. The class organizes dances, spirit weeks, rallies, lunchtime activities, as well as the planning and implementation of class activities and participation in campus community service events such as the canned food drive and class driven service projects. Spirit also carries the responsibility of organizing senior week at the end of the school year with the senior class advisor(s).

### **ASB Leadership**

This class focuses on school issues, community service events, and projects beneficial to M-A as a whole. It is also dedicated to supporting and encouraging student voice and involvement, improving the culture at M-A, supporting all student clubs, and creating new and exciting service opportunities to benefit the community. Areas of focus include the following (but are not limited to): club activities, culture and unity, community relations and service, communication, student connections, and campus concerns. Students in the class also help run the Canned Food Drive, focusing especially on the areas of marketing, outreach, and the organization of Distribution Day.

## **PEER TUTOR** Grades 9, 10, 11, 12

Assistance to teachers as class tutors. Students provide support by tutoring students per teachers' direction.

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

*NOTE: only 2.5 units of credits earned in a semester, half the credits of regular courses.)*

Assistance in school offices or helping individual teachers, performing services such as record keeping, filing, or duplicating.

## **TECHNICAL ASSISTANT** Grades 9, 10, 11, 12

Assistance to teachers as laboratory aids. Students are given instructional support by working directly with students; help to prepare laboratory and shop instructional material setups.

# **SPECIALIZED PROGRAMS**

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

AVID targets students in the academic middle B, C, and even, D students who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their potential. Typically, they will be the first in their families to attend college, and many are from low income or minority families, but there are many reasons college-bound students may need the support offered by AVID. For one class period each day, they learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable. Students enrolled in AVID are typically required to enroll in at least one of their school's toughest classes, such as honors or Advanced Placement®, in addition to the AVID elective at some point in their high school careers.

## **AVID – P** Grades 9, 10, 11, 12

*Prerequisite: Complete application and get teacher recommendation; GPA between 2.0 & 3.5; Few/No behavior or attendance problems*

*(Meets the “G” College Prep Elective requirement for UC/CSU)*

## **COMPUTER ACADEMY**

Students must be enrolled in the Computer Academy Program in order to take any Computer Academy class. The Computer Academy is a three-year program that starts in 10th grade.

### **ACADEMY MULTIMEDIA - P Grade 10**

(Visual Performing Art for A for graduation)

Multimedia I is an introductory course designed to train students on how to use industry standard digital editing software, computer hardware, and hardware equipment including a digital camera. Students also have introductory instruction in design, rules of composition, graphic design, vector illustration, publishing design, animation, photography and video recording. Students will learn skills related to and used in real world careers. This course includes a free subscription for all students to Adobe Creative Cloud and utilizes this software.

*(Meets the Visual & Performing Art graduation requirement and the “F” requirement for UC/CSU; College Credit Earned through Foothill College)*

### **FOUNDATIONS OF WEB DESIGN - P Grade 11**

Foundations of Web Design is designed to introduce students to the world of web design and coding (including site layout principles, color and image preparation for the web, browser compatibility, graphic user interface design, usability and internet ethics and copyright issues) using HTML/CSS, Adobe CS6 Dreamweaver, Photoshop and other Multimedia design tools (learned in Multimedia) as they relate to web design. Students will learn these fundamental skills of creating a website following accepted design layout standards through a mixture of hands-on exercises, lectures, and demonstrations. Lastly, course content explores connections to a variety of careers, specifically, but not limited to, technology based careers that are prevalent within our community.

*(Meets the Career Technical Education graduation requirement and the “G” College Prep Elective requirement for UC/CSU; College Credit Earned through Foothill College)*

## **WEB DESIGN & DEVELOPMENT SITE PROGRAMMING LANGUAGES - P Grade 12**

Website Programming Languages focuses on supporting students in developing their web page design skills and exposing them to beginning programming with the coding languages HTML, JavaScript, CSS, CGI, and PHP. Students will learn how to include the extra touches of style and usability that make websites stand out from the crowd, learning tools that can turn their websites from forgettable to impactful, and portfolios from promising to professional. Students will develop a basic understanding of design principles and the user/software/hardware interface as well as understanding the logical process of computer problem-solving. Students will also learn skills for research, development, and publishing processes. Understanding, critical thinking, and problem-solving skills related to programming will be developed as students are further introduced to the fields of web development and computer science.

*(Meets the Career Technical Education graduation requirement and the “G” College Prep Elective requirement for UC/CSU)*

### **ACADEMY ENGLISH II - P Grade 10**

The course parallels English II-P. This one year college prep course enables students to demonstrate competency in the 10<sup>th</sup> grade state and district standards of: vocabulary development, reading comprehension, literary analysis, critical thinking, understanding and demonstrating various modes of writing, knowledge of grammar, listening and speaking skills, and the ability to work cooperatively in groups. Students complete portfolio projects throughout the year. Career awareness and career enhancing skills are also emphasized in this year.

*(Meets the “B” English requirement for UC/CSU)*

### **ACADEMY ENGLISH III - P Grade 11**

The course parallels English III-P. This one year college prep course enables students to demonstrate competency in the 11<sup>th</sup> grade state and district standards of: vocabulary development, reading comprehension (with an emphasis on informational materials and media literacy in the junior year), literary analysis, critical thinking, understanding and demonstrating various modes of writing, knowledge of grammar, listening and speaking skills, and the ability to work cooperatively in

groups. Students complete portfolio projects throughout the year. Career awareness and career enhancing skills also emphasized.

*(Meets the “B” English requirement for UC/CSU)*

### **ACADEMY CHEMISTRY - P Grade 10**

*Prerequisite: Successful completion of Biology and Algebra I.*

Chemistry follows a logical, sequential development of the basic principles of Chemistry through extensive laboratory centered experiences that emphasize analysis and computational skills. There is a strong focus on the direct application of Chemistry and the world around us.

*(Meets the “D” Lab Science requirement for UC/CSU)*

### **BIOTECH 1 & 2 - P Grades 11**

Academy Biotechnology 1 and 2 is an exciting hands on course that meets the D lab science requirement for life science. Because Biotechnology is a huge part of the local Bay Area economy, students will learn about multiple career possibilities in the field of biotechnology while learning basic lab skills and techniques used in industry including PCR, bacterial transformation, electrophoresis, micro pipetting, spectrophotometric analysis, solutions prep, and many more. The course will explore bioethical questions about GMO food, cloning, designer babies, genetically modified bacteria, genetics of race, and many other controversial topics. Students will explore human genetics, cell biology, human evolution, ecology, biochemistry, microbiology, and forensic science using the tools of biotechnology. In addition, students will get the chance to think about how new products are developed, scaled up, and brought to the market using biotechnology.

*(Meets the “D” Lab Science requirement for UC/CSU)*

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

World Studies is a two semester survey course that studies major turning points that shaped the modern world, from the late eighteenth century through the present. Students trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues and relate them to their historical, geographic, political, economics, and cultural contexts. Students consider multiple accounts of history in order to understand events from a variety of perspectives. This course meets California standards for tenth grade History.

*(Meets the “A” Social Studies requirement for UC/CSU)*

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

This is a yearlong course that examines the major turning points in American History by first reviewing the Revolutionary Era through the Late 1800s, and then emphasizing the twentieth century. Among the topics covered will be the Progressive Era, the Jazz Age, the Great Depression, World War II, the Cold War, and the United States’ involvement in the New World Order. Students will be required to complete a research paper during the second semester.

*(Meets the “A” Social Studies requirement for UC/CSU)*

### **ACADEMY AMERICAN GOVERNMENT - P Grade 12**

A one semester course that studies political parties, voting, the structure of government, the Bill of Rights, and related matters, such as foreign policy, mass media, public opinion, and citizen responsibilities. Students will be required to complete a research paper.

*(Meets the “A” Social Studies requirement for UC/CSU)*

### **ACADEMY ECONOMICS - P Grade 12**

A one semester course that studies the basic economic principles of micro and macroeconomics including business organization, supply/demand, competition, banking system, personal finance, labor and wages, economic systems, international trade, and developing economies. Students will be required to complete several economic projects.

*(Meets the “G” College Prep Elective requirement for UC/CSU)*

## **ENGLISH LEARNERS PROGRAM**

The program for English Learners is designed to ensure that students receive systematic instruction in English to reach full academic proficiency in English as rapidly as possible. English Learners are also provided a full spectrum of courses that meet graduation requirements and prepare them for postsecondary educational opportunities. English Learners entering the Sequoia Union High School District from elementary schools are registered through the regular articulation process. Students earn 10 English credits for the year-long ELA class, and 10 elective credits for the year-long ELD class. English Learners at the bridging level are placed in a general English course based on their GMRT results.

**ENGLISH LANGUAGE ARTS I/English Language Development I**

This level is for emerging English Learners as courses follow the state and district ELA and ELD standards for beginning English Learners. It prepares the English Learner to follow simple oral directions, to understand everyday vocabulary, to develop English literacy and to write complete sentences and paragraphs, with minimal errors, following familiar formats.

*(Does **NOT** meet the “B” English requirement for UC/CSU)*

**ENGLISH LANGUAGE ARTS II/English Language Development II**

This level is for English Learners moving from emerging toward expanding. The course follows the state and district ELA and ELD standards for emerging and expanding English Learners. The course prepares the EL student to demonstrate basic conversational skills in a variety of settings, to deliver short oral reports, to read and understand both fictional and expository text, to engage in an analysis of literature, and to write short essays and stories.

*(Does **NOT** meet the “B” English requirement for UC/CSU)*

**ENGLISH LANGUAGE ARTS III - P/English Language Development III**

This level is for expanding English Learners. The course follows the state and district ELA and ELD standards for expanding English Learners. Students read narrative and nonfiction, level-appropriate materials. They use knowledge of word parts and word relationships to increase fluency. Students identify and analyze figurative language in text, including idioms. Students write short, persuasive essays in which they take a position on an issue and justify it with evidence.

*(Meets the “B” English requirement for UC/CSU)*

**MAINSTREAM ENGLISH COURSES**

The curriculum of each course follows the California standards for that grade-level. A variety of scaffolds are in place to make the content more accessible to the students such as direct interactive instruction and in some cases co-teaching. English Learners’ ongoing English Language Development needs are met through their English course.