

SAN MATEO UNION HIGH SCHOOL DISTRICT



## **MILLS HIGH SCHOOL**

### **Home of the Vikings**



#### **ADMINISTRATION**

Pamela Duszynski - Principal

Jonathan White - Assistant Principal

Eric Ding - Assistant Principal

Deyango Harris - Assistant Principal

Tim Christian - Dean of Students

400 Murchison Drive, Millbrae, CA 94030





Dear Students, Caregivers and Fellow Vikings,

Welcome to Mills High School! We are pleased that you 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, using 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 as well as 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, Engineering Technology, and Computer Science. There is something for everyone at Mills, and we encourage our students to take courses that ignite in them an unknown talent or foster a new passion.

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 and innovative teaching staff, composed of both experienced and new teachers, who work collaboratively in professional learning communities and 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, welcoming students and families from a variety of backgrounds and cultures. Boasting 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, each student is able to find an activity that helps them learn and engage with peers outside of the classroom. Our students participate in Academic Decathlon, FCCLA, Mock Trial, Robotics, and a variety of other activities that offer additional opportunities to pursue a passion or discover new interests. Approximately one third of our student body participate on one or more athletic teams, with more athletes than nearly any other school in the District. The addition of our new Mills Athletic Complex makes Mills a desirable campus for student athletes.

At Mills, we believe in our students, and we believe in the difference that Mills 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



## TABLE OF CONTENTS

### Counseling Information/School Policies

|  |   |
|--|---|
| Counseling Department                      | 4 |
| Graduation & College Entrance Requirements | 5 |
| Concurrent Enrollment                      | 7 |
| Final Exam Policy                          | 7 |
| Grading Policies                           | 7 |

### Curriculum Course Offerings

|                                   |    |
|-----------------------------------|----|
| Career Technical Education (CTE)  | 9  |
| Electives                         | 15 |
| English                           | 17 |
| Health                            | 20 |
| Mathematics                       | 21 |
| Physical Education                | 26 |
| Science                           | 27 |
| Social Science                    | 31 |
| Special Education                 | 34 |
| Visual and Performing Arts (VAPA) | 35 |
| World Language                    | 40 |
| Non-Departmental Programs         | 44 |



## COUNSELING DEPARTMENT

Mills counselors are committed to supporting students' academic, college/career and personal-social growth. We are here for you! Through leadership and advocacy, counselors support equity and access to educational experiences that lead to college and career success.

### Counselors

Each Mills student is alphabetically (by last name) assigned to a counselor.

COUNSELING OFFICE - Staff Assistant - 650/558-2505

|                              |              |                     |
|------------------------------|--------------|---------------------|
| [A - Gao]: Rachel Mack       | 650/558-2510 | rmack@smuhsd.org    |
| [Gar - Lof]: Jayde Tijero    | 650/558-2512 | jtijero@smuhsd.org  |
| [Log - Park]: Kalani Vasquez | 650/558-2536 | kvasquez@smuhsd.org |
| [Pas - Z]: Jonathan Fong     | 650/558-2511 | jjfong@smuhsd.org   |

If you have questions about any of your classes, your schedule, or meeting graduation/college entrance requirements, please make an appointment to see your counselor through the Mills [website](#). Students are free to drop in to see if their counselor is available and parents are asked to make an appointment by calling or emailing the counselor assigned to their student.

Your school counselor is your advocate who is ready and willing to help you enjoy a meaningful and successful high school experience. Please reach out if you ever have any questions or concerns.



**MILLS HIGH SCHOOL**  
**GENERAL COMPARISON OF GRADUATION & COLLEGE REQUIREMENTS**  
**2024 - 2025**

| UC/CSU<br>A-G | Subject                    | Minimum H.S. Graduation Requirement<br>(220 credits)             | Minimum College Entrance Requirements*<br>UC and CSU | Community College   |
|---------------|----------------------------|--|--|---|
| A             | Social Science/History     | 3.5 years (35 credits)   | 2 years  | Any 1 of the following:   |
| B             | English                    | 4 years (40 credits)   | 4 years  | (1) High School Diploma<br><br>(2) GED Certificate<br><br>(3) CHSPE Certificate<br><br>(4) 18 years old |
| C             | Math                       | 3 years (30 credits)   | 3 years<br>(4 years recommended)                     |   |
| D             | Lab Science                | 2 years (20 credits)<br>(1 year, biological<br>1 year, physical) | 2 years<br>(3 years recommended)                     |   |
| E             | World Language             | 1 year (10 credits)  | 2 years<br>(3 years recommended)                     |   |
| F             | Visual and Performing Arts | 1 year (10 credits)  | 1 year   |   |
| G             | Electives**                | 4 years (40 credits)   | 1 year   |   |
| N/A           | Health                     | 1 semester (5 credits)   | None   |   |
| N/A           | P.E.                       | 2 years (20 credits)   | None   |   |
| N/A           | Career Technical Education | 1 year (10 credits)  | None   |   |

\*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 (such as a 3rd year of science).

Students need to earn a minimum of 220 credits in order to graduate. 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 student's 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.



## COLLEGE ENTRANCE REQUIREMENTS

Courses must be completed with a minimum grade of C-

| SUBJECT A-G                  | UC/CSU REQUIREMENT  | MILLS COURSES WHICH MEET CSU AND UC REQUIREMENT  |
|------------------------------|---|--|
| SOCIAL SCIENCE (A)           | 2 YEARS REQUIRED  | Ethnic Studies (1 semester)<br>Modern World History<br>U.S. History (CP, AP)<br>American Government (CP, AP)<br>AP Human Geography   |
| ENGLISH (B)<br>MATH (C)      | 4 YEARS REQUIRED<br>3 YEARS REQUIRED<br>4 YEARS RECOMMENDED | English 1, 2, 3, 4 (CP, AS, AP)<br>Algebra 1, Algebra 2, Geometry<br>Finite Math & Statistics<br>Pre-Calculus, AP Calculus (AB/BC)<br>AP Statistics<br>AP Computer Science A<br>Intro to Data Science (IDS)                            |
| LABORATORY SCIENCE (D)       | 2 YEARS REQUIRED<br>3 YEARS RECOMMENDED                     | Biology, Chemistry, Innovations in Green Technology, Physics<br>Biotechnology 1<br>AP Biology, AP Chemistry, AP Physics 1<br>AP Physics C, AP Environmental Science  |
| WORLD LANGUAGE (E)           | 2 YEARS REQUIRED<br>3 YEARS RECOMMENDED                     | Chinese 1, 2, 3, AP<br>Japanese 1, 2, 3, AP<br>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, Video Production, Advanced Video Production, Ceramics, Media Arts, Advanced Media Arts, Symphonic Band, Concert Choir, Jazz Ensemble, Chamber Orchestra |
| ELECTIVES (G)                | 1 YEAR REQUIRED   | Computer Science Principles, Economics, Engineering Technology, Foods & Nutrition, Health Education, Journalism, Law & Society, AP Macroeconomics, Psychology*   |

\*Any Courses from Social Science, Math, Science, VAPA and World Language areas taken beyond the minimum requirement may count as an elective.



## **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 teacher of record upon their students 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 a 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 entry level job 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 dual enrollment and students receive college credits. Students also can earn industry recognized certifications.

### **AP Computer Science A**

**Grades: 10-12**

**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.*

### **Architectural Design 1**

**Grade Levels: 9-12**

**Prerequisite: None**

Architectural Design is a one-year course focusing on the basic practices and fundamental principles of architecture. Students will learn the creative processes of planning and design through various assignments and projects. A couple of major projects are creating an original set of architectural plans and designing a single family home. Students will learn historical styles, architectural precedents, and sustainability principles to help inform their design. They will develop drafting skills, learning to communicate through drawing - by hand and by CAD (computer-aided drafting). Emphasis will be placed on learning the fundamentals of architectural design and mastering the basic tools needed to draw. Students will be made aware of the paths and certifications that can lead to careers in architecture and related fields.

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

*This course meets the CTE or VAPA district graduation requirement.*

### **Architectural Design 2**

**Grade Levels: 10-12**

**Prerequisite: Architectural Design 1**

In Advanced Architectural Design, students will continue learning about the practices and principles of architecture. Students will refine their skills in design, drafting, and CAD. BIM (Building Information Modeling) is introduced as another tool to create a drawing set with renderings and scaled models in greater depth and detail. Students will continue to develop their creative process of planning and design through various assignments, projects, and architectural competitions.

This course is Dual Enrollment: Students who complete the course with a letter grade of "C" or higher receive college credit issued through the San Mateo Community College District.

*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 in a laboratory notebook, safe use of equipment, and employee etiquette are stressed. Students learn basic solution making and use of spectrophotometry to verify concentration. Sterile technique, cell culture, DNA and protein isolation and analysis, including gel electrophoresis. In the second semester students build on the skills developed in semester I with emphasis on assay development, PCR, recombinant DNA technology, and bacterial transformation. Because this is career education as well, we focus on career exploration, resume writing, and informational interviews which are conducted throughout the course. The spring semester is a Dual Enrollment course with Skyline (BTEC 400) earning the student 2 units of CC credit that is CSU transferable. For additional information see the Skyline Biotech program, [Biotech Manufacturing Technician Certificate](#).

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

*This course meets the CTE and Life Science district graduation requirement.*

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

**Grade Level: 10-11**

**Prerequisite: None**

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 provides a comprehensive approach to life and career planning. Topics include self-assessment (values, skills, personality, and interests) and an analysis of career development over the life span. Students complete an intensive career investigation that encompasses decision-making, goal-setting, job search strategies, resume writing, and interviewing skills. This year long course earns both high school and college credit through College of San Mateo. Students who earn C- or better grade earn 6 college credits (3 college credits for Fall [COUN100](#) and 3 college credits for Spring [CRER137](#)).

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

*This course meets the CTE district graduation requirement.*

### **Computer Science Principles**

**Grade Level: 9-12**

**Prerequisites: None**

This course is an introduction to computer science that uses parts of UC Berkeley's CS10 "Beauty & Joy of Computing" curriculum. Students learn about algorithms and abstraction, as well as, use a variety of programming techniques to solve problems. The course covers the history, social implications, great principles, the future of computing 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. There is also a unit using hardware: microbits, raspberry pi and Finch robots. 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.*



### **Culinary Arts**

**Grade Level: 10-12**

**Prerequisite: Food and Nutrition with a grade of B or better**

This upper level course is intended to provide students opportunities to practice and expand knowledge of food preparation. Foods and Nutrition serves as the foundation class and Culinary Arts creates a career pathway sequence in the Hospitality Industry sector. In this concentration course students learn advanced cooking techniques, experiment with the latest trends in food and gain valuable career readiness skills. Students learn food preparation and service while practicing teamwork, ingenuity, problem solving and creativity. The spring semester includes an emphasis on international foods. Students operate an on campus business featuring foods. Students also have access to the culinary garden which is incorporated into the program.

*This course meets the UC/CSU "G" elective requirement*

*The course meets the CTE district graduation requirement.*

*Dual Enrollment with Skyline College HTM 124 HTM 125 earning 1.5 college credits*

*Certifications: Guest Services, Food Handlers*

### **Engineering Technology**

**Grade Level: 9-12**

**Prerequisites: Completed or concurrently enrolled in Algebra 1.**

Engineering Technology is the practical application of science and engineering to a wide range of real world problems. In this course students will apply the principles of science and mathematics to design and develop solutions to technical problems. Students will be introduced to the engineering design process and learn to apply it through various hands-on activities and projects. Students will have the opportunity to work individually and in collaborative teams to develop and document designs in order to solve problems in various disciplines of engineering. Students will also be introduced to 3D modeling software, 3D printers and some basic tools as part of the problem solving process. Students will be made aware of the paths and certifications that can lead to careers in engineering and engineering technology.

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

*This course also meets the CTE district graduation requirement.*

### **Foods and Nutrition**

**Grade Level: 9-12**

**Prerequisite: None**

This introductory course focuses on basic food preparation and principles of nutrition. Students learn various cooking techniques through preparation of selected foods in a lab setting. Students learn about food safety and sanitation and complete the industry recognized Food Handlers Certificate. Students understand how food choices impact health through examination of food labels, dietary guidelines and meal planning. Students learn how to prepare nutritious meals while practicing teamwork, problem solving, critical thinking and communication. 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 career readiness skills such as interviewing skills, resume writing and career exploration. Students have access to the culinary garden which is incorporated into the course.

*This course meets the UC/CSU "G" elective requirement*

*This course meets the CTE district graduation requirement*

*Dual enrollment with Skyline College HTM 101 ( 3 credits ) HTM 120 ( 3 credits )*

*Certifications: Food Handlers Certification*



### **Innovations in Green Technology**

**Grade Level:** 9-12

**Prerequisite:** Algebra 1 (recommended)

The 'Innovations in Green Technology' course, aligned with California's Technical Education Standards for the Energy, Environment, and Utilities sector, covers sustainable STEM fields through practical projects and research. The spring semester is a dual enrollment course with Skyline College. Students learn about climate change, energy efficiency, renewable sources, and green transportation, developing skills for careers in sustainability. The course emphasizes the societal, economic, and environmental impacts of energy choices, preparing students to be informed citizens and leaders in sustainable energy.

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

*This course meets the CTE district requirement.*

### **Journalism**

**Grade Level:** 9-12

**Prerequisite:** None

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 copy editing 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.*

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

**Grade:** 9-12

**Prerequisite:** None

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 Premiere Pro), and explore creative careers. Students will develop their creative expression, solve visual problems, learn manual photography, 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 and or permission of instructor

Advanced Media Arts students will collaborate with Advanced Video students to produce the school broadcast. Media arts students will learn new skills while producing content in teams much like how professionals work in the industry. Students will make their own creative goals to expand their skills and develop their digital portfolios. Students will create an independent project that will be the centerpiece of their portfolio. Advanced students are responsible for helping with the annual Mills Film Festival.

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

*This course meets the CTE and or VAPA district graduation requirement.*



### **Publications (Yearbook)**

**Grade Level: 10 - 12 (Application required, shared on Course Info Day)**

**Prerequisite: None**

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.*

### **Video Production**

**Grade Levels: 9-12**

**Prerequisite: None**

This two semester course guides students through the filmmaking process. Students will learn about the different camera shots, editing techniques, and the usage of sound. Students will learn how to use recording equipment and different microphones. The projects range from creative films, short stories, music videos and documentaries. In the class, students discuss the impact of film in our society. 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 and or VAPA district graduation requirement.*

### **Video Production - Advanced**

**Grade Levels: 9-12**

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

Advanced Video Production students will collaborate with Advanced Media Arts students to produce the school broadcast. Advanced students will learn new skills while producing content in teams much like how professionals work in the industry. Students will make their own creative goals to expand their skills and develop their digital portfolios. Students will create an independent project that will be the centerpiece of their portfolio. Advanced students are responsible for helping with the annual Mills Film Festival.

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

*This course meets the CTE and or VAPA district graduation requirement.*

### **Woodworking 1**

**Grade Level: 9-12**

**Prerequisite: None**

This is a one-year course that introduces students to basic woodworking practices and techniques that can lead to an interest in the woodworking industries and building trades. Students begin by learning about the woodworking industry and the basics of hand tools. They will learn the safe use of power tools and stationary machines. Students will develop knowledge and understanding of material selection, measurement and layout, as well as how to design and plan their selected projects each semester. Career and higher education opportunities will be explored throughout the course.

*This course does NOT meet the UC/CSU A-G requirements.*

*This course meets the CTE district graduation requirement.*



## **Woodworking 2**

**Grade Level: 10-12**

**Prerequisites: Woodworking 1**

This is a one-year course that continues to develop woodworking techniques and skills, as well as design documentation. Students have previously learned the basics of planning and use of hand tools, power tools, and machine safety. In this course, students will continue to build on these basic skills and knowledge to plan and fabricate more advanced and finely-finished projects each semester. They will also have the opportunity to learn more about the furniture, millworking, and cabinetry-making industries. This ranges from styles and material selection to preparation and finishing processes to construction and installation. Career and higher education opportunities will continue to be explored throughout the course.

*This course does NOT meet the UC/CSU A-G requirements.*

*This course meets the CTE district graduation requirement.*



## ELECTIVES

### **Community and Literacy in Action**

**Grade Level:** 9-12

**Prerequisite:** None

This class is taken in addition to a regular English class. This course is designed for multilingual scholars to develop leadership & literacy skills to connect and communicate their identities so that they are able to contribute to their school communities and beyond. Using Yosso's Community & Cultural Wealth Model, **students will work collaboratively and draw upon their home languages and cultures as resources in order to enhance their multilingual communication skills.** This course will utilize asset based and humanizing pedagogy to provide students with opportunities to explore and develop their identities and leadership skills in order to understand their potential to be agents of change in their communities. This course, anchored in the ELD standards, is intended to support our multilingual scholars in improving their abilities to read, write, listen and speak across all content areas in order to demonstrate their leadership skills in order to earn a SMUHSD Seal of Multilingualism.

*This class is a year-long 10 elective credits course.*

### **Self and Social Empowerment**

**Grade Level:** 9-11

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

Self and Social Empowerment (SSE) 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, SSE will focus on study skills, organizational strategies, critical thinking, team building, leadership training, social-emotional learning and character development. SSE will assist all students in creating academic success at the high school level so that students may achieve their post-high school goals. SSE teachers meet one-on-one with students to discuss academic progress, set goals, and address individual student needs. Additionally, SSE 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 SSE class fills a unique niche in our MTSS due to its attention on both the academic and socio-emotional needs of students.

### **Law and Society**

**Grade Level:** 10 - 12

**Prerequisites:** None

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.*



### **Leadership**

**Grade Level: 10 - 12 (Application required, shared on Course Info Day)**

**Prerequisite: None**

This course is designed for students interested in continuing to develop leadership skills and in supporting an effective student government program. 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. As with Leadership, students will be organized into various committees and will use leadership skills to produce activities and events benefiting the school. Students will promote a culture of involvement, school spirit, and mutual respect among all Mills students. Students will experience personal growth and the development and/or refinement of leadership skills in the following areas: communication; team building; self-esteem; problem solving and decision making; goal setting; event planning; conflict resolution; creative thinking; time management; community service; advertising/marketing; finance/accounting; and government procedures.

*This course meets the district graduation elective requirement.*

### **Psychology**

**Grade Level: 10 - 12**

**Prerequisites: None**

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.*



## 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**

**Prerequisite: None**

Throughout their freshman year, students will read core texts, as well as shorter fiction, nonfiction pieces, and poetry to explore a variety of literature. 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**

**Prerequisite: English 1**

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**

**Prerequisite: English 2**

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 and Composition**

**Grade Level: 11**

**Prerequisite: English 2**

This course focuses on the nature of the American experience in literature. This course prepares students for the Advanced Placement examination and advanced studies in English. Throughout the year students will read a wide variety of literature and nonfiction. In the Fall, students learn how to read essays and speeches closely while learning to write rhetorical analyses and arguments. In the Spring students will learn how to write a major research paper and then how to write narratives.

*This course meets the UC/CSU A-G "B" English requirement.*

### **English 4**

**Grade Level: 12**

**Prerequisite: English 3 or AP English Language**

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**

**Prerequisite: English 3 or AP English Language**

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.*

### **Community and Literacy in Action**

**Grade Level: 9-12**

**Prerequisite: None**

This class is taken in addition to a regular English class. This course is designed for multilingual scholars to develop leadership & literacy skills to connect and communicate their identities so that they are able to contribute to their school communities and beyond. Using Yosso's Community & Cultural Wealth Model, **students will work collaboratively and draw upon their home languages and cultures as resources in order to enhance their multilingual communication skills.** This course will utilize asset based and humanizing pedagogy to provide students with opportunities to explore and develop their identities and leadership skills in order to understand their potential to be agents of change in their communities. This course, anchored in the ELD standards, is intended to support our multilingual scholars in improving their abilities to read, write, listen and speak across all content areas in order to demonstrate their leadership skills in order to earn a SMUHSD Seal of Multilingualism.

*This class is a year-long 10 elective credits course.*



## HEALTH DEPARTMENT

### Health Education

**Grade Level: 9**

**Prerequisite: None**

Health Education is a one-semester course that supports students in developing life-long, positive health-related behaviors and will provide students with updated information, decision-making skills, and accessing resources that will encourage health promoting behaviors that impact them now and in the future. Course content embraces student development of comprehensive health skills through the following units of study: Nutrition and Physical Activity; Growth, Development, and Sexual Health; Alcohol, Tobacco, and other Drugs; Mental, Emotional, and Social Health, Injury Prevention and Safety; and Personal and Community Health. Health Education will ensure that students meet the California Health Education Content Standards and Fulfill the California Education Code requirements for teaching comprehensive sexual health.

*This course meets the district graduation requirements for Health Education (5 credits).*

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



## MATHEMATICS DEPARTMENT

### Algebra 1

**Grade Level: 9,10**

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.*

### Algebra 2

**Grade Level: 9-12**

**Prerequisite: Algebra 1 and 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.*

### Finite Mathematics and Statistics

**Grade Level: 11-12**

**Prerequisite: Algebra 2 or Data Science with a C or better.**

This course provides an elective college preparatory mathematics course, with a focus on exploring and investigating practical uses of mathematics. Topics may include Social Choices and Decision Making (apportionment, elections and weighted voting systems), Management Science (street networks and linear programming), Statistics (sampling methods, analyzing data, the normal distribution, probability), Consumer Mathematics (interest, loans, annuities and amortization), Coding Information (check digits, UPC numbers), and enhanced topics from Algebra 2 and Geometry.

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

### Geometry

**Grade Level: 9-11**

**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.*

### Integrated Mathematics 2

**Grade Level 10 - 12**

**Prerequisite: Algebra 1 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 or Data Science to fulfill UC-CSU math requirements.

*This course meets the UC/CSU "G" Elective requirement.*



### **Introduction to Data Science**

**Grade Level: 10-12**

**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/, an open-source programming language 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 is currently under review for meeting the UC/CSU "C" Mathematics requirement.*

### **Pre-Calculus**

**Grade Level: 11-12**

**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**

**Grade Level: 11-12**

**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**

**Grade Level: 11-12**

**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**

**Grade Level: 10-12**

**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.*



### **AP Statistics**

**Grade Level: 11-12**

**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.*

### **Strategic Algebra Support**

**Grade Level: 9**

**Prerequisite: CAASPP Math and MDTP performance scores at below basic or C/D/F grades in 8<sup>th</sup> grade math.**

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. *This course is for elective credit only.*

### **Geometry Support**

**Grade Level: 10 - 11**

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.*

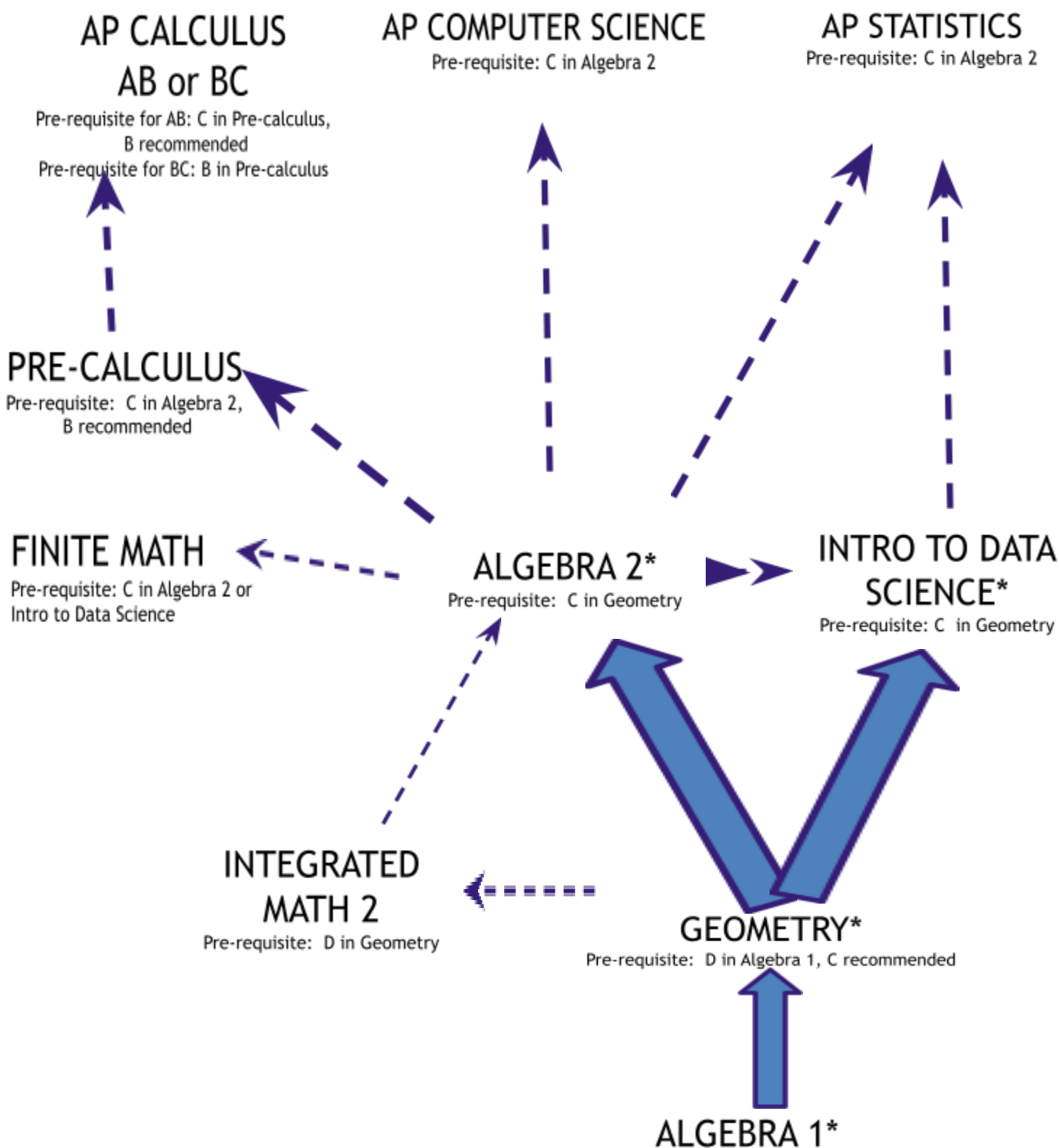
### **Algebra 2 Support**

**Grade Level: 10 - 12**

Algebra 2 Support is to be taken concurrently with Algebra 2. It is designed to develop the skills necessary to be successful in the Algebra 2 course. The course will follow the pacing guide for Algebra 2.

*This course is for elective credit only.*





\*Required for college eligibility (Algebra 1, Geometry, Algebra 2 or Intro to Data Science\*\*)

\*\*Intro to Data Science is currently under review by the UC/CSU system.



**Criteria for Advancement to next mathematics course:**

- Students are placed in subsequent math courses according to their transcript.
- Incoming 9<sup>th</sup> graders must produce a transcript from the middle school which includes either Algebra 1 or Common Core Accelerated Math in order to enroll in Geometry. Students from private schools please submit a course description for approval.

**It is recommended that all math courses be taken at Mills High School.**

- If a course is not taken at Mills High School, then the student must attain pre-approval to enroll in the outside course.
- All courses must be from a WASC accredited institution and must be a UC approved a - g course.
- Upon completion of the course, an official transcript (with name of institution, course title and grade earned) must be forwarded to the student's counselor at least two business days prior to the first day of school. Otherwise, the student will remain in the original class to which they were assigned.
- Students completing math courses outside of the Mills High School math department must request a waiver by email to [mhsmath@smuhsd.org](mailto:mhsmath@smuhsd.org) before beginning the course. Courses taken outside of Mills may not be common core aligned. This means that the student may not receive instruction on topics that are needed in subsequent math courses or that may appear on the SAT or CAASPP. **Outside courses may not contain topics required for common core aligned advanced mathematics courses, which may lead to difficulty in subsequent math courses.**

**Option for Summer Geometry**

- Students enrolled in an Algebra 1 course at Mills during their freshman year may be eligible to complete a SMUHSD sponsored summer Geometry course provided that they meet the SMUHSD set criteria.
- The course will be taken during the summer after the freshman year.
- Students who meet the criteria may alternatively enroll in Geometry and Algebra 2 concurrently during their sophomore year.



## PHYSICAL EDUCATION DEPARTMENT

### Physical Education 1

**Grade Level:** 9

**Prerequisite:** None

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

**Prerequisite:** Physical Education 1

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. Uniforms 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**

**Prerequisite: None**

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.*

*This course meets the Life Science 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 in a laboratory notebook, safe use of equipment, and employee etiquette are stressed. Students learn basic solution making and use of spectrophotometry to verify concentration. Sterile technique, cell culture, DNA and protein isolation and analysis, including gel electrophoresis. In the second semester students build on the skills developed in semester I with emphasis on assay development, PCR, recombinant DNA technology, and bacterial transformation. Because this is career education as well, we focus on career exploration, resume writing, and informational interviews which are conducted throughout the course. The Spring semester is a Dual Enrollment course with Skyline (BTEC 400) earning the student 2 units of CC credit that is CSU transferable. For additional information see the Skyline Biotech Program, [Biotech Manufacturing Technician Certificate](#).

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

*This course meets the CTE and Life Science district graduation requirement.*

### **Chemistry in Earth Systems**

**Grade Level: 10**

**Prerequisite: Algebra 1 (may be concurrently enrolled)**

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.*

### **Innovations in Green Technology**

**Grade Level: 9-12**

**Prerequisite: Algebra 1 recommended**

The 'Innovations in Green Technology' course, aligned with California's Technical Education Standards for the Energy, Environment, and Utilities sector, covers sustainable STEM fields through practical projects and research. The spring semester is a dual enrollment course with Skyline College. Students learn about climate change, energy efficiency, renewable sources, and green transportation, developing skills for careers in sustainability. The course emphasizes the societal, economic, and environmental impacts of energy choices, preparing students to be informed citizens and leaders in sustainable energy.

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

*This course meets the CTE district requirement.*



### **Physics in the Universe**

**Grade Level: 10-12**

**Prerequisite: Algebra 1 (may be concurrently enrolled).**

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, matter, and their conservation. They will have the opportunity to study the formation of the geophysical 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 mastery of the course, regularly conduct experimental investigations, and participate in science and engineering practices.

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

### **AP Biology**

**Grade Level: 11-12**

**Prerequisite: Biology, Chemistry, 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, and create a strong foundation for college level biology coursework.

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

### **AP Chemistry**

**Grade Level: 11-12**

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

AP Chemistry is similar to a first year college chemistry course, and covers the material in sophomore 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 at the end of the year.

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

### **AP Environmental Science**

**Grade Level: 10-12**

**Prerequisite: Biology**

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.*

### **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 fluid dynamics. 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 Physics C (Mechanics, Electricity & Magnetism)**

**Grade Level: 11 - 12**

**Prerequisites:** Biology, Chemistry, and Physics in the Universe OR AP Physics 1; AND completion OR co-enrollment in a calculus class.

This course is a calculus-based course in Physics. Its syllabus is designed by the College Board. It is an equivalent 1 year of a calculus-based university level physics course. The emphasis in the course is on an understanding of the concepts and skills at using the concepts and formula to solve problems. Laboratory work will be covered as an integral part of this course. The course requires mathematically analytical treatments of physical situations in mechanics and electricity & magnetism. The first semester will consist of a review of topics related to Mechanics that students have seen in Physics in the Universe and AP Physics 1 with an emphasis on the calculus related to the situation/concept. The second semester will be focused on Electricity & Magnetism, seen in Physics in the Universe, again with an emphasis on the related calculus.

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



# Science Pathways

\*Science Dept. highly recommends 3 course model (Bio-Chem-Physics)

| <u>Grade</u>     | <u>Course</u>                                 | <u>Prerequisites</u>                            |
|------------------|---|---|
| 12 <sup>th</sup> | <b><i>Physics in the Universe</i></b>         | <i>Geometry</i>                                 |
|                  | <b><i>Biotechnology 1</i></b>                 | <i>Biology with a C or higher</i>               |
|                  | <b><i>Innovations in Green Technology</i></b> | <i>Algebra 1 recommended</i>                    |
|                  | <b><i>AP Biology</i></b>                      | <i>Biology, Chemistry, and Physics</i>          |
|                  | <b><i>AP Physics 1</i></b>                    | <i>Biology, Chemistry, Algebra 2</i>            |
|                  | <b><i>AP Physics C</i></b>                    | <i>Physics and Calculus</i>                     |
|                  | <b><i>AP Environmental Science</i></b>        | <i>Biology</i>                                  |
|                  | <b><i>AP Chemistry</i></b>                    | <i>Biology, Chemistry, and Physics</i>          |
| <hr/>            |   |   |
| 11 <sup>th</sup> | <b><i>Physics in the Universe</i></b>         | <i>Geometry</i>                                 |
|                  | <b><i>Biotechnology 1</i></b>                 | <i>Biology with a C or higher</i>               |
|                  | <b><i>Innovations in Green Technology</i></b> | <i>Algebra 1 recommended</i>                    |
|                  | <b><i>AP Biology</i></b>                      | <i>Biology, Chemistry, and Physics</i>          |
|                  | <b><i>AP Physics 1</i></b>                    | <i>Biology, Chemistry, Algebra 2</i>            |
|                  | <b><i>AP Physics C</i></b>                    | <i>Physics and Calculus</i>                     |
|                  | <b><i>AP Environmental Science</i></b>        | <i>Biology</i>                                  |
|                  | <b><i>AP Chemistry</i></b>                    | <i>Biology, Chemistry, and Physics</i>          |
| <hr/>            |   |   |
| 10 <sup>th</sup> | <b><i>Chemistry</i></b>                       | <i>Algebra 1 (may be concurrently enrolled)</i> |
|                  | <b><i>Innovations in Green Tech</i></b>       | <i>Algebra 1 recommended</i>                    |
|                  | <b><i>Physics in Universe</i></b>             | <i>Algebra 1 (may be concurrently enrolled)</i> |
|                  | <b><i>AP Physics 1</i></b>                    | <i>Biology, Chemistry, and Algebra 2</i>        |
|                  | <b><i>AP Environmental Science</i></b>        | <i>Biology with C or better</i>                 |
|                  | <b><i>Biotech 1</i></b>                       | <i>Biology with C or better</i>                 |

\*Science Dept recommends Chemistry for 10th grade, following a 3-course model. If a student would like to take an alternative 10th Grade science course, have them speak with their current science teacher and receive a waiver.

9<sup>th</sup> ***Biology***



## SOCIAL SCIENCE DEPARTMENT

### Recommendation for AP Selection

All students have the opportunity to select an AP course. Below you will find the recommendation & characteristics of the courses for students to help guide their selection:

- Get familiar with college-level work—and boost your confidence by tackling it in a supportive environment
- Deepen academic skills such as reading, writing, and speaking in a more rigorous environment
- Continue to develop skills like time management, critical thinking, and scholarly writing
- Interest in the course. Studying a subject in depth could give you new insights and interest.
- Capacity to complete approximately 2-3 hours of outside work a week

### **Ethnic Studies**

**Grade Level: 9**

**Prerequisites: None**

The Ethnic Studies course is designed for students to be politically, socially and economically conscious about their personal connections to local and global histories. By studying the histories of race, ethnicity, nationality, sexuality, and culture, students will cultivate respect and empathy for individuals and solidarity with groups of people locally, nationally, and globally so as to foster active social engagement and community building. Particular focus will be given to the contributions, and struggles of different racial and ethnic groups for liberty, equality, and justice in the United States. Students will investigate and analyze the historical factors of power and privilege and the subsequent impact on historically disadvantaged groups' ability to navigate and mitigate internal and external structures that influence their human experience. Students will apply in-depth analysis to contemporary issues and collectively pose creative, self-affirming solutions in a variety of ways to promote agency through grassroots community advocacy and civic engagement. This course is intended to help build inter-ethnic understanding and socio-cultural bridges in an increasingly more multicultural and multiethnic nation, which is imperative to creating a just society. *This course meets the UC/CSU "A" social science/history requirement.*

### **Modern World History**

**Grade Level: 10**

**Prerequisites: None**

The Modern World History course covers a period of more than 250 years, highlighting major turning points that shaped the modern world, from the late eighteenth century through the present. This course offers a balanced approach to historical content, providing equal weight to the development of western civilization and the evolution of the non-western world. This course will offer students a truly global historical experience. In this course, students will critically learn about the history and culture of the world by considering multiple accounts of events in order to understand international relations from a variety of perspectives, in a way that allows students to place themselves in its narratives. *This course meets the UC/CSU "A" social science/history requirement.*



### **United States History**

**Grade Level: 11**

**Prerequisites: None**

In this course students examine American history from the late nineteenth century to the present. During the year, the following themes are emphasized: American and National Identity (the ideals and realities of American democracy); Politics and Power (including the expanding role of the federal government); Culture and Society (the population's growing diversity and continued struggle for equal rights); America in the World (the rise of the United States as a major world power); Migration and Settlement (patterns of population changes). Students will critically learn about the history and culture of the United States by analyzing multiple accounts of events in order to understand the American story from a variety of perspectives, in a way that allows students to place themselves in its narratives, developing historical empathy.

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

### **AP United States History**

**Grade Level: 11**

**Prerequisites: None**

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**

**Grade Level: 12**

**Prerequisites: None**

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.*

### **Economics**

**Grade Level: 12**

**Prerequisites: None**

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 "A" social science/history requirement.*



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

**Grade Level: 12**

**Prerequisites: None**

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.*

### **AP Macroeconomics**

**Grade Level: 12**

**Prerequisites: None**

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 "A" social science/history requirement.*

### **AP Human Geography**

**Grade Level: 10 - 12**

**Prerequisites: None**

AP Human Geography is an elective that introduces high school students to college-level introductory human geography or cultural geography. The content is presented thematically rather than regionally and is organized around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human-environment relationships on places, regions, cultural landscapes, and patterns of interaction.

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



## **SPECIAL EDUCATION DEPARTMENT**

There are two distinct programs in the Special Education Department at Mills High School: Specialized Academic Instruction (SAI), and The Bay Academy. SMUHSD ensures that each student with an IEP is placed in the least restrictive environment and receives services as appropriate, including Directed Studies, Speech & Language Therapy, Physical Therapy, Occupational Therapy, Adapted PE, and Mental Health support.

Students in the Specialized Academic Instruction (SAI) Program are fully included and placed in mainstream courses for a high majority of the school day. The students in the SAI Program receive a period of Directed Studies, which is a support class to help them access the mainstream curriculum and work on their goals and objectives. Mills High School also has implemented classes co-taught by a general education teacher and special education teacher, allowing further support for students. Students in the SAI program work toward a diploma.

SMUHSD's Bay Academy is designed for students with moderate to severe disabilities; students in this program work towards a Certificate of Achievement and benefit from a small group, special day setting. The Bay Academy's goal is to provide students with the academic, functional, and occupational skills to enable them to compete in a job market per their abilities and well developed skills. The Bay Academy 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

### Architectural Design 1

**Grade Levels:** 9-12

**Prerequisite:** None

Architectural Design is a one-year course focusing on the basic practices and fundamental principles of architecture. Students will learn the creative processes of planning and design through various assignments and projects. A couple of major projects are creating an original set of architectural plans and designing a single family home. Students will learn historical styles, architectural precedents, and sustainability principles to help inform their design. They will develop drafting skills, learning to communicate through drawing - by hand and by CAD (computer-aided drafting). Emphasis will be placed on learning the fundamentals of architectural design and mastering the basic tools needed to draw. Students will be made aware of the paths and certifications that can lead to careers in architecture and related fields.

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

*This course meets the CTE or VAPA district graduation requirement.*

### Architectural Design 2

**Grade Levels:** 10-12

**Prerequisite:** Architectural Design 1

In Advanced Architectural Design, students will continue learning about the practices and principles of architecture. Students will refine their skills in design, drafting, and CAD. BIM (Building Information Modeling) is introduced as another tool to create a drawing set with renderings and scaled models in greater depth and detail. Students will continue to develop their creative process of planning and design through various assignments, projects, and architectural competitions.

This course is Dual Enrollment: Students who complete the course with a letter grade of "C" or higher receive college credit issued through the San Mateo Community College District.

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

*This course meets the CTE or VAPA district graduation requirement.*

### Art

**Grade Level:** 9-12

**Prerequisite:** None

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 historical art 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 15 original, two dimensional art works (which may require two-three years of preparation). Students will develop 15 pieces that address a guiding question, 5 of which will be selected 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/or permission of instructor.

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 15 original, two-dimensional art works (which may require two-three years of preparation). Students will develop 15 pieces that address a guiding question, 5 of which will be selected for the Quality section. *This course meets the UC/CSU "F" VAPA requirement.*

### **AP Studio Art 3D**

**Grade Level:** 11-12

**Prerequisite:** Art, Art Advanced, and/or permission of instructor.

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, a 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.*

### **Ceramics**

**Grade Level:** 9-12

**Prerequisite:** None

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

### **Chamber Orchestra**

**Grade Level:** 9-12

**Prerequisite:** Two years of successful instrumental experience or consent of the 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 Band**

**Grade Level: 9-12**

The Concert Band is for intermediate level instrumental musicians, comprised mainly of, but not limited to, incoming freshmen. The Concert Band will perform music from the repertoire of band literature from various eras of musical history including: Baroque, Classical, Romantic, Neo-Classical, Twentieth Century and Contemporary. While learning the techniques of rehearsal and performance, the students analyze compositional elements in cultural and historical context, gaining a deeper aesthetic understanding of music. The performance schedule will require a time commitment outside the regular school day.

### **Concert Choir**

**Grade Level: 9-12**

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

The Choral Music program is designed to enhance the musical, creative and expressive qualities of all students. Musical opportunities are provided for every student to learn the basic skills of singing, playing and reading music, developing song repertoire, broadening listening skills and experiencing the interrelated nature of music with other cultures and content areas. The high school concert choir class is designed for students to apply musical skills as they continue to create and experience music as a musical ensemble. Students will develop mastery of solfege, major and minor scales, and 4 part harmonies. Students will convey musical interpretation with the use of dynamics and phrasing. Students will understand how a musical composition is structured through listening and analysis.

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

### **Beginning 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.*

### **Advanced Drama**

**Grade Level: 9-12**

**Prerequisite: Beginning Drama**

This course builds upon the scope of knowledge and experiences from Beginning Drama and allows students to further develop skills in the Dramatic Arts with an emphasis on areas of focus in the subject that the student can explore; these include but are not limited to Acting Theory, Production Design, Stagecraft, Directing, and Writing for the stage.

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

### **Beginning Dance - Fine Arts**

**Grade Levels: 9 - 12**

**Prerequisite: None**

*In this year-long course, students will learn beginning dance techniques in the area of jazz, ballet and tap. This class is recommended for students with little or no formal dance training and who are interested in studying dance as an art form. Some written work is required. This dance class requires special shoes.*

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

*This course meets the VAPA district graduation requirement.*



### **Intermediate Dance - Fine Arts**

**Grade Levels: 10 - 12**

**Prerequisite: Beginning Dance or Consent of Instructor**

The Intermediate Dance course builds upon the technique students acquire from Beginning Dance and introduces more advanced principles of choreography. This course is designed to further develop body-awareness and motor skills, and to increase the communicative potential of body movement. The basic elements of movement - time, space, force are explored through motion improvisation and in class projects. There is an increased emphasis on improved technical performance and compositional skills. Knowledge of basic anatomy and the appreciation of dance history are also emphasized. Students regularly show solutions to movement problems, critique each other's work, create original movement, and discuss readings and viewings of selected applicable dance topics. The use of music, props, costuming, lighting, makeup, and set pieces are examined in relationship to the theme and style of each dance.

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

*This course meets the VAPA district graduation requirement.*

### **Advanced Dance - Fine Arts**

**Grade Levels: 10 - 12**

**Prerequisite: Intermediate Dance or Consent of Instructor**

An advanced dance class refines the understanding of dance movement as it relates to the world of performing arts. Students will be exposed to complex dance patterns and choreography. Students will have the opportunity to demonstrate their advanced abilities as both dancers and choreographers. Students will write critical and in-depth reports on various aspects of dance and will work together with the intention of putting on a performance. The refinement of the understanding of dance arts should stimulate lifelong interest.

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

*This course meets the VAPA district graduation requirement.*

### **Jazz Ensemble**

**Grade Level: 9-12**

**Prerequisite: Concurrent enrollment in Symphonic Band or Orchestra is required. Placement in this class is by audition.**

The jazz band will perform all styles of jazz with special emphasis on ensemble playing in both large and small groups. Students study improvisation, technique and performance applications in jazz and world music. Jazz Band performs at school concerts, jazz festivals and community events.

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

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

**Grade: 9-12**

**Prerequisite: None**

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 Premiere Pro), and explore creative careers. Students will develop their creative expression, solve visual problems, learn manual photography, 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 and or permission of instructor**

Advanced Media Arts students will collaborate with Advanced Video students to produce the school broadcast. Media arts students will learn new skills while producing content in teams much like how professionals work in the industry. Students will make their own creative goals to expand their skills and develop their digital portfolios. Students will create an independent project that will be the centerpiece of their portfolio. Advanced students are responsible for helping with the annual Mills Film Festival.

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

*This course meets the CTE and or VAPA district graduation requirement.*

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

**Grade Level: 9-12**

**Prerequisite: Some Instrumental experience in a music program or consent of the instructor. Students with less experience may enroll but are expected to participate in an accelerated program on a wind, brass, or percussion instrument.**

The band performs at School concerts, festivals, athletic events, and travels out of town. In addition to performing standard band literature, pop, and rock music, students will also study basic music history and theory. Students of this band also perform in solo and small groups.

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

### **Video Production**

**Grade Levels: 9-12**

This two semester course guides students through the filmmaking process. Students will learn about the different camera shots, editing techniques, and the usage of sound. Students will learn how to use recording equipment and different microphones. The projects range from creative films, short stories, music videos and documentaries. In the class students discuss the impact of film in our society. 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 and or VAPA district graduation requirement.*

### **Video Production - Advanced**

**Grade Levels: 9-12**

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

Advanced Video Production students will collaborate with Advanced Media Arts students to produce the school broadcast. Advanced students will learn new skills while producing content in teams much like how professionals work in the industry. Students will make their own creative goals to expand their skills and develop their digital portfolios. Students will create an independent project that will be the centerpiece of their portfolio. Advanced students are responsible for helping with the annual Mills Film Festival.

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

*This course meets the CTE and or VAPA district graduation 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, studying 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 cultural 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 parties, 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 forms 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.

*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 on 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. The grammatical patterns allow for reinforcement of the first year patterns like creating compound sentences and adding detail to their descriptions. Instruction continues to be in Japanese. Students are expected to communicate with one another, and the teacher, in Japanese whenever possible. Some projects include reporting a lost item, designing and presenting an obentou lunch, having an unscripted conversation about favorite activities and inviting each other to participate, creating a story in the form of a manga or children's book. Technology continues to be an important part of learning, producing and showcasing language.

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

### **Japanese 3/Japanese 3 Honors (H)**

**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 a 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 in Japanese 3 will have fewer assignments than their JPN 3H peers but will still have access to the same curricular content. Students in the Japanese 3 H class will demonstrate their proficiency through a final project. 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**

**Prerequisite: None**

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 Spanish culture. Students practice having simple conversations, write about common daily activities and describe 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, videos, 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 place out of this level into Spanish 2 but only after taking the placement test held in the spring semester.

*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 a 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 reference to following a cooking recipe. A wide variety of language apps are incorporated to reinforce language skills. Students are expected to communicate with one another and the teacher in Spanish whenever possible. Students who have successfully passed two years of Spanish in middle school, should proceed directly into level 2.

*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 grammatical structures of the previous years, allowing the student to fully express themselves with clarity. Students will be developing their writing skills by writing on a monthly basis. Students will listen to authentic sources from various sites and be able to maintain conversations in groups and pairs. 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, and talk about healthy lifestyles in Spanish. Topics covered are camping and outdoor activities, the arts, health, the cinema, and travel. A wide variety of language apps are incorporated to reinforce language skills. Students are expected to communicate with one another and the teacher in Spanish whenever possible.

*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. Sample instruction includes: a class debate on whether professional athletes are paid too much, an argumentative essay on the importance of keeping traditions alive in town and regions of a country. This course will help students prepare to take the Advanced Placement Exam for Spanish Language and Culture. It follows the suggested themes as stated by the College Board.

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

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

#### **Spanish**

Students who speak the language at home, have received outside instruction, or wish to request a higher level should email Mrs. Turek directly ([cturek@smuhsd.org](mailto:cturek@smuhsd.org)) to arrange for an interview, present a writing sample, and register for the placement test. Students who successfully passed a level 1 class at a feeder school enroll in level 2.

#### **Japanese**

Students who speak the language at home, have received outside instruction, or wish to request a higher level should contact instructor Akiko Soda directly ([asoda@smuhsd.org](mailto:asoda@smuhsd.org)) to arrange for an interview, present writing samples, and perhaps take the prior year final exam or part.

#### **Chinese**

Students who speak the language at home, have received outside instruction, or wish to request a higher level should contact instructor Guannan (Naricissa) Wang directly ([gwang@smuhsd.org](mailto:gwang@smuhsd.org)) to arrange for an interview and register for the placement test. There will be both a written exam (including listening, reading and writing) and an oral exam.



## NON-DEPARTMENTAL PROGRAMS

### Peer Tutoring

**Grade Level:** 11-12

**Prerequisite:** Consent of counselor.

Peer Tutoring 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. Pass/Fail grade only.