

SAN MATEO UNION HIGH SCHOOL DISTRICT



## **MILLS HIGH SCHOOL**

A Tradition of Excellence in Education

### **ADMINISTRATION**

Pamela Duszynski - Principal

Jose Gomez - Assistant Principal

Lyndsey Schlax- Assistant Principal

Tim Christian - Dean of Students

400 Murchison Drive, Millbrae, CA 94030



Dear Students, Parents and Fellow Vikings,

Welcome to Mills High School! We are pleased that you are considering or have joined our school community. I'm proud of our staff and students, and the hard work and dedication each of them bring to our campus each day. Our mission at Mills is to provide a safe, vibrant and inclusive learning environment that promotes equitable opportunities for all students to achieve academic goals while giving them the tools and resources to access personal growth, well-being and balance. Students at Mills embrace learning for growth, and become lifelong learners, harnessing the power of creativity, collaborative problem-solving and critical thinking to make a positive impact on our world.

This booklet articulates our guidance and counseling information, graduation requirements, and course offerings organized by subject area, and we hope that it can serve as a tool for you as you navigate and plan the next four-years at Mills. In addition to the "Academic Core" classes in English, math, science, and social science, Mills offers classes in Spanish, Chinese and Japanese as part of the World Languages department and Studio Art, Media Arts, Art of Video, Ceramics, Band, Choir, Orchestra, and Drama as part of the Visual and Performing Arts Department. Furthermore, Mills offers Career Technical Education and STEM courses including Nutrition and Culinary Arts, Biotechnology, Woodworking, Architectural Design and Engineering Technology, and Computer Science courses. There is something for everyone at Mills, and we encourage our students to take courses that may ignite an unknown talent or foster a new passion.

For students seeking a more rigorous academic experience, Mills offers a high number of Advanced Placement courses in a variety of academic subject areas. Mills' tradition of academic excellence is directly related to our talented teaching staff, comprised of both experienced and new teachers, who work collaboratively in professional learning communities to create an engaging, rigorous and supportive learning environment for all students. Furthermore, Mills offers an extensive array of specialized academic support that is tailored to ensure high school success.

Mills is an inclusive campus with an extensive co-curricular and athletic program with over 60 clubs such as the Interact Club, Model United Nations, STEM Club, and several academic and cultural clubs. Our students participate in Academic Decathlon, FCCLA, Mock Trial, Robotics, and a variety of other activities that offer additional chances to pursue a passion or discover new interests. Approximately one third of our student body participate on one or more sport teams, and our athletic teams regularly make it to league playoffs.

The Mills campus is clean and safe with caring and supportive adults that help shape our strong student culture and climate. Each of the faculty and staff accept responsibility for making Mills an excellent school. We believe in our students and we believe in the difference that we can make in their lives.

Please take the time to review the information contained in this booklet. We look forward to having you aboard the Viking ship!

Sincerely,  
Pamela Duszynski  
Principal

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## COUNSELING DEPARTMENT

The individual needs of each student are very important at Mills. We want you to feel comfortable seeking advice or assistance with any problems that arise. To access the most complete services possible, please visit a counselor or the Career Center.

### Counselors

Each Mills student is alphabetically (by last name) assigned to a counselor. The Mills counseling office and the counselors may be reached by telephone or email:

COUNSELING OFFICE - Staff Assistant - Andrea Crowley - 650/558-2505

Lisa Laux	650/558-2512	llaux@smuhsd.org
Rachel Mack	650/558-2510	rmack@smuhsd.org
Alex Stillman	650/558-2511	astillman@smuhsd.org
Kalani Vasquez	650/558-2536	kvasquez@smuhsd.org

If you have questions about any of your classes, your schedule, or meeting graduation/college entrance requirements, please see your counselor. Students are free to stop by before school, after school, brunch, or lunch. Parents are asked to make an appointment by calling or emailing the counselor assigned to their student. If you have an emergency, you can stop by the office, speak with the counseling staff assistant and she will inform your counselor.

Other areas of counselor support are in college search, school and community resources, career exploration, personal counseling, and referrals to outside agencies.

Your Counselor is your advocate who is ready and willing to help you enjoy a meaningful and successful high school experience.

## COLLEGE ENTRANCE REQUIREMENTS

Courses must be completed with a minimum grade of C-  
2020-2021

SUBJECT A-G	UC/CSU REQUIREMENT	MILLS COURSES WHICH MEET CSU AND UC REQUIREMENT
SOCIAL SCIENCE (A)	2 YEARS REQUIRED	Ethnic Studies (CP) (1 semester) Modern World History (CP, AS) U.S. History (CP, AP) American Government (CP, AP)
ENGLISH (B)	4 YEARS REQUIRED	English 1, 2, 3, 4 (CP, AS, AP) English ELD 3
MATH (C)	3 YEARS REQUIRED 4 YEARS RECOMMENDED	Algebra 1, Algebra 2, Geometry Finite Math & Statistics Pre-Calculus, AP Calculus (AB/BC) AP Statistics AP Computer Science A Intro to Data Science (IDS)
LABORATORY SCIENCE (D)	2 YEARS REQUIRED 3-4 YEARS RECOMMENDED	Biology, Chemistry, Physics Biotechnology 1, 2 AP Biology, AP Chemistry, AP Physics 1 AP Environmental Science
WORLD LANGUAGE (E)	2 YEARS REQUIRED 3 YEARS RECOMMENDED	Chinese 1, 2, 3, AP Japanese 1, 2, 3, AP Spanish 1, 2, 3, AP
VISUAL & PERFORMING ARTS (F)	1 YEAR REQUIRED	Architectural Design 1 & 2, Art, Art Advanced, AP Studio Art Drawing, 2D & 3D, Art of Video, Advanced Art of Video, Ceramics, Media Arts, Advanced Media Arts, Symphonic Band, Concert Choir, Jazz Ensemble, Chamber Orchestra

ELECTIVES (G)	1 YEAR REQUIRED	<p>Computer Science Principles, Economics, Engineering Technology, Foods &amp; Nutrition, International Relations, Journalism, Law &amp; Society, AP Macroeconomics, Psychology, Publications</p> <p>Any Courses from Social Science, Math, Science, VAPA and World Language areas taken beyond the minimum requirement may count as an elective.</p>
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**\*Requirements for out of state and private colleges vary.**

**\*\*Any classes taken beyond the minimum for a specific subject area may be counted as electives.**

The requirement for graduation is a minimum of 220 credits. Graduation requirements must be completed at Mills High School, or San Mateo High School District summer school.

Courses taken outside of Mills High School must be approved by the students' counselor prior to enrollment.

Students taking advanced placement courses shall receive one extra point for each semester grade of C or better for the purpose of calculating GPA.

Students who retake a course they have already passed cannot receive credit twice. Only D or F grades may be retaken for a higher grade.

Students who are enrolled in an AP class are encouraged to take the AP exam for the curricular area.

Elective credits may be earned for any courses taken beyond the minimum requirement in that subject area (ie: a second year of a world language).

## **Concurrent Enrollment**

Mills students are encouraged to pursue their interests and broaden their knowledge base at the local community colleges by taking courses that are NOT offered at Mills High School.

Prior approval from your Mills counselor is required before registering for a community college class.

Grades and credits for community college coursework are not generally placed on the Mills transcript unless pre-approved and taken through our district dual enrollment program. This applies only for those grades replacing a D or F grade in a graduation requirement class. They can remain on the community college transcript and be sent directly to colleges of your choice.

## **Final Exam Policy**

Semester final exams are given on the days indicated on the school calendar. Teachers will not administer early final exams for students. If students cannot take their final exams on the given day, students will receive a 0 score on their final and their grade will be calculated accordingly. The final exam may be made up by taking the missed exam with the teachers of record upon their student's return to school. The exam must be completed within the first six weeks of the new semester. Once the final is completed, the teacher will revise the student's semester grade and will submit a "Grade Change Verification Form" to the Principal.

## **Grading Policies**

All 9<sup>th</sup>, 10<sup>th</sup> & 11<sup>th</sup> grade students will be enrolled in a minimum of six classes (or thirty units of credit) each semester. 12<sup>th</sup> graders can be enrolled in a minimum of 5 classes. Exceptions will be made through administrative approval, including the IEP process. Students, upon returning to classes from an excused absence, are to request from their teachers all the assignments they have missed. The teacher of any class from which a student is absent shall determine the tests and assignments that may be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence. Teachers will confer with students having academic difficulties (i.e., earning below C as early as those difficulties become apparent).

Teachers will contact parent/guardian by progress report, telephone, or email as soon as it becomes evident that a conference with the student has not resulted in improvement.

Teachers will issue report card grades to all students at the end of each six week grading period.

Students at comprehensive high schools who fail to maintain a 2.0 grade point average and fail to pass a minimum of twenty-five (25) credits, and no more than 1 "F" per semester will be placed on academic probation during the following six-week grading period.

Students who are placed on academic probation may not participate in athletics, spirit squad, student government programs, and drama/music/dance productions and will not be permitted to maintain a work permit.

Students who are continually placed on academic probation will explore, with their counselor, opportunities for placement in an alternative educational program.

# COURSE OFFERINGS





## CAREER TECHNICAL EDUCATION DEPARTMENT

Career Technical Education (CTE) is an educational experience which incorporates academic learning and the development of technical skills. One year (10 credits) of CTE is required for graduation. Two years (20 credits) are encouraged for CTE pathway completion. Students participate in classroom presentations as well as perform hands-on experiences in a lab setting. Study skills and job entry level skills are stressed with emphasis toward the world of work, career decisions, consumer knowledge and opportunities in higher education. Several of the courses in the Career Technical Education Department have Tech Prep Articulation agreements with the College of San Mateo, Canada, Skyline and West Valley Mission Community College. Tech Prep Agreements allow student advanced placement and college credit earned while in high school.

### **Art of Video**

**Grade Levels: 9-12**

This two semester course teaches students the process of filmmaking from transforming their ideas into moving images and sound. Students will focus on the art of storytelling by the usage camera shots, balancing sounds and editing. Students will collaborate with their peers in creating stories, writing scripts, directing and acting. This course is a University of California approved elective course.

This course meets the UC/CSU "F" VAPA requirement.

This course meets the CTE or VAPA district graduation requirement.

### **Art of Video - Advanced**

**Grade Levels: 9-12**

**Prerequisite: Art of Video or permission of the instructor**

This course will produce videos that will be viewed by both our school community and our community at large. The students will focus on developing their personal portfolios while expanding upon their technical and interpersonal skills. They will create an independent project that will involve basic research and collaboration with local Subject Matter Experts. The Advanced Art of Video students also produce, create content for the school broadcasts. Students are responsible for the camera work, interview content, writing, graphics, and editing. Throughout the year we collaborate with Millbrae Community Television (MCTV) to produce work highlighting the Millbrae Community. This course meets the UC/CSU "F" VAPA requirement. This course meets the CTE or VAPA district graduation requirement.

### **Media Arts (Digital Art & Motion Design)**

**Grade: 9-12**

**Prerequisite: None**

This one-year course introduces students digital based art and design. The students will explore a wide variety of media arts which includes, photography, graphic design, basic animation, and motion design. This course will reflect new exciting opportunities in the Media industry. Students will learn foundational skills in visual language, design software (Photoshop, Illustrator, After Effects), and explore creative careers. Students will develop creative expression, solve visual problems, explore software, DSLR cameras, and develop digital imaging techniques. Students will develop a digital portfolio that reflects new industry standards.

This course meets the UC/CSU "F" VAPA requirement.

This course meets the CTE or VAPA district graduation requirement.

### **Media Arts Advanced (Digital Art & Motion Design)**

**Grade: 9-12**

**Prerequisite: Media Arts 1-2**

In this course students will work in a team setting to help with the production of our school broadcasts as a motion design and special effects team member. They will collaborate students with video expertise to create more complex pieces. Advanced Media art students will also create an Independent Project that will be the centerpiece of their ongoing portfolio.

This course meets the UC/CSU "F" VAPA requirement.

This course meets the CTE or VAPA district graduation requirement.

### **Biotechnology 1**

**Grade Levels: 10-12**

**Prerequisite: Biology with a grade of C or better**

The focus of Biotechnology 1 is on mastery of basic standard laboratory operating procedures. Record-keeping, safe and proper use of equipment, and employee etiquette are stressed. Students learn sterile technique, cell culture, DNA and protein isolation and analysis, including electrophoresis. In the second semester students build on the skills developed in semester I with emphasis on assay development, spectrophotometry, recombinant DNA technology, and bacterial transformation. Second semester also focuses on career exploration, resume writing, and informational interview.

This course meets the UC/CSU “D” laboratory science requirement.

This course meets the CTE district graduation requirement.

### **College Success, Career Planning, and Life Exploration**

**Grade Level: 10**

Dual Credit Class with Skyline College. Students who earn C- or better grade earn 6 college credits (3 for Fall and 3 for Spring).

During the fall semester the course provides an understanding of the concepts and significance of factors that contribute to college success. The course focuses on the following topics: understanding of the college/university systems; goal setting; educational planning; health maintenance; stress management; learning styles; study skills; resources, relationships, and cultural diversity. Integrates personal growth; academic and career success; problem solving and critical/creative thinking.

In the spring, the course will help students understand and appreciate the impact and significance of career choices on their lifestyle and social experiences. The course provides a comprehensive approach to life and career planning. Topics include evaluation of students' values, skills, personality and interests, an analysis of career research and exploration, and learning current job seeking skills. An intensive career investigation that encompasses decision-making, goal-setting, job search strategies, resume writing, and interviewing skills will be completed. Students will analyze the relationship between themselves, their life choices and the ongoing process of career planning and self-development.

This course meets the CTE district graduation requirement.

### **Computer Science Principles**

**Grade Level: 9-12**

This course is an introduction to computer science that uses UC Berkeley’s CS10 “Beauty & Joy of Computing” curriculum. Students learn algorithms and use programming techniques to solve problems. The course covers the history, social implications, great principles, future of computing, beautiful applications that have changed the world, and progress in other fields that has resulted from computers and programming. Relevance of computing to the student and society will be emphasized. Students will complete a number of substantial programming projects. Coding in Python is also covered. Students may choose to take the AP CS Principles exam. Class assignments will include the portfolio tasks required for the AP. All the topics on the exam will be covered in class. This course is the equivalent to a 1 semester Computer Science for non-major college course.

This course meets the UC/CSU A-G “G” elective requirement.

This course meets the CTE district graduation requirement.

### **AP Computer Science A**

**Prerequisite: Algebra 2 with a grade of C or better.**

This is a two semester computer programming course. The emphasis is on programming methodology, algorithms, and data structures. The programming language used is JAVA. Applications of computing provide the context in which these subjects are treated. Applications are used to develop student awareness of the need for particular algorithms and data structures, and to provide topics for programming assignments to which students can apply their knowledge. Treatments of computer systems and the social implications of computing are integrated into the course. This course is the equivalent of an introductory, one semester college level programming course for computer science majors.

This course meets the UC/CSU “C” Mathematics requirement.

This course meets the CTE district graduation requirement.

### **Culinary Arts**

**Grade Level: 10-12**

**Prerequisite: Food and Nutrition or permission of the instructor**

Prerequisite: Foods and Nutrition or permission of the instructor

In this concentration course students learn advanced cooking techniques, experiment with the latest trends in food and gain valuable career readiness skills in this advanced CTE class. Students learn food preparation and service while practicing teamwork, ingenuity, problem solving and creativity. The course includes an emphasis on international foods. Students complete the industry recognized Food Handlers Certificate. Students also have access to the culinary garden which is incorporated into the program. Student earn six college credits at West Valley Mission Community College.

The course meets the CTE district graduation requirement.

### **Foods and Nutrition**

**Grade Level: 9-12**

Did you know you have approximately 68,780 meals left in your lifetime? Learn how to prepare nutritious and delicious meals while practicing teamwork, problem solving and communication. Equally important, learn both the short and long-term impact of your food choices through interactive activities in a fun and safe environment. The course also explores the role of food in respect to the historical and environmental context through preparation of regional foods across the United States. Students will gain valuable career readiness skills. Students will complete the industry recognized Food Handlers Certificate. Students have access to the culinary garden which is incorporated into the program.

The course meets the UC/CSU A-G "G" college elective requirement.

The course meets the CTE district graduation requirement.

### **Journalism**

**Grade Level: 9-12 (Application required)**

Journalism students work as staff writers to produce a monthly newspaper. Students heighten their awareness of their community to determine what is newsworthy; generate story ideas; do research online, at the library, and through personal interviews; write first drafts; interpret copyediting symbols as they correct, expand and improve their first drafts; submit second drafts and third drafts electronically; accept rejection when some of their stories are not chosen for publication; and accept praise and/or criticism when the newspaper is published and their work is evaluated by their peers. The students develop critical thinking skills and knowledge of ethical precepts when shaping stories with controversial content. In addition to producing the newspaper, students complete independent assignments on grammar, copyediting, ethics, basic journalism style and the history of the print media.

This course meets the UC/CSU A-G "G" elective requirement.

This course meets the CTE district graduation requirement.

This course may be repeated.

### **Publications (Yearbook)**

**Grade Level: 9-12 (Application required)**

30 skills, one class!! Students use essential 21st-century skills: Communication, Creativity, Collaboration, and Critical thinking. Students will learn about page design, basic photography, copywriting, editing, and publishing; Life skills including leadership, ethics, time management, attention to detail, flexibility, perseverance, interpersonal skills, self-direction, and personal and social responsibility. The yearbook serves five main purposes, a memory book, reference source, community builder, self-esteem booster and educational tool. Creating the yearbook gives students a fun and unique real-world perspective and experience creating and publishing the one book that contains the history of the school year.

This course meets the UC/CSU A-G "G" elective requirement.

This course meets the CTE district graduation requirement.

This course may be repeated.

## ENGLISH DEPARTMENT

The Mills English Program is a sequence of year-long courses that allows each student to develop and progress at an appropriate rate toward the goals of the State and District English Standards. Four years of English are required for a diploma.

The following levels of English courses are offered at Mills: College Preparatory (CP) for 9<sup>th</sup> through 12<sup>th</sup> Grade, Advanced Standing (AS) for 9<sup>th</sup> and 10<sup>th</sup> Grade and Advanced Placement for 11<sup>th</sup> and 12<sup>th</sup> Grade.

Students and parents are encouraged to use this guide in choosing between Advanced Standing and College Preparatory English. **Students who enroll in AS /AP classes are committed to the class for the entire school year.**

### Recommendations for Class Selection

CP	AS/AP
<p>Best for students who <b>READ</b>:</p> <ul style="list-style-type: none"> <li>• At or approaching grade level, at a moderate or slower pace</li> <li>• Best with direction and support in analyzing text for style and craft</li> </ul> <p>Best for students who <b>WRITE</b>:</p> <ul style="list-style-type: none"> <li>• At or approaching grade level</li> <li>• More confidently with additional structure and support</li> </ul> <p>Best for students who <b>WANT</b>:</p> <ul style="list-style-type: none"> <li>• Focus on essential writing skills</li> <li>• Help learning to self-advocate</li> <li>• Support and structure in meeting deadlines, note taking, class discussion and completion of larger assignments</li> <li>• Time to commit to studies in other subject areas over humanities</li> </ul>	<p>Best for students who <b>READ</b>:</p> <ul style="list-style-type: none"> <li>• Above grade level, at an accelerated pace, with persistence</li> <li>• Often and beyond what is assigned in class</li> <li>• With an analytical approach and an appreciation of style and craft</li> </ul> <p>Best for students who <b>WRITE</b>:</p> <ul style="list-style-type: none"> <li>• Above grade level in a variety of contexts</li> <li>• With sentence variety, advanced vocabulary, excellent control of grammar and usage, and attention to audience and purpose</li> </ul> <p>Best for students who <b>ARE</b>:</p> <ul style="list-style-type: none"> <li>• Planning to take AP English classes</li> <li>• Organized and skilled at time management</li> <li>• Able to self-advocate and seek help when needed</li> <li>• Independent workers who naturally take initiative</li> <li>• Interested in extended discussion and discourse</li> <li>• Particularly committed to studies in the humanities</li> <li>• Wanting a faster pace and more demanding workload</li> </ul>

### **English 1 / English 1AS**

#### **Grade Level: 9**

Throughout their freshman year, students will read core texts, as well as shorter fiction, nonfiction pieces, and poetry to explore a variety of. Students learn and practice a variety of reading strategies that allow them to meaningfully access, comprehend and analyze grade-level texts. Students will learn to write a variety of formal essays and paragraphs including literary analysis, argumentative, and synthesis pieces. All of these writing types focus on establishing arguable claims selecting appropriate evidence, and writing analysis that supports their ideas in an organized structure. Students will also write narratives with the focus on development of setting, character, conflict and theme, as well as the effective use of various literary techniques. Writing style and sentence clarity will be supported with ongoing grammar and vocabulary instruction. Throughout these units, students will develop their speaking and listening skills through class discussions, presentations, collaborative work, and structured academic discussions. Additionally, students will regularly utilize technology to build 21st century academic skills such as producing published writing, creating multimedia presentations, researching and reading texts, and collaborating with peers.

This course meets the UC/CSU A-G “B” English requirement.

### **English 2 / English 2 AS**

#### **Grade Level: 10**

Students in English 2 move from learning the basic structures of reading and writing to developing their ideas, voice, and personal repertoire of strategies. Over the course of the year, students will read several anchor texts, as well as various pieces of nonfiction and shorter fiction. They will deepen their understanding of complex themes around the tension between the identity of the individual and the pressures of society, rebellion and conformity, and philosophical questions around nature and nurture.

Throughout the year, students write literary analysis essays, argumentative essays, and synthesis essays based on assigned texts and/or independent research. All of these writings focus on selecting appropriate evidence and analysis that support a thought-provoking argument, as well as maintaining a clear organizational structure. Writing style and sentence fluency are supported by the instruction of grammar in context--grammar taught in connection with student writing, sentence construction, and the clear expression of ideas. Students are also taught vocabulary in context. Students will create narrative pieces using various descriptive writing techniques. Throughout these units, students continue to develop their speaking and listening skills through presentations, group work, and structured academic discussions (e.g. Socratic seminars, recorded discussions, etc.).

This course meets the UC/CSU A-G “B” English requirement.

### **English 3**

#### **Grade Level: 11**

English 3 is a rigorous college and career preparatory course designed to ensure college and career success. Students read novels, short stories, drama, poetry, and nonfiction with the emphasis on American literature, looking at the concept of the American Dream (and whether it exists and is available to all), race, class, gender, and historical connections. This year helps students consider their relationship to American society, as they lead into a twelfth grade curriculum focusing largely on personal identity. They analyze fiction and nonfiction texts with a critical eye, forming opinions on textual-based evidence. They produce a variety of writing: argumentative, informative and synthesis. They expand speaking, listening, research and presentation skills within the context of grade-level texts. They hone thinking and communication skills to assist in future academic and workplace endeavors.

This course meets the UC/CSU A-G “B” English requirement.

### **AP English Language**

#### **Grade Level: 11**

This course focuses on the nature of the American experience in literature. English AP prepares students for the Advanced Placement examination and advanced studies in English. In the fall, students study such topics as American Individualism, Realism, Romanticism, Gothicism, and Modernism, and a variety of American Transcendentalist essays. They will also study poetry and learn to write the reflective and controversial issue essay. Students will write a large number of critical and personal essays, working on techniques of analysis and synthesis as well as perfecting their own personal writing style. In the spring, students will focus on the American experience of the twentieth century and will read such works as *The Great Gatsby*, *Invisible Man*, and *As I Lay Dying*, as well as controversial issue essay and debate.

This course meets the UC/CSU A-G “B” English requirement.

### **English 4**

#### **Grade Level: 12**

This Common Core Standards aligned course prepares students for success in post-high school endeavors.

This rigorous preparatory course is designed to hone reading and writing skills and to provide a strong foundation for college and career. Students read novels, short stories, drama, poetry, and nonfiction. Students analyze literature and nonfiction, as well as other text types such as visuals and films, with a critical eye, forming opinions based on evidence and drawing connections to external research and personal experience. Students will produce a variety of writing: expository, informational, narrative, summary, synthesis, and response to nonfiction. Students will research, evaluate, and integrate multiple sources of information presented in different media or formats. Students will expand speaking, listening, and multimedia presentation skills.

This course meets the UC/CSU A-G “B” English requirement.

### **AP English Literature**

#### **Grade Level: 12**

This two semester course of study is designed to prepare students for the demands of the Advanced Placement Examination and highly competitive colleges and universities. Students read a variety of prose and poetry selections, study complex works of literature, and learn a variety of techniques for approaching all types of literary works. They further develop their writing as well as perfect their own critical essays. Students learn to analyze the stylistic characteristics of prose and to define the relationship between a writers’ style and his meaning. They also read works of literary criticism and theory. To continue on the following year, a student should maintain a grade of C or better at the end of each semester.

This course meets the UC/CSU A-G “B” English requirement.

### **Strategic English Support 1**

#### **Grade Level: 9**

Students are placed into this support course based on district guidelines. Prerequisite: CAASPP English/Language Arts and SRI performance scores at below basic or lower, and teacher recommendation.

This course does not meet UC/CSU A-G requirements.

### **English Language Development (ELD) 3**

#### **Grade Level: 9-12**

This double-period course for intermediate ELs is designed as a bridge from EL to mainstream English. The curriculum for ELD 3 is aligned with English 1. Heavy emphasis is given to literature of various genres, writing, grammar, and vocabulary acquisition. Students in this course may also take other sheltered classes in the Mathematics, Science, and Social Sciences departments. To exit ELD II and go into mainstream English, students must read at an 8th grade level and be able to write a coherent essay. This class may be repeated for credit towards graduation; however English credits for UC/CSU requirements are only counted once.

This course meets the UC/CSU A-G “B” English requirements.

## HEALTH DEPARTMENT

### **Health Education**

#### **Grade Level: 9**

Health Education is a one semester course that provides a comprehensive, sequentially planned program. This in-depth health education program includes current relevant science based information that will help guide students in making informed decisions leading to a healthy lifestyle now and in their future. The course follows the 6 Health Components outlined in the Health Curriculum Framework. Among the topics covered in this course are: personal health (which includes the importance of sleep and the functions of the teenage brain), nutrition and fitness, emotional and mental health, character, values, communication, decision making skills, goal setting, healthy and unhealthy relationships, sexuality, substance use and abuse, warning signs for stress, depression and suicide, death and dying, and the art of living. This course meets the district graduation requirement for Health Education.

## MATHEMATICS DEPARTMENT

### Algebra 1

This two semester course is aimed toward giving a foundation in basic algebraic principles which will prepare the student for advanced courses in mathematics. The course includes the following topics: linear, quadratic and exponential functions, solving equations and inequalities, domain, range and function notation, factoring, systems of equations and inequalities, sequences, and modeling two variable data. This course meets the UC/CSU "C" Mathematics requirement.

### Strategic Algebra Support

Strategic Algebra Support is to be taken concurrently with Algebra 1 for 9<sup>th</sup> grade students only. It is designed to develop the skills students need to be successful in the Algebra 1 course. Students will be assessed on a regular basis to determine how well they are meeting the Algebra 1 standards. Prerequisite: CAASPP Math and SMI performance scores at below basic or lower-and grades in 8<sup>th</sup> grade math. This course is for elective credit only.

### Geometry

**Prerequisite: Algebra 1 with a grade of D or better. Grade of C recommended.**

This two semester course will prepare students for more advanced courses in mathematics. Topics covered include shapes and transformations, angles and measurement, similarity, trigonometry, congruence, properties of triangles, quadrilaterals, polygons, circles and solids, constructions, proof and probability. Emphasis is placed on making conjectures from observations and justification of reasoning. This course meets the UC/CSU "C" Mathematics requirement.

### Geometry Support

Strategic Geometry Support (SGS) is a standards-aligned course designed to give students the skills and support they need to meet the California Geometry Standards and be successful in Geometry class. The class will support mastery of the standards for geometry using materials that are appropriate to the students' abilities and experience. The course will follow the pacing guide for Geometry. This course is for elective credit only.

### Integrated Mathematics 2

**Prerequisite: Geometry with a grade of D or better.**

This class is designed to provide a balance of problem solving, skill development, and conceptual understanding. The course is based on strengthening algebraic skills while reinforcing geometric skills in preparation for Algebra 2. Students who take Integrated Math 2 must still complete Algebra 2 to fulfill UC-CSU math requirements. This course meets the UC/CSU "G" Elective requirement.

### Algebra 2

**Prerequisite: Geometry with a grade of C or better.**

This two semester course is designed to prepare students for upper level mathematics courses. Topics include: solving equations and inequalities, graphing higher order equations, transformations of functions, logarithmic and exponential functions, inverses, rational expressions, probability and statistics, sequences and series. Fundamental ideas are developed through activities explorations and the use of a graphing calculator. Applications and problem solving are highly emphasized to develop the higher order thinking skills necessary to succeed in more complex high-level mathematics. This course meets the UC/CSU "C" Mathematics requirement.



### **Intro to Data Science**

**Prerequisite: Geometry with a grade of C or better.**

Introduction to Data Science (IDS) teaches students to reason with, and think critically about, data in all forms. IDS provides access to rigorous learning that fuses mathematics with computer science through the use of R/RStudio, an open-source programming language/environment that has long been the standard for academic statisticians and analysts in industry. Topics include data and visualizations, distributions, probability and simulations, data collection methods, predictions and modeling.

This course meets the UC/CSU “C” Mathematics requirement.

### **Finite Mathematics and Statistics**

**Prerequisite: Algebra 2 with a grade of D- or better.**

This course provides an elective college preparatory mathematics course. Topics in this course include reviewing and extending Algebra 2 and Geometry skills, exploring and investigating practical uses of mathematics in coding information, statistics, management science, social choices and decision making.

This course meets the UC/CSU “C” Mathematics requirement.

### **Math 190 (Pathway to Statistics)**

**Grade Level: 12**

**Prerequisite: Geometry with a grade of D or better.**

Math 190 is a 'non-transferable' California Community College Course that prepares students to succeed in college statistics. This course covers core concepts from elementary algebra, intermediate algebra, and descriptive statistics. Topics include number sense, designing studies, graphing, measures of center, probability, bi-variate data, rate of change, solving equations, exponential and linear functions, Normal Distributions and statistics software. This course is designed for students who do not want to major in fields such as math, science, medical sciences, computer science, and business.

This course does not meet UC/CSU A-G requirements.

### **AP Statistics**

**Prerequisite: Algebra 2, with a grade of C or better.**

This course is designed to prepare the student for the Advanced Placement Examination in Statistics. With successful performance on this test, the student may place out of a Statistics course at some colleges and universities. This course presents the basic concepts underlying statistical methods and covers descriptive statistics, probability, distributions, hypotheses testing, estimate and sample sizes, correlation and regression chi-square tests, analysis of variance and nonparametric statistics. Computer analysis of statistical data integrated into the course. Applications of statistics to business, life sciences and other areas are included. This course is the equivalent of an introductory, one semester, non-calculus based, college level statistics course.

This course meets the UC/CSU “C” Mathematics requirement.

### **Pre-Calculus**

**Prerequisite: Algebra 2 with a grade of C or better. Grade of B recommended.**

This is a two semester rigorous course designed to develop the skills necessary to advance to Calculus. The course includes the following topics: relations and functions, circular functions, trigonometry, periodic functions, limits, logarithmic and exponential functions, vectors, matrices, parametric and polar equations and conic sections. This course extensively utilizes the graphing calculator to further supplement the understanding of these advanced skills.

This course meets the UC/CSU “C” Mathematics requirement.

### **AP Calculus AB**

**Prerequisite: Pre-Calculus with a grade of C or better. Grade of B recommended.**

The Advanced Placement Calculus AB course is comparable to coursework in a semester of calculus in colleges and universities. It is expected that students who take an AP course in calculus will seek credit or placement, or both, from institutions of higher learning. AP Calculus (AB) covers the following topics: functions, graphs, limits, derivatives, and integrals.

This course meets the UC/CSU “C” Mathematics requirement.

### **AP Calculus BC**

**Prerequisite: Pre-Calculus with a grade of B or better.**

The two semester AP Calculus BC course consists of a full academic year of work in calculus comparable to courses in colleges and universities. It is expected that students who take an AP course in calculus will seek credit or placement, or both, from institutions of higher learning. Although individual colleges and universities determine appropriate credit and placement according to their local policies, the content of Calculus BC is designed to qualify students for placement and credit one course beyond that granted for Calculus AB. AP Calculus (BC) covers the following topics: functions (including parametric, polar and vector), graphs, limits, derivatives, integrals, polynomial approximations and series.

This course meets the UC/CSU "C" Mathematics requirement.

### **AP Computer Science A**

**Prerequisite: Algebra 2 with a grade of C or better.**

This is a two semester computer programming course. The emphasis is on programming methodology, algorithms, and data structures. The programming language used is JAVA. Applications of computing provide the context in which these subjects are treated. Applications are used to develop student awareness of the need for particular algorithms and data structures, and to provide topics for programming assignments to which students can apply their knowledge. Treatments of computer systems and the social implications of computing are integrated into the course. This course is the equivalent of an introductory, one semester college level programming course for computer science majors.

This course meets the UC/CSU "C" Mathematics requirement.

This course meets the CTE district graduation requirement.

# San Mateo Union High School District (SMUHSD)

## Math Placement Criteria (2020-21)

### General Placement

- All students are automatically placed into the math course that would naturally follow their last full year math course unless they provide proof of successful completion of approved summer work (see below)
- Math placement for incoming 9th graders:
  - All incoming 9th graders are enrolled in Algebra 1. Those wishing to enroll in Geometry must produce a transcript from the middle school which lists either “Algebra 1” or “Common Core Accelerated Math.” (For private school transcripts that don’t list Algebra 1, students wishing to take Geometry must provide a math syllabus for review, listing topics that were covered).
  - It is strongly recommended that all math courses be taken within our district.

### District Offered Acceleration

Geometry Summer Acceleration: This option is available to students the summer following their 9<sup>th</sup> grade year. It is recommended only for students who meet **ALL** of the following criteria:

1. Passed SMUHSD Algebra 1 Fall semester with an A- or better and earned A- or better on 6 (or 12) week mark for spring semester\*
  2. Math Inventory Quartile Score of 1140 or higher (or earned scores at Critical value or higher on MDTP)
  3. 8th grade math CAASPP score of 2600 or higher.
- The course will be taken during the summer after the freshman year.
  - During February/March, the math department will notify 9th graders who qualify and provide registration information.
  - Students who meet the criteria but are unable to attend the summer course may enroll in Geometry and Algebra 2 concurrently during their sophomore year.

### Courses Outside of Our District

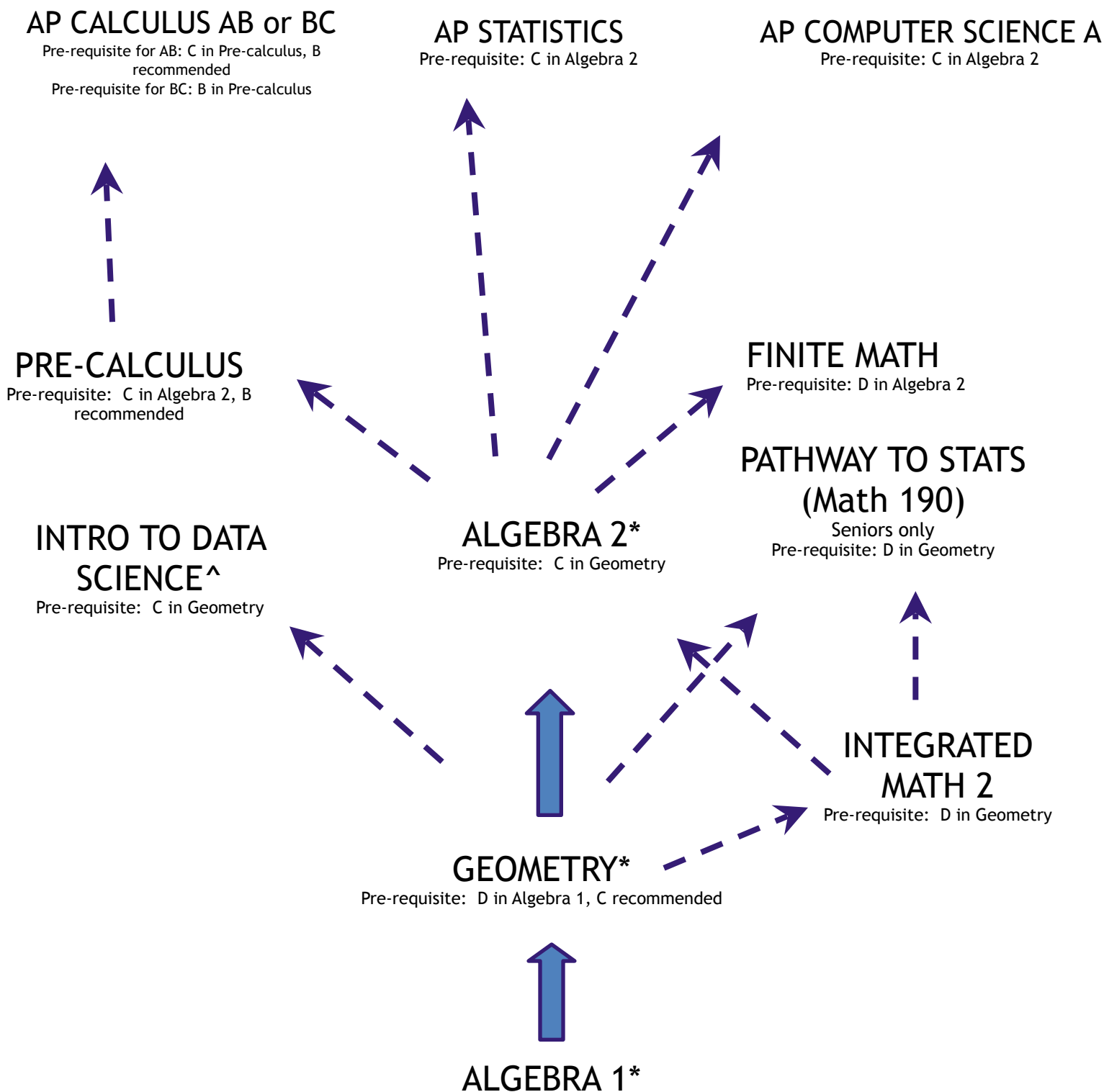
If students choose to take a course outside of our district, they must:

- Complete a course recommendation waiver form prior to taking the course.
- Provide an official transcript with the name of the institution, course title, and grades demonstrating successful completion of the course to their counselor immediately following the completion of the course.

All courses Geometry and above should be taken at a WASC (or equivalently) accredited institution, and need to be a UC/CSU approved A-G course. Failure to do so may result in ineligibility for UC/CSU acceptance.

Courses taken outside of our district will only be used for placement and will not be added to student’s SMUHSD transcripts.

# MILLS MATH DEPARTMENT



\*Required for college eligibility

^ May be taken in lieu of Alg. 2 for college eligibility for UC/CSU

## PHYSICAL EDUCATION DEPARTMENT

### **Physical Education 1**

#### **Grade Level: 9**

Students are involved in a co-educational core program of varied activities and sports including, but not limited to fitness, aquatics, badminton, dance, and track and field. P.E. 1 will also emphasize analyzing skills effective for movement. All students will experience types of activities that include orientation to physical education, physical fitness testing, individual and team sports, cooperative games and movement. This course meets the district graduation requirement.

### **Physical Education 2**

#### **Grade Level: 10**

Students participate in a co-educational core program with emphasis on pursuit of lifelong participation in sports and the California State Standards for Physical Education. The various activities in the P.E. 2 program include aquatics, fitness, volleyball, self-defense, and other elective course offerings. Grade ten will emphasize developing fitness programs for a healthy lifestyle. Students will continue to focus on assessing personal needs, interests, abilities, and opportunities in the area of personal wellness. This course meets the district graduation requirement.

### **UNIFORM REQUIREMENT**

All students must wear the required P.E. uniform to class. Uniform may be purchased at the start of the school year. Sweatpants and sweatshirts may be worn over the required uniform during inclement weather.

### **LOCKS AND LOCKERS**

Lockers are provided for all students. Students are provided a combination lock to secure their belongings. Long lockers are provided during their P.E. class period to store their day clothes. It is advised that backpacks be left in the school lockers when not in use. Mills is not responsible for lost or stolen items. Leave all valuables at home. If the lock is lost, the replacement cost is five dollars.

### **MEDICAL EXCUSES FOR PHYSICAL EDUCATION**

Generally, a student well enough to be in school is required to dress in the appropriate P.E. uniform. When a situation arises that would make activity harmful for a student, the student must bring a note signed by a parent, guardian, or physician to the teacher before class begins. A physician's note is required after **three (3) consecutive missed days of P.E. class excused by a parent. In all cases, a student is still required to dress in the P.E. uniform.** Students who are medically excused for 7 weeks or more must meet with their counselor and P.E. teacher to determine whether the student will:

- 1) Continue the course with a modified curriculum for Pass/Fail grade
- 2) Drop the course and retake later, or
- 3) Make up missed work and remain eligible for a letter grade.

## SCIENCE DEPARTMENT

### **Biology-The Living Earth**

**Grade Level: 9**

Students will engage in Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs) to build their understanding of how living earth systems interact and influence living organisms and populations, and how these populations in turn influence earth systems. The performance expectations outlined in this course of study and through the Next Generations Science Standards (NGSS) may be addressed in multiple units of study. The goal is for students to be able to meet the demands of the performance expectations for High School Life Science by the end of the course.

This course meets the UC/CSU “D” laboratory science requirement.

### **AP Biology**

**Grade Level: 11-12**

**Prerequisite: Biology, Chemistry, and Physics; a grade of B or higher in each recommended. Concurrent enrollment in Physics accepted.**

AP Biology is the equivalent of 2 semesters of a college level biology course; taught in a rigorous high school setting. This course conforms to the standards instituted by the College Board for all AP courses and covers all of the topics in the AP Biology Course Description. These topics include biochemistry, cell structure and function, metabolism, genetics, DNA structure and inheritance, biotechnology, evolution, microbiology, classification of organisms, plants, animals, physiology and ecology. This class will prepare students for the AP Biology test which students will take at the end of the year.

This course meets the UC/CSU “D” laboratory science requirement.

### **Biotechnology 1**

**Grade Level: 10-12**

**Prerequisite: Biology with a grade of C or higher.**

Each semester of the biotechnology pathway fuses academic and technical training to prepare students to work in the growing biotechnology industry. The focus of Biotechnology 1 is on mastery of basic standard laboratory operating procedures. Record-keeping, safe and proper use of equipment, and employee etiquette are stressed. Students learn sterile technique, cell culture, DNA and protein isolation and analysis, including electrophoresis. In the second semester students build on the skills developed in the first semester with emphasis on assay development, spectrophotometry, recombinant DNA technology, and bacterial transformation. All pathway courses have workplace experiences.

This course meets the UC/CSU “D” laboratory science requirement.

This course meets the CTE district graduation requirement.

### **Chemistry in Earth Systems**

**Grade Level: 10**

**Prerequisite: Algebra 1**

Students will explore physical science concepts that build comprehension around matter, its properties, and its interactions with other matter and energy in the context of the earth system. The instructional segments within this scope and sequence are presented thematically to provide a context for student learning of Chemistry’s place in the Earth System. Students will explore science and engineering practices, crosscutting concepts and disciplinary core ideas, demonstrating their understanding through NGSS-aligned Performance Expectations.

This course meets the UC/CSU “D” laboratory science requirement.

### **AP Chemistry**

**Grade Level: 11-12**

**Prerequisite: Biology, Chemistry, and Physics; a grade of B or higher in each recommended. Concurrent enrollment in Physics accepted.**

AP Chemistry is similar to a first year college course, and covers the material in Chemistry in greater depth, as well as introducing several new topics. Equilibrium, thermodynamics, and stoichiometry will be a major focus of this course. This course requires independent laboratory work and mathematical calculations. This class will prepare students for the AP Chemistry test which students will take at the end of the year.

This course meets the UC/CSU "D" laboratory science requirement.

### **AP Environmental Science**

**Grade Level: 10-12**

**Prerequisite: UC "G" or "D" life science and physical science course with a grade of C or higher.**

Advanced Placement Environmental Science (APES) is designed to be the equivalent of an introductory college course in environmental science. At the college level, such a course may be offered through a variety of departments, including biology, geology, atmospheric science, environmental science, chemistry, and geography. The APES course has been developed to be a lab science course that stresses scientific principles while also providing opportunities to explore the many relevant social, political, economic and ethical issues.

This course meets the UC/CSU "D" laboratory science requirement.

### **Physics in the Universe**

**Grade Level: 10-12**

**Prerequisite: Completion of Geometry.**

In this course, students will study the underlying causes and effects of forces on Earth and in the Universe, including: Gravitational, Contact, Magnetic, Nuclear and Electrostatic forces. Students will investigate the nature of energy, and matter and their conservation. They will have the opportunity to study the formation of the geophysics features of Earth and Cosmic Evolution. They will examine the collection of evidence supporting physical models. Students will also examine the principles of waves, and how we use waves in information technology, including information storage and transfer. Students will work on projects which demonstrate students' mastery of course, regularly conduct experimental investigations, and participate in engineering practices.

This course meets the UC/CSU "D" laboratory science requirement.

### **AP Physics 1**

**Grade Level: 10-12**

**Prerequisite: Biology, Chemistry, and Algebra 2.**

AP Physics covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. This is an algebra-based advanced course that is equivalent to a first semester college course in algebra-based physics.

This course meets the UC/CSU "D" laboratory science requirement.





# AP Science Prerequisite Chart

AP Science courses are listed across the top row,  
prerequisites are listed along the left column

	AP Environmental Science	AP Biology	AP Chemistry	AP Physics
Biology	X	X	X	X
Chemistry	X (may be taken concurrently)	X	X	X
Physics		X (may be taken concurrently)	X (may be taken concurrently)	
Algebra 2				X



# Science Pathways

<u>Grade</u>	<u>Course</u>	<u>Prerequisites</u>
12 <sup>th</sup> 	<b>AP Biology</b> <b>AP Physics 1</b> <b>AP Environmental Science</b> <b>AP Chemistry</b> <b>Biotechnology 1</b> <b>Physics</b>	<i>Biology, Chemistry, and Physics</i> <i>Biology, Chemistry, Algebra 2</i> <i>Biology, Chemistry w/C or higher</i> <i>Biology, Chemistry, Physics w/B or higher</i> <i>Biology with a C or higher</i> <i>Geometry</i>
11 <sup>th</sup> 	<b>AP Biology</b> <b>AP Physics 1</b> <b>AP Environmental Science</b> <b>AP Chemistry</b> <b>Biotechnology 1</b> <b>Physics</b>	<i>Biology, Chemistry, and Physics</i> <i>Biology, Chemistry, Algebra 2</i> <i>Biology, Chemistry w/C or higher</i> <i>Biology, Chemistry, and Physics</i> <i>Biology with a C or higher</i> <i>Geometry</i>
10 <sup>th</sup> 	<b>Chemistry</b> <i>*one of the following may be taken concurrently with Chemistry if space allows:</i>  <b>Physics</b> <b>AP Physics 1</b> <b>AP Environmental Science</b>	<i>Algebra 1</i>  <i>Geometry</i> <i>Biology, Chemistry, and Algebra 2</i>
9 <sup>th</sup> 	<b>Biology</b>	

## SOCIAL SCIENCE DEPARTMENT

Recommendations for Class Selection	
College Preparatory (CP)	Advanced Standing/Placement (AS/AP)
<ul style="list-style-type: none"> <li>• Reads and writes at grade level</li> <li>• Moderate pace of reading</li> <li>• Solid study skills and time management</li> <li>• Knowledge of graphs, charts, maps, and all conventions of grammar</li> <li>• Approx 2-3 hours weekly homework</li> </ul>	<ul style="list-style-type: none"> <li>• Reads and writes above grade level</li> <li>• Faster paced reading of college level texts; reading of supplemental academic sources</li> <li>• Ability to interpret graphs, maps, charts, and primary sources</li> <li>• Mastery of conventional mechanics and grammar</li> <li>• Interest in history and/or world affairs recommended.</li> <li>• Self-motivated critical thinker</li> <li>• Approx 3-4 hours weekly homework</li> </ul>

### **Ethnic Studies**

Grade Level: 9

This skill-focused course is designed for students to build awareness, empathy, and respect for, the diverse experiences of the various ethnicities and groups that make up the American population. Students will deepen their understanding of prevalent socio-economic issues that influence current experiences of these groups by examining the historical factors of power, privilege, and culture and the impact of these factors on each ethnic group's ability to assimilate. The following groups are among those covered in this course: Arab-Americans, Asian-Americans, Pacific Islanders, Black Americans, Hispanic and Latino-Americans, American Indians, and White Americans (Irish, Italians, and Jews).

This course meets the UC/CSU "A" social science/history requirement.

### **Modern World History CPIAS\***

Grade Level: 10

This tenth-grade course covers a period of more than 250 years and highlights the intensification of a truly global history as people, products, diseases, knowledge, and ideas spread around the world as never before. Students in grade ten will study the major turning points that shaped the modern world from the late 18th century, including the causes and consequences of two world wars. They will also trace the rise of democratic ideas and the legacies of imperialism, conquest, and global conflict to help them develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. This course meets the US/CSU "A" social science/history requirement.

\*The Advanced Standing (AS) course requires extensive reading from a college-level text that prepares students to take the AP United States History course in 11th grade. Students can expect to interpret primary sources and write document-based question essays and should have good time management skills and be highly motivated.

### **United States History CP**

Grade Level: 11

This course provides students with a rich, balanced, and thought provoking treatment of the American past. Students will examine major developments and turning points from the late nineteenth century to the present. During the year, the following themes are emphasized: the expanding role of the federal government; the emergence of a modern corporate economy and the role of organized labor; the role of the federal government and the Federal Reserve System in regulating the economy; the impact of technology on American society; the movements toward equal rights for racial, ethnic, religious, and for women, and the rise of the United States as a major world power. As students survey nearly 150 years of American history, they learn how geography shaped many of these developments, especially in terms of the country's position in the globe, its climate, and abundant natural resources. In each unit, students examine American culture, including religion, literature, art, music, drama, architecture, education and the mass media. This course meets the US/CSU "A" social science/history requirement.

### **AP United States History**

Grade Level: 11

The AP U.S. History course is a graduation requirement alternative which covers major topics of a standard college-level U.S. History course from the first European discovery of America to the present day. The course description defines what representative colleges and universities typically expect students to know and be able to do in order to earn college credit or placement. Students practice the thinking skills used by historians by studying primary sources and secondary source evidence and perspectives, and expressing historical arguments in writing. Students who enroll in this AP course can expect extensive reading and writing and should be highly motivated with strong academic and time management skills. It is helpful if students have an interest in furthering their interest in the American past. This course meets the US/CSU "A" social science/history requirement.

### **American Government CP**

Grade Level: 12

This course is a one-semester graduation requirement which covers the origins and structure of American government at the national, state, and local levels. In this course, students will apply knowledge gained in previous years of study to pursue a deeper understanding of American government. The course focuses on the Constitution, the Bill of Rights, the three branches of government, the rights and responsibilities of a citizen, and the relationship between federal and local government. Students will discuss current political issues as they prepare to vote, participate in community activities, and to assume the responsibilities of citizenship.

This course meets the UC/CSU "A" social science/history requirement.

### **AP American Government and Politics**

Grade Level: 12

This one-semester advanced course is a graduation requirement alternative to the CP American Government course. The course is designed to prepare students to take the Advanced Placement Examination. Coursework is challenging, requiring extensive reading and writing. Topics cover the Constitution and the political institutions that make up the framework for American government. Students are expected to possess the strong academic skills to master a considerable amount of material in preparation for the AP Exam.

This course meets the UC/CSU "A" social science/history requirement.

### **Economics CP**

Grade Level: 12

This is a one-semester course and a graduation requirement. Students will study the principles of microeconomics and macroeconomics, including production and consumption, supply and demand, business organization, fiscal and monetary policies, and international trade. The course also explores the changing role of government in the economic system.

This course meets the UC/CSU "G" social science/history requirement.

### **AP Macroeconomics**

Grade Level: 12

This one-semester course is an alternative to the Economics graduation requirement. The course explores macroeconomic concepts such as the open market structure of business and government regulatory policies and will prepare students to take the Advanced Placement Examination. The course is challenging and students are expected to possess strong academic skills to master a considerable amount of material in preparation for the AP Exam.

This course meets the UC/CSU “G” social science/history requirement.

## **ELECTIVES**

### **International Relations**

Grade Level: 12

International Relations is a year-long course. The fall semester delves into the different institutions and political groups that help influence and create U.S. foreign policy. The application of these groups and institutions is reflected in managing foreign aid and the U.S. military action around the world. The spring semester focuses on regions of the world and their issues as related to the United States by applying analysis writing, oral presentations, and seminar participation.

This course meets the UC/CSU “G” elective requirement.

### **Law and Society**

Grade Level: 11-12

This one-semester elective course is designed to give students a practical understanding of the law and the structure, function, and actual operation of the American legal system. Law and Society emphasizes criminal law and is based on participation and debate, which culminates in a full Mock Trial simulation by the end of the course. Students will also study the foundation the frames our legal system, the challenges of juvenile justice, crimes and punishments, criminal profiling, and criminal investigations. Students will also learn how to become a member of the legal and law enforcement community as possible career paths.

This course meets the UC/CSU “G” social science/history requirement.

### **Psychology**

Grade Level: 11-12

This one semester course provides students with an introductory knowledge of the behavioral science of psychology exploring: why people act and think the way they do, the effects of heredity and environment on behavior, analysis of family and peer relationships, how to influence and control others, the science of emotions like fear, love, and depression, the causes and effects of mental illness, and treatment and therapy methods.

This class meets the UC/CSU “G” elective requirement.

## **SPECIAL EDUCATION DEPARTMENT**

There are three distinct programs in the Special Education Department at Mills High School: Specialized Academic Instruction (SAI), the Hope Program, Applied Academic Instruction (AAC). The San Mateo County Orthopedically Impaired Program is also housed at MHS. SMUHSD ensures that each student with an IEP is placed in their own least restrictive environment and receives services as appropriate, including Directed Studies, Speech & Language, Physical Therapy, Occupational Therapy, Adapted PE, and Mental Health support.

Students in the Specialized Academic Instruction (SAI) Program are placed in mainstream courses. All students in the Specialized Academic Instruction Program receive a period of Directed Studies, which is a support class to help them access the mainstream curriculum. Mills High School has implemented classes co-taught by a general education teacher and special education teacher, allowing further support for students.

Students in the Hope program are in a self-contained classroom, working on individualized general education curriculum, with mainstreaming as appropriate. Students in the SAI and Hope programs work towards a Diploma.

SMUHSD's Applied Academic Program (AAC) is designed for students:

- With mild, moderate, and severe disabilities who receive Special Education services.
- Work towards a Certificate of Achievement
- Benefit from a small group, special day setting

The Applied Academic Curriculum (AAC) program's goal is to provide students with the essential academic, functional, and occupational skills to enable them to compete in an educational and job market per their abilities and well developed skills. The AAC program makes content relevant and concrete for students through life skills, social skills, functional academics, vocational training, community based instruction and work based learning.

## VISUAL AND PERFORMING ARTS DEPARTMENT

### Art

**Grade Level: 9-12**

Art is a basic one-year lab course where students will learn and develop the essential skills in art and design. Studio experiences in the classroom will give the student opportunity to develop creative expression, visual perception and technical abilities as well as art historical appreciation. Drawing, painting, design, collage, 3D, art history and careers in art will be explored.

This course meets the UC/CSU "F" VAPA district graduation requirement.

### Art Advanced

**Grade Level: 10-12**

**Prerequisite: Art**

Use of advanced materials such as oil and acrylic paint, 3 dimensional design, and independent portfolio projects to further explore the independent, creative process.

This course meets the UC/CSU "F" VAPA district graduation requirement.

### AP Studio Art: Drawing

**Grade Level: 10-12**

**Prerequisite: Art, Art Advanced, or permission of the instructor.**

AP Studio Art - Drawing assists students in the development of an original electronic portfolio of drawings submitted to the College Review Board at the end of the spring semester. Students will create a total of 29 original, two dimensional art works (which may require two-three years of preparation). Students will develop a total of 12 works in the Breadth section, 12 works in the Concentration area, and 5 total works for the Quality section. (Please see Art I, Art Advanced course descriptions).

This course meets the UC/CSU "F" VAPA requirement.

### AP Studio Art: 2D

**Grade Level: 11-12**

**Prerequisite: Art, Art Advanced, and AP Studio Art.**

This year long course assists students in the development of an original electronic portfolio of drawings submitted to the College Review Board at the end of the spring semester. Students will create a total of 29 original, two dimensional art works (which may require two-three years of preparation). Students will develop a total of 12 works in the Breadth section, 12 works in the Concentration area, and 5 total works for the Quality section.

### AP Studio Art 3D

**Grade Level: 11-12**

In this two semester course, students are expected to become independent thinkers and to apply their knowledge of the elements and principles to their work in a variety of media (clay, wire, paper mache, found objects) in order to demonstrate mastery of three-dimensional design skills and concepts. Students interested in taking AP: 3-D Design are strongly encouraged to enroll in summer art programs, for example, ceramics wheel-throwing course to develop new skills, refine glazing techniques, and to create artwork during the summer prior to enrollment. All AP students submit portfolios (20 or more pieces) to the College Board for evaluation at the end of the school year (first week of May).

This course meets the UC/CSU "F" VAPA requirement.

### Art of Video

**Grade Levels: 9-12**

This two semester course teaches students the process of filmmaking from transforming their ideas into moving images and sound. Students will focus on the art of storytelling by the usage camera shots, balancing sounds and editing. Students will collaborate with their peers in creating stories, writing scripts, directing and acting. This course is a University of California approved elective course.

This course meets the UC/CSU "F" VAPA requirement.

This course meets the CTE or VAPA district graduation requirement.

### **Art of Video - Advanced**

**Grade Levels: 9-12**

**Prerequisite: Art of Video or permission of the instructor**

This course will produce videos that will be viewed by both our school community and our community at large. The students will focus on developing their personal portfolios while expanding upon their technical and interpersonal skills. They will create an independent project that will involve basic research and collaboration with local Subject Matter Experts. The Advanced Art of Video students also produce, create content for the school broadcasts. Students are responsible for the camera work, interview content, writing, graphics, and editing. Throughout the year we collaborate with Millbrae Community Television (MCTV) to produce work highlighting the Millbrae Community. This course meets the UC/CSU "F" VAPA requirement. This course meets the CTE or VAPA district graduation requirement.

### **Media Arts (Digital Art & Motion Design)**

**Grade: 9-12**

**Prerequisite: None**

This one-year course introduces students digital based art and design. The students will explore a wide variety of media arts which includes, photography, graphic design, basic animation, and motion design. This course will reflect new exciting opportunities in the Media industry. Students will learn foundational skills in visual language, design software (Photoshop, Illustrator, After Effects), and explore creative careers. Students will develop creative expression, solve visual problems, explore software, DSLR cameras, and develop digital imaging techniques. Students will develop a digital portfolio that reflects new industry standards.

This course meets the UC/CSU "F" VAPA requirement.

This course meets the CTE or VAPA district graduation requirement.

### **Media Arts Advanced (Digital Art & Motion Design)**

**Grade: 9-12**

**Prerequisite: Media Arts**

In this course students will work in a team setting to help with the production of our school broadcasts as a motion design and special effects team member. They will collaborate students with video expertise to create more complex pieces. Advanced Media art students will also create an Independent Project that will be the centerpiece of their ongoing portfolio.

This course meets the UC/CSU "F" VAPA requirement.

This course meets the CTE or VAPA district graduation requirement.

### **Ceramics**

**Grade Level: 9-12**

This two semester course introduces students to the fundamentals of traditional ceramic arts: the basic processes of pottery, construction methods (pinch, slab, coil, and wheel forming) and surface decoration techniques. Through viewing a variety of ceramic forms, discussing their purpose and/ or meanings, creating personal clay forms, students will develop artistic perception, creative expression, and aesthetic judgment, historical and cultural perspectives.

This course meets the UC/CSU "F" VAPA requirement.

### **Ceramics - Advanced**

**Grade Level: 9-12**

**Prerequisite: Ceramics**

This year long course is designed to challenge students to create art forms intended to address a broad interpretation of the elements of art and the principles of design with an emphasis on design and craftsmanship. Students will create three-dimensional ceramic art forms through the additive, subtractive and/or fabrication processes, with an emphasis on developing a personal style in concept and execution of clay art. This course meets the UC/CSU "F" VAPA requirement.

### **Symphonic Band (Advanced Band)**

**Grade Level: 9-12**

**Prerequisite: Three years of successful instrumental experience or consent of instructor.**

This band is for students who have already played several years on a wind, brass, or percussion instrument, and who have learned the basics of large group rehearsal. The band performs at several concerts and festivals, as well as athletic events, and occasionally travels out of town. In addition to performing standard band literature, pop, and rock music, students will also study basic music history and theory. Members of this band form the Mills Jazz Band.

This course meets the UC/CSU "F" VAPA requirement.

### **Chamber Orchestra**

**Grade Level: 9-12**

**Prerequisite: Three years of successful instrumental experience or consent of instructor.**

This ensemble is for students who have a basic understanding of the fundamentals of playing the instruments of the orchestra. This class is the string performance group at Mills and is for students with previous experience on stringed instruments who are beyond the basic level. The Orchestra will play literature from the Baroque to the 20<sup>th</sup> century, as well as study basic music history and theory. Activities will include several concerts and festivals, as well as opportunities for periodic travel.

This course meets the UC/CSU "F" VAPA requirement.

### **Concert Choir**

**Grade Level: 9-12**

**Prerequisite: Consent of instructor-may require audition. Some singing experience preferred.**

This chorus is the vocal music class at Mills and students should be able to sing on key for membership. Some singing experience is desirable, but not required, and the choir will perform literature from the 15<sup>th</sup> century to modern pop and jazz. Activities will include several concerts and festivals, as well as the opportunity for periodic travel.

This course meets the UC/CSU "F" VAPA requirement.

### **Jazz Ensemble**

**Grade Level: 9-12**

**Prerequisite: For 9<sup>th</sup> grade or first time Mills Music students: Concurrent enrollment in Symphonic Band or Orchestra recommended. All others can take Jazz Band alone. 10<sup>th</sup> - 12<sup>th</sup> graders who have not played music at Mills must audition to see if they are qualified for Jazz Band.**

The jazz band will perform all styles of jazz with special emphasis on ensemble playing in both large and small groups. Students will learn improvisation and will perform at several concerts and festivals.

This course meets the UC/CSU "F" VAPA requirement.

### **Drama**

**Grade Level: 9-12**

Drama introduces students to the basic elements of acting, theater history and design. Students learn the fundamental concepts and terminology of theater. Students gain experience in varied forms of creative expression including scene study, improvisation, playwriting, direction and design. Students analyze the role and development of theater in past and present cultures throughout the world. Through self and peer evaluation, as well as observance of outside performances, students develop their analytical and evaluative abilities. Students will identify and compare how film, theater, television, and electronic media productions influence our values and behaviors. Finally, this course is expected to stimulate a lifelong appreciation and interest in theater arts.

This course meets the UC/CSU "F" VAPA requirement.



## WORLD LANGUAGE DEPARTMENT

### Chinese 1

**Grade Level:** 9-12 (Priority is given to 9<sup>th</sup> & 10<sup>th</sup> Grade; upperclassmen will be enrolled on space available basis.)

Chinese I is designed for students with no background in the language. This course helps students develop the basic communicative skills in (Mandarin) listening, speaking, reading and writing. Students also learn cultural knowledge such as the origin of Chinese characters, etiquette of greetings, traditional Chinese family structures, and common Chinese hobbies and leisure activities. Considerable amount of time in the first semester will be spent on Pinyin learning. Students will start to learn Chinese typing. By the end of the year, students should be able to read and write about 250 commonly used characters. They can carry on basic conversational topics including greetings, nationalities, family, occupations, ages, dates and time, hobbies, and visiting friends. This course helps students lay a solid foundation for the higher level classes. This class meets the UC/CSU “E” requirement.

### Chinese 2

**Grade Level:** 9-12

**Prerequisite:** C level ability in Chinese I or equivalent.

Chinese II is designed to continue to develop student’s ability in basic language skills. They continue to gain knowledge and understanding of Chinese culture. The amount of time devoted to reading, writing and grammar learning will increase. By the end of the year, students should be able to read and write about 600 characters. They will also sharpen their writing skills using computers. The topics covered at this level include making appointments, study Chinese (Mandarin), school life, shopping, transportation, and weather. Lots of communicative activities and short essays will be assigned throughout the year. Non-native speakers with some basic language skills as well as native speakers of other Chinese dialects can start at this level upon passing the placement test. This class meets the UC/CSU “E” requirement.

### Chinese 3

**Grade Level:** 10-12

**Prerequisite:** C level ability in Chinese II or equivalent.

Chinese III is designed to further develop student’s four communication skills. The emphasis will be placed on students’ speaking and writing skills. The culture learning experience will be broadened. Rigorous practice of spoken and written Chinese will be conducted. By the end of the year, students should be able to read and write about 900 high frequency characters. Students can dialogue on topics such as dining, asking for directions, birthday party, seeing a doctor, housing/furniture, sports and travel. The instruction will be conducted primarily in Chinese (Mandarin). This course is intended for non-native speakers who have completed Chinese II. Students with sufficient knowledge of Chinese language who pass the placement test may also start from this level.

This class meets the UC/CSU “E” requirement.

### AP Chinese Language and Culture

**Grade Level:** 10-12

**Prerequisite:** C level ability in Chinese III or equivalent.

The AP Chinese Language and Culture class is taught as a fourth-year level course where students further develop their proficiency skills in the three modes of communicative competence: interacting with others in Mandarin, interpreting audio/oral and written messages, and presenting more complex oral and written form of the Chinese language. This course provides students with the opportunity for cultural enrichment as well. Mandarin is used almost exclusively in the class to promote students’ ability to discuss, write, organize, and create projects to demonstrate their learning and essay writing skills. The topics covered in this level include future college life( dormitory life), extracurricular activities, career perspectives, personal health enrichment, festival and customs, technology, Chinese geography and history and environmental problems. Students are required to speak Chinese as much as possible. By the end of the year, students should be able to read and write about 1300 high frequency characters. This course prepares students to take the Advanced Placement test in Chinese Language and Culture.

This class meets the UC/CSU “E” requirement.

### Japanese 1

**Grade Level: 9-12.** Priority is given to 9<sup>th</sup> & 10<sup>th</sup> Grade; upperclassmen will be enrolled on space available basis.

Japanese I is designed for students with no background in the language\*. Considerable time in the first semester will be spent in basic communicative tasks such as introductions, discussing one's day, telling time, making appointments and giving and receiving instruction. The level of speech is polite/formal, appropriate for most situations. Students learn the two phonetic alphabets and begin to write basic dialogues and short paragraphs. Kanji characters are introduced during the winter and students learn a total of 140 within the year. Instruction is primarily in Japanese. The second semester builds upon the first by incorporating more explicit grammar and writing. Students are expected to communicate with one another and the teacher in Japanese whenever possible. A variety of technology is incorporated in the curriculum. Students will learn to use these tools as they learn Japanese.

\*Students with some background in the language are encouraged to speak with the instructor to ensure appropriate placement.

This class meets the UC/CSU "E" requirement.

### Japanese 2

**Grade Level: 9-12**

**Prerequisite: C level ability in Japanese I or equivalent.**

This course further develops the ability and confidence to read, write, speak and understand the Japanese language. Emphasis remains on communicative situations, i.e. describing past actions, planning activities together, the beginnings of opinions and explanations. Students begin to learn the informal speech patterns necessary to talk among friends as well as to create more sophisticated sentence structures in both formal and informal speaking situations. Students will learn 150 more Kanji characters and short essays will be assigned throughout the course. Instruction continues to be in Japanese. Students are expected to communicate with one another and the teacher in Japanese whenever possible.

Some projects include designing and presenting an obentou lunch, giving a television weather report, learning etiquette for eating and other cultural activities. Technology continues to be an important part of learning, producing and showcasing language.

This class meets the UC/CSU "E" requirement.

### Japanese 3

**Grade Level: 10-12**

**Prerequisite: C level ability in Japanese II or equivalent.**

This course will further develop the communication skills of the student. Students will be able to express personal opinion and give reasons for it, and be able to reflect upon events. Emphasis will be placed on the informal forms of speech needed for discussion among peers including gender specific familiar speech.

Parallel to this will be gradual introduction of more formal language structures expected of young adults in Japan. Students will learn an additional 150 Kanji characters. To further their ability to use the new structures, students will use role play to: demonstrate cooking and gift giving practices. They will be able to give directions and plan and promote a trip to Japan. They will be able to write Haiku in Japanese, compare and choose an apartment, and successfully describe an illness or injury at a medical clinic. Written expression will be emphasized through journals and short essays. Students will continue to build their technology skills.

This class meets the UC/CSU "E" requirement.

### AP Japanese Language and Culture

**Grade 11-12**

**Prerequisite: C level ability in Japanese III or equivalent.**

In order to support student success in the AP exam, this course will further develop the communication skills of the student. Students will be able to express their hopes and plans for the future. They will further strengthen their ability to use formal speech patterns with superiors as well as more informal speech with their peers. They will also begin to make conjectures about what might happen. To practice their new structures, students will use role play to prepare a news program, advertise for and apply for a job, and persuade others to try their favorite hobby. Student writing will continue to be emphasized. This course prepares students to take the Advanced Placement test in Japanese Language and Culture.

This class meets the UC/CSU "E" requirement

### **Spanish 1**

**Grade Level: 9-12**

This course is designed to teach proper pronunciation and elementary communication functions common in oral and written Spanish. Students participate in a variety of activities designed to learn about the Spanish culture. Students practice having simple conversations, write about common daily activities and describing people. By the end of the year, students will be able to describe themselves and others. They will be able to carry conversational topics such as their hobbies, how they spend their free time, what they learn in school, and family life. Various learning styles are incorporated into lessons and projects, such as music, video, games, and artwork. Class instruction is primarily in Spanish. Students who have successfully passed two years of Spanish in middle school, should proceed directly into level 2. Students who speak Spanish at home may be ready for Spanish 2 and skip level 1, but first must take a placement test held in the beginning of May. This class meets the UC/CSU “E” requirement.

### **Spanish 2**

**Grade Level: 9-12**

**Prerequisite: C level ability in Spanish I or equivalent.**

This course develops the level of proficiency from elementary to intermediate, with a strong emphasis on speaking and writing. The second year of Spanish focuses on talking about activities done in the past. Students will give several presentations which may include talking about their childhood, a show and tell presentation, and/or an imaginary trip which they took. Cultural topics are added in the form of readings and class discussions. Topics covered tend to be school life, travel, daily routines, shopping, and understanding and giving directions in a town. Class instruction is primarily in Spanish. Students who have successfully passed two years of Spanish in middle school, should proceed directly into level 2. Students who speak Spanish at home may place out of this level and enroll in level 3, but only after a placement test held in May. This class meets the UC/CSU “E” requirement.

### **Spanish 3**

**Grade Level: 10-12**

**Prerequisite: C level ability in Spanish 2 or equivalent.**

This course develops student proficiency at an advanced level in reading, writing, speaking, and listening. The first semester tends to be a very deep review of the previous years, allowing the student to fully express themselves with clarity. Students will be developing their writing skills by writing bi-monthly. Students will listen to authentic sources from various internet sites and be able to record their voice as in a simulated conversation. By now, students in level 3 have such a deeper level of understanding of the grammatical concepts and basic vocabulary that they can actually talk about the content topic in Spanish. For example, students will be able to compare and contrast art styles in Spanish, they will be able to talk about healthy lifestyles in Spanish. Topics covered are travel, the arts, health, and personal relationships. The language is taught only in Spanish and the student develops a strong level of conversational Spanish. Students who speak Spanish at home may enroll in level 3, but only after a placement test held in May. This class meets the UC/CSU “E” requirement.

### **AP Spanish Language and Culture**

**Grade Level: 10-12**

**Prerequisite: C level ability in Spanish III or equivalent.**

This course presents the curriculum at a university level. The class is taught only in Spanish. The students engage in a complete study of Spanish grammar, reviewing what they have learned in Spanish 1-3 in depth. Students read and listen to a variety of non-fiction and fiction sources for the purpose of developing proficiency in vocabulary, speaking ability, and writing an essay. Students are required to participate fully through group discussions, collaboration and oral presentations. This course will help students prepare to take the Advanced Placement Exam for Spanish Language and Culture. This class meets the UC/CSU “E” requirement.

**Placement into upper levels of language procedures are as follows.**

**Spanish**

Individual interviews with teacher and a writing sample to demonstrate proficiency. Students take the placement test held in May. Speaking Spanish at home is not necessarily a guarantee that the student is ready for any particular level.

**Japanese**

Bring writing samples, interview with teacher and perhaps take the prior year final exam or part. Spend time over the summer to review concepts that are weak as appropriate.

**Chinese**

Spring placement exam offered. There will be both a written exam (including listening, reading and writing) and an oral exam. Letters will be sent to potential new students who registered for Chinese class at Mills to invite them to come take the placement test. Teacher based placement on the result of the placement exam. The date usually falls on the first or second week of May.

## ELECTIVES

### International Relations

**Grade Level: 12**

International Relations is a year-long course. The fall semester delves into the different institutions and political groups that help influence and create U.S. foreign policy. The application of these groups and institutions is reflected in managing foreign aid and the U.S. military action around the world. The spring semester focuses on regions of the world and their issues as related to the United States by applying analysis writing, oral presentations, and seminar participation.

This course meets the UC/CSU “G” elective requirement.

### Law and Society

**Grade Level: 12**

This one semester course is designed to give students a practical understanding of the law and the structure, function, and actual operation of the American legal system. Law and Society focuses on criminal law and is based on participation and debate, which culminates in a full mock trial by the end of the course. Students will also study the foundations behind our laws, the challenges of juvenile justice, crimes and punishments, criminal profiling, and criminal investigations. Students will also learn how to become a member of the legal and law enforcement community as a possible career path.

This course meets the UC/CSU “G” elective requirement.

### Psychology

**Grade Level: 12**

This one semester course provides students with an introductory knowledge of the behavioral science of psychology exploring: why people act and think the way they do, the effects of heredity and environment on behavior, analysis of family and peer relationships, how to influence and control others, the science of emotions like fear, love, and depression, the causes and effects of mental illness, and treatment and therapy methods.

This class meets the UC/CSU “G” elective requirement.

### Leadership

**Grade Level: 10-12**

**Prerequisite: Consent of instructor.**

Leadership is a course designed to examine the qualities it takes to be a leader and how to refine these qualities. Students develop skills through cooperative interaction with their peers, teachers, staff and administration as well as community members and leaders. Students are divided into committees in order to successfully execute school-wide events throughout the year and plan and implement various activities, dances, rallies, fund-raisers and community service projects. Associated Student Body officers and all Student Council Presidents (of the sophomore, junior and senior classes) are required to enroll in the course and other class officers are encouraged to apply. Students must apply and interview for the course in the spring semester.

This course meets the district graduation elective requirement.

### Guided Studies

**Grade Level: 9-11**

**Prerequisite: Placement by counselor recommendation only.**

Guided Studies (GS) is a course that will help students build a strong academic identity and foster social responsibility in the high school setting. In addition to tutorial time that will provide students with assistance for their studies in other curricular areas, Guided Studies will focus on study skills, organizational strategies, critical thinking, team building, leadership training, social-emotional learning and character development. Guided Studies will assist all students in creating academic success at the high school level so that students may achieve their post-high school goals. Guided Studies teachers meet one-on-one with students to discuss academic progress, set goals, and address individual student needs. Additionally, Guided Studies teachers work closely with the school based wellness team to make sure students receive the counseling and wellness services they may need to support their personal and academic success. We believe that the Guided Studies class fills a unique niche in our MTSS due to its attention on both the academic and socio-emotional needs of students.

## NON-DEPARTMENTAL PROGRAMS

### School Community Service

Grade Level: 11-12

Prerequisite: Consent of counselor.

School Community Service is a one-semester/year elective course designed to provide students the opportunity to tutor support classes. Students will assist the teacher in providing academic and organization skills to other students. This course gives students the opportunity to assume responsibility, demonstrate personal integrity, and provide a service to the school community.

This course meets the district graduation elective requirement.

### Teachers' Aide

Grade Level: 11-12

Prerequisite: Consent of instructor and approval of counselor.

This is a year-long course designed to give the student clerical educational opportunities in either an office placement on campus or with a teacher. Students interview for the job station and commit themselves to the position for the semester. If the student is accepted by the staff member/teacher, they are assigned specific duties. The student is evaluated by the staff member. Credit is assigned by the teacher or the coordinator of the school/service program. The work station gives the student the opportunity to assume some responsibility, to demonstrate personal integrity, and to utilize clerical skills, which would generally not be taught in the classroom. For more information please see Counseling Staff Assistant. Pass/Fail grade only.

### GATE

Mills along with the other schools in the San Mateo Union High School District, has a Gifted and Talented Education Program, GATE. The program provides enrichment activities for those students who are identified as possessing, demonstrating or having potential abilities. (i.e. participated in GATE in either elementary or middle school and/or identified at Mills High School as meeting GATE criteria.) Programs at Mills include Advanced Placement (AP), and Advanced Standing (AS) classes. Special activities include: college application advising, SAT prep classes, special programs presented by teachers with special interests, visits to museums and operas, attending lectures, visits to universities, summer classes, and GATE events organized by the GATE School Site Coordinator, the GATE District Coordinator and the GATE Parents Group.