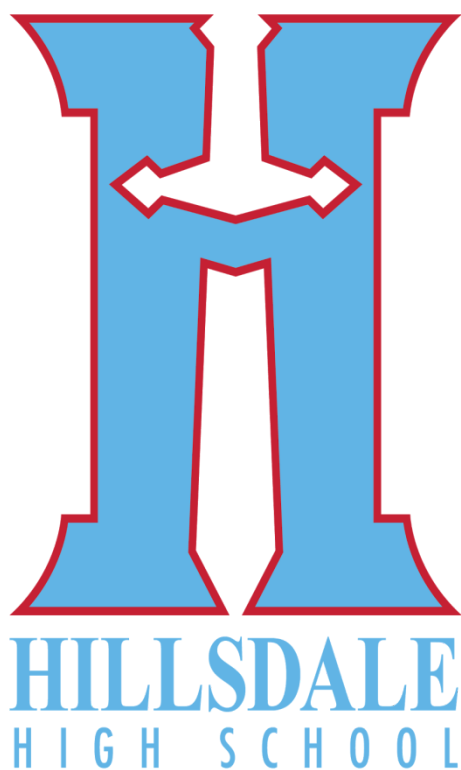


Hillsdale High School  
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San Mateo, CA 94403  
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CURRICULUM GUIDE  
2023-2024

## Welcome to Hillsdale High School!

From its inception, Hillsdale has been committed to providing an environment that welcomes and challenges every person, students and staff alike, to learn and grow. Hillsdale has undergone major changes over the past decade as its staff strives to increase achievement and equity for all of its students. We are proud to have a small learning community model that provides a smaller learning environment for students while continuing to have access to a variety of classes and extra-curricular opportunities.

Hillsdale is unique in that we are divided into small learning communities (SLCs): Florence, Kyoto, and Oaxaca in the 9<sup>th</sup>/10<sup>th</sup> grades and Cusco, Timbuktu and Jakarta in the 11<sup>th</sup>/12<sup>th</sup> grades. The SLCs are designed to be individual small schools with groups of approximately 112 students entering into each SLC in the 9th grade, and staying with core teachers in their house until the end of 10th grade. History, science, English, and math teachers share the hundred students and act as advisors to those students, so that a core teacher has four classes and an advisory for his or her assignment. Students mix with students from the other houses in electives, world language and physical education.

The students are re-sorted at the end of 10th grade and assigned a new “house” with a new set of core teachers and advisors who will guide the students through graduation and into post-secondary education. Students remain with their counselor and their house administrator for all four years.

Given Hillsdale's goal of continuous improvement, focus on Graduate Profile skills, and dedication to the cornerstones of Equity, Rigor, Personalization, and Shared Decision Making, we believe our students will be extremely well prepared to enter the 21st century adult world.

## TABLE OF CONTENTS

Graduation Requirements	4
Requirements for Enrollment in AP, Honors & AS Classes	5
Course Offerings	8
UC/CSU “a-g” Course List	9
Career Technical Education Department	10
English Department	11
English Language Development Department	14
Mathematics Department	15
Health Department	18
Physical Education Department	18
Science Department	19
Social Sciences Department	21
Visual and Performing Arts Department	23
World Language Department	28
Electives	30
Special Education Department	32
Off Campus Programs	36

## GRADUATION AND UC/CSU REQUIREMENTS

San Mateo Union High School District students must satisfactorily complete a minimum of 170 credits in required courses and 50 additional credits of elective coursework, making a total of 220 credits. Each course passed earns 5 credits.

<b>Subject</b>	<b>Hillsdale High School</b>	<b>CSU/UC “A-G” Requirements</b>
Social Studies “A” Requirement	40 Credits: Ethnic Studies, Modern World History, Contemporary World Studies, U.S. History, American Government, Economics	2 years: World History, US History
English “B” Requirement	40 Credits: English 9, English 10, English 11, and English 12	4 years: College Prep English
Mathematics “C” Requirement	30 Credits: Must include Algebra 1	3 years: Algebra, Geometry, Algebra II
Lab Science “D” Requirement	20 Credits: 10 credits in Biological science and 10 credits in physical science.	2 years: Lab Science including physical science and life science <b>*3 years recommended</b>
World Languages “E” Requirement	10 Credits	2 years of the same language  <b>*3 years recommended</b>
Visual/Performing Arts “F” Requirement	10 credits	1 year
Electives “G” Requirement	50 Credits	1 year
CTE	10 Credits	none
PE	20 credits	none
Health	5 credits	none
<b>Total Credits</b>	<b>220 Credits</b>	

## **Requirements for Enrollment in Advanced Placement, Honors, and Advanced Standing Classes**

### **BOARD POLICY STATEMENT**

The District is committed to providing an environment in which all students have equal access to all classes including AP, Honors and Advanced Standing classes. All classes will be open to all students who have made an informed decision and understand the course expectations.

### **ADMINISTRATIVE POLICIES**

All classes will be open to all students who have made an informed decision and understand the course expectations. Students who enroll in an AP, Honors or AS class are expected to remain in the class for the duration of the course. All students who enroll in an AP class are strongly encouraged to take the AP exam.

### **ACADEMIC / TOTAL GRADE POINT AVERAGE (GPA) GRADING**

SMUHSD does not rank its students. The Academic GPA covers all coursework completed and is cumulative. This GPA is weighted according to the California Public University system (an additional point is added for university-certified AP and Honors courses; e.g. A = 5.0, B= 4.0, C = 3.0. The Total GPA is unweighted and covers the same coursework. Only semester grades appear on a student's final transcript. The academic calendar is two semesters, 18 weeks each. Grades will be mailed home every six weeks.

## **Advanced Placement (AP) Courses**

Students wishing to take AP courses are encouraged to do so. Prerequisites are listed as an indicator of success and students should consider past progress in prerequisite courses. This will help determine whether they will be successful in the AP course. Students who elect to take the advanced placement course during course selection in the spring will be asked to sign an AP contract and not be allowed to drop the course. Please choose courses carefully. Students who are enrolled in an AP class are encouraged to take the AP test for the curricular area. Hillsdale will help provide financial assistance for students who need support to pay for the exams.

## **Concurrent Enrollment**

Hillsdale 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 Hillsdale High School. Hillsdale students cannot take graduation course requirements at the community college in accordance with the San Mateo Union High School District practice. Students are required to take all courses leading to graduation at Hillsdale. The exception to the policy is for students who need to make up a class that they failed.

- [Prior approval from your Hillsdale counselor](#) is required before registering for a community college class. The form can be found on the HHS website every year.
- Grades and credits for community college coursework will appear on the official Hillsdale transcript
- Students can have their community college transcript and be sent directly to colleges of choice.
- Transcripts for community college are an official record. Poor grades can affect academic probation status, and financial aid.

## **Grading Policy**

- All 9th, 10th & 11th grade students will be enrolled in a minimum of six classes (or thirty units of credit) each semester. 12th 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 pupil 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 pupil missed during the absence.

- Teachers will confer with students having academic difficulties (i.e., earning below “C” as early as those difficulties become apparent).
- Teachers will issue report card grades to all students at the end of each six week grading period. Per district policy, only report cards for students receiving a D or F will be mailed home at the 6 and 12 week mark. Semester grades will be mailed home for all students.
- Students 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.

## **Textbook/Chromebook Policy**

Textbooks for year-long classes, such as English, Mathematics, and World Languages, are issued at the beginning of the school year. Textbooks for semester classes, such as Health, Contemporary World Studies, Economics, and Government, are issued at the beginning of the semester and collected at the end of that semester. Novels are issued to students as requested by teachers.

Chromebooks are issued to every student on campus. Students are expected to bring their chromebook to school on a daily basis. Chromebooks are issued as students enter HHS and students will have them during the duration of their high school years and return it prior to graduation.

- Students are responsible for maintaining their textbooks in good condition.
- Students must have a valid Hillsdale High School student ID card to be issued textbooks.
- Students are to protect their textbooks from damage. Students are not to write, underline, and/or highlight your textbooks and not permitted to fold the pages of textbook and novels.
- Laptops are loaned to students with a power cord and both components must be cared for.
- Damaged or lost textbooks/laptops are the responsible of the student/family for paying the associated fees. Accepted forms of payment will be cash or check only.
- Transcripts may be held if a student owes a fine for an overdue, damaged, or lost book.

## **College and Career Planning**

**Hillsdale** offers Naviance Family Connections (NFC). Naviance is a comprehensive college & career planning and application management system for the use of the students at Hillsdale High School. Naviance provides Hillsdale students with a powerful service that facilitates their college and career planning, college selection and application processing, and is a convenient online connection to their school counselors, career center resources, and teachers at Hillsdale High School. Naviance enables students and their families to:

- Get involved in the planning and advising process.
- Build a 4-year plan, complete on-line surveys, and manage timelines and deadlines for making decisions about colleges and careers.
- Research colleges – Compare GPA, standardized test scores, and other statistics to actual historical data from students who have already applied from Hillsdale.
- Sign-up for college visits – Find out which colleges are visiting our school and sign-up to attend those sessions. Contact the College and Career Center for more information.
- View Scholarships-Find a full list of active scholarship opportunities.
- Explore Career Information-view hundreds of career descriptions, required knowledge and skills, and wages.

## Scheduling and Student Courses

Hillsdale High School's master schedule is based on student selection. The counselors inform every student, through the scheduling process, of the seriousness of their course selections. **Please note that student's course schedules are not based on period requests or teacher requests.** Students will make their course selection choices in our student information database - Aeries. Copies of their course selection will be sent home for families to review and any changes will need to be submitted prior to April 14th, 2023.

- All 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders must be enrolled in at least six classes
- 12<sup>th</sup> graders must be enrolled in at least five classes
- Dual and concurrent enrollment classes through the community college can count towards the number of required courses.
- Any drop after the sixth Friday of the semester is a drop with an F grade
- Students must be enrolled in and passing at least 25 credits and have a 2.0 GPA to be eligible for athletics. Students with more than one F grade per marking period are not eligible. Students enrolled in five classes will not be eligible with one F grade. Seniors can be enrolled in 20 credits with a 2.0 GPA if they're passing all of their classes.

### **Course changes will not be made to accommodate extra-curricular schedules, personal preferences, teacher, or period preferences.**

Once the Master Schedule has been established for the upcoming school year, schedules may be changed only for the following reasons based on counselor review of the student transcript:

- Student is missing a class required for graduation.
- Student is in the wrong level of a course (e.g., scheduled in Spanish I but should be in Spanish II).
- Student completed a summer school course and their schedule needs to be adjusted.
- Student has fewer than 6 classes.
- Student has a gap in their schedule.

Students must attend the courses they are enrolled in until an official course change has been approved by administration and made by the counseling office. Failure to attend assigned classes will constitute truancy. There is no guarantee that a student will be able to add or drop a course once the school year has started.

## GATE

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

## COURSE OFFERINGS 2023-2024

<p><b>ENGLISH</b>  English 1 CP and AS  English 2 CP and AS  English 3  AP English Language (11)  English 4  AP English Literature (12)</p>	<p><b>SCIENCE</b>  Biology  AP Biology  AP Environmental Science  Chemistry  AP Chemistry  Physics  AP Physics 1  AP Physics 2</p>	<p><b>WORLD LANGUAGE</b>  Chinese 1  Chinese 2  Chinese 3  Chinese 4 H  AP Chinese Lang &amp; Culture  Spanish 1  Spanish 2  Spanish 3  Spanish for Native Speakers 3  AP Spanish Lang &amp; Culture  AP Spanish Literature</p>
<p><b>ENGLISH LANGUAGE DEVELOPMENT</b>  ELD 1  ELD 2  ELD 3  EL Contemporary World Studies  EL World History  EL US History  EL Algebra  EL Algebra Support  EL Geometry  EL Geometry Support  EL Algebra 2  EL Physics  EL Biology  EL Introduction to Science</p>	<p><b>SOCIAL SCIENCES</b>  Ethnic Studies  Contemporary World Studies  Modern World History  United States History  AP United States History  Economics  Government  AP Government &amp; Politics</p>	<p><b>ELECTIVES</b>  AP Computer Science Principles  AP Computer Science A  Directed Studies  Ethnic Studies  Guided Studies  Leadership  Peer Tutor  Publications</p>
<p><b>HEALTH EDUCATION</b>  Health</p>	<p><b>VISUAL &amp; PERFORMING ARTS</b>  Art  Advanced Art  Animation  Digital Photography  AP Studio-Art Drawing  AP Studio-Art 2D  Dance  Dance Intermediate  Dance Advanced  3D Art  Art of Video Production  Drama  Drama Advanced  Chamber Singers  Concert Band  String Orchestra  Symphonic Band  Jazz Ensemble  Chamber Orchestra</p>	<p><b>PHYSICAL EDUCATION</b>  Physical Education 1  Physical Education 2  Weight Conditioning</p>
<p><b>MATHEMATICS</b>  Strategic Geometry Support  Geometry  Algebra 1  Algebra 2  Data Science  Finite Math &amp; Statistics  Pre-Calculus  AP Statistics  AP Calculus AB  AP Calculus BC</p>	<p><b>Electives through Dual Enrollment</b>  Psychology  Business 100  Child Development  Criminal Justice  Interpersonal Communication  Career Exploration 100  Video Production</p>	



## UC-CSU “a-g” COURSE LIST – Hillsdale High School

The following courses meet requirements for admission to the Universities of California and the California State Universities. Bolded courses denote extra honors credit (“A”=5.0, “B”=4.0, “C”=3.0 on a 4.0 GPA scale); their course descriptions contain homework amount estimations, but time commitments will vary greatly based on the individual students.

<p><b>“a” – HISTORY/SOCIAL</b></p> <p>Ethnic Studies World History Modern World History Contemporary World Studies U.S. History <b>AP U.S. History</b> American Government <b>AP Government &amp; Politics</b></p>	<p><b>“d” – LAB SCIENCE</b></p> <p>Biology EL Biology <b>AP Biology</b> EL Chemistry Chemistry <b>AP Chemistry</b> Physics <b>AP Physics</b> <b>AP Environmental Science</b></p>	<p><b>“f” – VISUAL &amp; PERFORMING ARTS</b></p> <p>Art Art Advanced Animation Art of Video Production Advanced Art of Video Production <b>AP Studio Art Drawing</b> <b>AP Studio Art 2D</b> 3D Art Chorus Chamber Singers Dance Dance Intermediate Dance Advanced Digital Photography Advanced Digital Photography Drama Drama Advanced Chamber Orchestra Concert Band Jazz Ensemble Symphonic Band String Orchestra</p>
<p><b>“b” – ENGLISH</b></p> <p>English ELD 3 Hour 1 English 1 English 1 AS English 2 English 2 AS English 3 <b>AP English Language</b> English 4 <b>AP English Literature</b></p>	<p><b>“e” – WORLD LANGUAGE</b></p> <p>Chinese 1 Chinese 2 Chinese 3 Chinese 4 H <b>AP Chinese Language &amp; Culture</b> Spanish 1 Spanish 2 Spanish 3 Spanish Native Speakers 3 <b>AP Spanish Language &amp; Culture</b> <b>AP Spanish Literature</b></p>	
<p><b>“c” – MATHEMATICS</b></p> <p>Algebra 1 EL Algebra Geometry EL Geometry Data Science Algebra 2 Finite Math &amp; Statistics Precalculus <b>AP Calculus AB</b> <b>AP Calculus BC</b> <b>AP Statistics</b></p>	<p><b>Electives through Dual Enrollment</b></p> <p><b>Computer Science</b> <b>Psychology</b> <b>Business 100</b> <b>Child Development</b> <b>Criminal Justice</b> <b>Interpersonal Communication</b> <b>Counseling Career 100</b> <b>Video Production</b></p>	<p><b>“g” – ELECTIVES</b></p> <p><b>AP Computer Science</b> <b>AP Computer Science Principles</b> Audio Production Ethnic Studies Publications</p>

## **CAREER TECHNICAL EDUCATION**

Student must complete 10 credits of Career Technical Education as a graduation requirement at Hillsdale. CTE is defined as a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. UCOP recognizes many of these courses as college preparatory. Some CTE courses at Hillsdale can be taken in sequence and lead students directly toward a career in that field. There are many other CTE courses offered at Hillsdale High School, many of which are embedded within our electives options.

### **CTE COURSES:**

**Any of the following courses satisfy the CTE requirement. Course descriptions can be found on the pages indicated)**

**DIGITAL PHOTOGRAPHY** (course descriptions located under ART)

**DIGITAL PHOTOGRAPHY ADVANCED** (course descriptions located under ART)

**PUBLICATIONS** (course descriptions located under ELECTIVES).

**AP COMPUTER SCIENCE PRINCIPLES** (course descriptions located under MATH).

**AP COMPUTER SCIENCE A** (course descriptions located under MATH).

**ANIMATION** (Course description located under ART).

**CHILD DEVELOPMENT** (course descriptions located under ELECTIVES).

**CHILD DEVELOPMENT AND PRINCIPALS** (course descriptions located under ELECTIVES).

**AUDIO PRODUCTION** (course descriptions located under ART note: does not meet “f” credit).

**ART OF VIDEO** (course descriptions located under ART).

**ADVANCED ART OF VIDEO** (course descriptions located under ART).

## **ADVISORY**

### **ADVISORY**

Grade: 9-12  
UC/CSU: None

Duration/Credits Year/5 Credits

Advisory is a required class for all students on campus grades 9-12. Class meets five days a week between 2nd and 3rd period. Students will be assigned to an advisory teacher who in most cases is one of their core academic teachers. Students will stay with the same advisor during their freshman and sophomore year and be assigned a new advisor for junior and senior year. Class advisors help monitor student progress and serve as a liaison to the student’s home. Advisory curriculum includes study skills, goal setting, units around identity, academic and test literacy, and college and career searches. Thursday advisory is a 45 minute period when students can study, see teachers for makeup tests, get extra support for academics, access the library, or computer labs.

## **ENGLISH DEPARTMENT**

Four years (40 credits) of English are required for graduation. Our English classes emphasize reading, writing and speaking. Courses are designated as College Preparatory (CP), Advanced Standing (AS) or Advanced Placement (AP).





The English Language Development (ELD) program serves beginning and intermediate level English Learners (ELs) who are new to school in the United States. The goal of the program is to enable students to communicate effectively in English for academic, social and career success. Students take one to three ELD classes a day and are eligible to take sheltered classes with other EL students in the Social Studies, Math and Science departments. Students exit the ELD program as soon as they are able to succeed in mainstream English. Most students exiting the program are still ELs; however, their level of English fluency is high enough for their success in mainstream English.

### **ELD I (Designated & Integrated)**

Grade: 9-12 Duration/Credit Year/ 20 (10 English credits/10 elective credits)  
UC/CSU: No CSU/UC admission requirements met by this course  
Prerequisite: Test and teacher recommendation

This double-period course is for beginning ELs. Students develop their speaking, listening, reading and writing skills. Students in most cases, also take Algebra SH and/or Biology SH. For promotion to ELD II, students must read at the 4<sup>th</sup> grade level and be able to write a coherent paragraph. This class may be repeated for credit.

### **ELD II (Designated & Integrated)**

Grade: 9-12 Duration/Credits: Year/20 (10 English credits/10 elective credits)  
UC/CSU: Yes, “b” - English  
Prerequisite: Test and teacher recommendation

This double-period course for intermediate ELs is designed as a bridge from ELD to mainstream English. The curriculum for ELD is aligned with the English curriculum is based on the CCSS ELA standards and framework, and prepares students for the CA High School Exit Exam. Heavy emphasis is given to literature of various genres, writing, grammar, vocabulary acquisition and oral language development. Students in this course also take other sheltered classes in the Mathematics, Science and Social Sciences departments. To exit ELD and go into mainstream English, students must read at the 8<sup>th</sup> grade level and be able to write a coherent essay. This class may be repeated for credit towards graduation; however, English credits for UC/CSU requirements are only counted once.

### **ELD III (Designated & Integrated)**

Grade: 9-12 Duration/Credits: Year/(10 English credits/10 elective credits)  
UC/CSU: Yes, “b” - English  
Prerequisite: Test and teacher recommendation

This double-period course for intermediate ELs is designed as a bridge from EL to mainstream English. The curriculum for EL III is aligned with the English I curriculum, and is based on the CCSS ELA standards and framework. Heavy emphasis is given to literature of various genres, writing, grammar, vocabulary acquisition, and oral language development. Students in this course take other EL classes in Social Science & Health and mainstream courses in Mathematics & Science. To exit ELD III and go into mainstream English, students should be able to read at the 8<sup>th</sup> grade level and be able to write a coherent essay. This class may be repeated for credit towards graduation; however, English credits for UC/CSU requirements are only counted once.

### **EL ALGEBRA**

Grade: 9-12 Duration/Credits Year/10 Credits  
UC/CSU: Yes; “c” - Mathematics  
Prerequisite: Concurrent enrollment in ELD 1-2 or ELD 3-4 or classification as a long-term English Learner.

The curriculum and standards in this course parallels the mainstream Algebra course. The teacher “shelters” the material to make it accessible to English Learners.

**EL Geometry**

Grade:	9-12	Duration/Credits	Year/10 Credits
UC/CSU:	Yes; “c” - Mathematics		
Prerequisite:	Concurrent enrollment in ELD 1-2 or ELD 3-4 or classification as a long-term English Learner.		

The curriculum and standards in this course parallels the mainstream geometry course. The teacher “shelters” the material to make it accessible to English Learners

**EL MATH (SIFE – Students with Interrupted Formal Education)**

Grade:	9-12	Duration/Credits	Year/10 Credits
UC/CSU:	No		
Prerequisite:	None		

A mathematics course that introduces integers, coordinate graphs, fractions, pattern recognition, and basic Algebra. It is supported by a review in arithmetic and an introduction to technology as well as including English support for the learning of mathematics vocabulary.

**EL BIOLOGY**

Grade:	9-12	Duration/Credits	Year/10	Credits
UC/CSU:	Yes; “d” - Lab Science			
Prerequisite:	Concurrent enrollment in ELD III or Transition ELD, or classified as a long-term English Learner.			

Students in these courses may find answers to the many questions of life, like why we eat, how we grow, and where we came from. Through lectures and lab investigations students will be trained as biologists, studying concepts in molecular biology, genetics, physiology, evolution, and ecology. They will be taught to make connections between topics discussed and the world around them, ultimately leaving the course with a greater understanding of life, perhaps even appreciating it more. This course is specially designed to make biology content accessible for English Learners.

**EL PHYSICS**

Grade:	9-12	Duration/Credits	Year/10	Credits
UC/CSU:	Yes; “d” - Lab Science			
Prerequisite:	Concurrent enrollment in ELD II or Transition ELD, or classified as a long-term English Learner.			

This course is an introduction to scientific practices and physics concepts in addition to a chance to practice developing English language skills. This class is for students in our ELD program that are interested in expanding their understanding of the world around them and continue learning English in a new context. The concepts covered in this course are similar to those in the Physics in the Universe course just with added support and instruction around language usage and skills.

**EL Ethnic Studies**

Grade:	9-12	Duration/Credits:	Year/ 10 Credits
UC/CSU:	Yes; “a” - History/Social Science		
Prerequisite:	Concurrent enrollment in ELD, teacher recommendation, or classified as a long-term English Learner.		

The curriculum and standards in this course parallels the mainstream ethnic studies course. The teacher “shelters” the material to make it accessible to ELs.

## **EL MODERN WORLD HISTORY**

Grade: 9-12 Duration/Credits: Year/ 10 Credits  
UC/CSU: Yes; “a” - History/Social Science  
Prerequisite: Concurrent enrollment in or completion of ELD 3-4, teacher recommendation, or classified as a long-term English Learner.

The curriculum and standards in this course parallels the mainstream Modern World History course. The teacher “shelters” the material to make it accessible to ELs.

## **EL US HISTORY**

Grade: 9-12 Duration/Credits: Year/ 10 Credits  
UC/CSU: Yes; “a” - History/Social Science  
Prerequisite: Concurrent enrollment in or completion of ELD 3-4, teacher recommendation, or classified as a long-term English Learner.

The curriculum and standards in this course parallels the mainstream US History course. The teacher “shelters” the material to make it accessible to ELs.

## **MATHEMATICS DEPARTMENT**

Three years (30) credits of Mathematics, including Algebra are required for graduation. Most colleges and universities require Algebra, Geometry, and Algebra II with grades of C or better.

## **STRATEGIC GEOMETRY SUPPORT**

Grade: 9 Duration/Credits : Year/10 Credits  
UC/CSU: No CSU/UC admission requirements met by this course  
Prerequisite: Math performance score at or below basic and teacher recommendation.

This course is designed to support students who need additional class time working with geometry concepts in order to pass the course. Some foundational math skills and concepts will also be reviewed. Students will receive elective credit for the course. Students must be concurrently enrolled in Geometry.

## **ALGEBRA 1**

Grade: 9-12 Duration/Credits : Year/10 Credits  
UC/CSU: Yes; “c” - Mathematics

This course is the foundation for upper level mathematics courses. It develops algebraic principles and problem solving skills. Topics include: writing, solving, and graphing one and two variable linear and non-linear equations and inequalities, slope, systems of equations and inequalities, quadratic equations, exponents and radicals, factoring, and proportional reasoning. The emphasis in this course is not only to develop the basic skills related to these topics, but also to teach the student how to utilize these skills in combination to solve larger application problems. Success in this course requires consistency in doing nightly homework assignments and active participation in both class discussions and group assignments. Scientific calculators are used both in the classroom and for homework assignments.

## **GEOMETRY**

Grade: 9-12 Duration/Credits : Year/10 Credits  
UC/CSU: Yes; “c” - Mathematics  
Prerequisite:

"Geometry is the study of 2 and 3 dimensional figures including triangles, quadrilaterals, circles, prisms, pyramids, cylinders and cones. Other major topics include logical reasoning and formal proofs, congruency, similarity, trigonometry, probability and geometric constructions. The geometric principles are developed through a variety of learning modalities including hands-on discovery lessons, pairs and small group whiteboard work, lecture, and projects.

### **Data Science**

Grade: 11-12 Duration/Credits: Year/10 Credits  
UC/CSU: Yes; "c" - Mathematics  
Prerequisite: A passing grade in Geometry and Algebra 1

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

### **ALGEBRA 2**

Grade: 9-12 Duration/Credits : Year/10 Credits  
UC/CSU: Yes; "c" - Mathematics  
Prerequisite: A grade of C or better in Algebra 1 and in Geometry are strongly recommended.

This course is designed to prepare students for the upper level mathematics courses of PreCalculus, AP Calculus and AP Statistics. Topics include: solving equations and inequalities, factoring, analytic geometry, pattern recognition, graphing higher order equations, logarithmic and exponential functions, probability sequences and series. Applications and problem solving are highly emphasized to develop the higher order thinking skills necessary to succeed in more complex subsequent course. Fundamental ideas are developed through activities, explorations, and the use of a graphing calculator. Students use graphing calculators daily to complete both class work and homework assignments. The TI84 (or TI83 plus) calculator is required.

### **FINITE MATH & STATISTICS**

Grade: 9-12 Duration/Credits : Year/10 Credits  
UC/CSU: Yes; "c" - Mathematics  
Prerequisite: A grade of C or better in Algebra II or teacher recommendation.

The Finite Math & Statistics course is a full year college preparatory course and is an alternative to Pre-calculus or Calculus. It is designed for students who are not planning to major in the sciences and will help those college-bound students maintain and continue to develop their math skills. Topics covered include set theory, logic, graph theory, finance, probability and statistics.

### **PRE-CALCULUS**

Grade: 9-12 Duration/Credits : Year/10 Credits  
UC/CSU: Yes; "c" - Mathematics  
Prerequisite: Solid foundation of Geometry & Algebra II, with a grade of C or better

This is a rigorous course designed to develop the skills necessary to advance to Calculus. The course includes the following topics: relations and functions, circular functions, trigonometry, limits, logarithmic and exponential functions, vectors, matrices and conic sections. Since this course extensively utilizes the graphing calculator to further develop the understanding of these advanced skills. TI 84(or TI83 plus) calculator is required.

### **AP CALCULUS AB**

Grade: 9-12 Duration/Credits : Year/10 Credits



UC/CSU: Yes; “c” - Mathematics

Prerequisite: A grade of C or better in Pre-Calculus or teacher recommendation.

The class is designed to prepare students to take the AP Calculus AB exam in May. Topics include the limit of a function and limit properties, the derivative of a function and the definite integral. The course is a mix of independent and collaborative assignments and assessments. Homework is assigned daily, and students can expect to spend about 30 minutes per night completing the assignments. Students will be graded on their level of understanding of the material. The curriculum will be completed a few weeks before the actual AP exam, leaving the extra time to prepare for the test by taking practice exams and reinforcing student understanding of all the concepts taught throughout the course.

### **AP CALCULUS BC**

Grade: 9-12

Duration/Credits: Year/10 Credits

UC/CSU: Yes; “c” - Mathematics

Prerequisite: A grade of C or better in AP Calculus AB, or A+ in Precalculus.

This course is designed to prepare the student for the Calculus Advanced Placement Examination (Mathematics BC). With successful performance on this test, the student may place out of 2 Calculus courses at some colleges and universities. This course covers differential Calculus (derivatives and their applications including graphing optimization and related rates) and integral Calculus (anti-derivatives and their applications including area, volumes and simple differential equations) of polynomial and transcendental functions of a single variable. Additionally, the BC course covers techniques of integration, parametric equations, polar coordinates, conic sections, Taylor polynomials and Taylor’s formula and infinite series. The students should use an advanced graphing calculator such as the TI 84+ or TI89. Students should be prepared to do at least one hour of homework every night.

### **AP STATISTICS**

Grade: 9-12

Duration/Credits: Year/10 Credits

UC/CSU: Yes; “c” - Mathematics

Prerequisite: A grade of B or better in Algebra 2 or C or better in Pre-Calculus.

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.

### **AP COMPUTER SCIENCE PRINCIPLES**

Grade: 9-12

Duration/Credits : Year/10 Credits

UC/CSU: Yes “G” - Elective

Prerequisite: Algebra 1

This course is an introduction to computer science. Students learn algorithms and use programming techniques to solve problems. The course covers the history and social implications, great principles, future of computing, beautiful applications that have changed the world, and progress in other fields that has resulted from computers and programming. Relevance of computing to the student and society will be emphasized. Students will complete a number of substantial programming projects. Students will learn about logical structures and algorithms that will help prepare them to take more advanced science, math, and technology courses

### **AP COMPUTER SCIENCE A**

Grade: 10-12

Duration/ Credits: Year/10 Credits

UC/CSU: Yes; “g” - Elective

Prerequisite: B or better in Algebra 2 or C or better in Pre-Calculus or teacher recommendation.

Prior programming experience is recommended.

This course is designed to prepare the student for the Advanced Placement Examination in Computer Science. It is a computer programming course. The major emphasis in this course is on programming methodology, algorithms, and data structures. The programming language used will be 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, as well as 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. Students should understand that this course is designed to be a fourth-year math course, and the equivalent of an introductory, one-semester, non-calculus based, college-level statistics course. The course requires a working knowledge of Algebra II and quantitative reasoning. This course requires more reading and writing than most traditional math courses.

## HEALTH

### **HEALTH**

Grade:	All	Duration/Credits	Semester / 5
UC/CSU:	No CSU/UC admission requirements met by this course		

This in-depth health education program includes relevant health information that helps students to make informed decisions leading to a healthy lifestyle now and in the future. Among the subjects covered in this course will be decision-making, communication, stress management, conflict resolution, suicide awareness and prevention, communicable and chronic diseases, sexuality, individual growth and development, environmental health, alcohol, tobacco, and other drugs, nutrition, injury and prevention and safety. This course meets the district graduation requirement for health education.

## PHYSICAL EDUCATION DEPARTMENT

Two years (20 credits) of Physical Education are required for graduation.

### **PHYSICAL EDUCATION 1**

Grade:	9	Duration/ Credits:	Year / 10
UC/CSU:	No CSU/UC admission requirements met by this course		

Ninth-grade students will follow a standards based curriculum with a comprehensive sequentially planned program with emphasis on fitness, aquatics, dance, individual and dual activities. Students will learn basic skills, movement knowledge and social development. Curriculum is designed to help students acquire the knowledge, skills, attitudes and confidence needed to adopt and maintain a physically active and healthy lifestyle.

### **PHYSICAL EDUCATION 2**

Grade:	10	Duration/ Credits:	Year / 10
UC/CSU:	No CSU/UC admission requirements met by this course		

Tenth-grade students will follow a standards based curriculum with an emphasis on fitness, aquatics and team activities. There will be continued development of social and physical skills and a lifetime plan for physical fitness and lifelong physical activities.

### **PE WEIGHT CONDITIONING (PE ELECTIVE COURSE)**

Grade:	10-12	Duration/Credits	One Semester/ 5 Credits
UC/CSU:	No CSU/UC admission requirements met by this course		
Prerequisite:	Students must have completed PE 1 and PE 2		

Students will be introduced to advanced techniques and strategies of strength training and personal fitness. This class provides students with a structured workout environment that will increase their strength, fitness level, and

allow for sport specific training and conditioning. Students will learn how to set and achieve personal workout, fitness and sport specific training goals. Course encourages an extension of what was learned in PE 1 and PE 2, and allows for further development of a physically active and healthy lifestyle.

## SCIENCE

Two years (20 credits) of Science are required for graduation. One year must be a biological science and one year must be a physical science.

### **BIOLOGY THE LIVING EARTH**

Grade: 9-12

Duration/Credit: Year/10 Credits

UC/CSU: Yes; “d” - Lab Science

Students in this course will explore the following questions:

- What do scientists do? Who does science?
- What makes an ecosystem “healthy”?
- What is climate change and how can we fight it?
- How are our bodies organized to help us live?
- Why are we all different (even siblings)?
- How can a small change in DNA affect who we are?
- What explains the diversity of life on Earth?
- How can we use biology to solve problems?

Through group activities, lab investigations, and lectures, students will be trained as biologists, studying concepts in molecular biology, genetics, physiology, evolution, ecology, and biotechnology. Students will develop scientific skills, including graph analysis, planning investigations, and constructing scientific explanations using evidence and more. They will make connections between biology topics and the world around them, leaving the course with a greater appreciation for the interdependence of living things.

### **AP BIOLOGY**

Grade: 11-12

Duration/Credit: Year/10 Credits

UC/CSU: Yes; “d” - Lab Science

Prerequisite: Completion of Biology and Chemistry with a “B” or better

This class is the equivalent of a year-long introductory college biology course. Many of the topics that were covered in Biology 1-2 will be revisited and studied in greater detail using a college level textbook, especially units on biochemistry, cell and molecular biology, genetics, evolution, and ecology. The revised AP Biology course focuses less on factual recall and more on inquiry-based learning of essential concepts. Grades are based largely on tests and labs.

### **AP ENVIRONMENTAL SCIENCE (APES)**

Grade: 10-12

Duration/Credit: Year/10 Credits

UC/CSU: Yes; “d” - Lab Science

Prerequisite: *Completion of Biology, Chemistry, and Algebra with B or higher*

This class is the equivalent of a one semester, introductory college course in environmental science. The main areas of study are earth systems, ecology, population and community ecology, water and land use, energy resources and consumption, pollution, and global change. Although this is a science course that will include a laboratory component and math problems, it includes a great deal of social science: geography, economics, law, and politics. The primary goal is to provide students with the concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

Environmental science is interdisciplinary; you will be using and adding to your knowledge of biology, chemistry, physics and earth science. A main goal is to prepare you to take and pass the AP Exam given in May.

### **CHEMISTRY IN THE EARTH SYSTEM**

Grade: 10-12 Duration/Credit: Year/10 Credits  
UC/CSU: Yes; “d” - Lab Science  
Prerequisite: Algebra with a grade of C or better is strongly recommended.

This course helps students develop an accurate understanding of matter and energy using the Earth as the context for our learning. Topics for study include nuclear chemistry of the Earth's core and of stars, gas behavior and climate, thermochemistry and plate tectonics, chemical reactions (including calculations), solution chemistry of acids and bases and how they affect climate, equilibrium, and kinetics. The course includes chemical laboratory work, experimental support of concepts, critical thinking skills and the ability to work with others.

### **AP CHEMISTRY**

Grade: 11-12 Duration/Credit: Year/10 Credits  
UC/CSU: Yes; “d” - Lab Science  
Prerequisite: Chemistry with a grade of B or better and a minimum enrollment in Pre-calculus is strongly recommended.

This class is designed to prepare students for the lecture and lab sections of a first year college chemistry class. Preparing for the large number of topics on the AP exam in May creates a broad foundation in the principles of chemistry. Many of the topics covered in Chem. 1-2 will be studied but in greater depth, with a greater degree of mathematical computation, and there will be a number of additional topics (e.g. chemical kinetics, oxidation-reduction, and thermodynamics) as well as a new AP focus on guided-inquiry experiments and understanding phenomena on the particle level.

### **PHYSICS OF THE UNIVERSE**

Grade: 11-12 Duration/Credit: Year/10 Credits  
UC/CSU: Yes; “d” - Lab Science  
Prerequisite: Completion of or concurrent enrollment in Algebra II

Physics is the study of how and why things work. Why do heavy and light rocks hit the ground at the same time? What holds satellites up? Why is the sky blue? In this laboratory course students will study motion, Newton's Laws, Conservation of Energy and Momentum, Circular motion and Gravitation, Waves Sound, Light, Electricity and Magnetism. Students contemplating a career in computers, science, engineering or medicine are encouraged to take physics before their senior year so that an AP Physics course can be a part of that student's final year of high school, but students of all grade levels and career interests are strongly encouraged to sign up, as we think it is a critical course in a student's development and understanding of the world.

### **AP PHYSICS 1**

Grade: 11-12 Duration/Credit: Year/10 Credits  
UC/CSU: Yes; “d” - Lab Science  
Prerequisite: Completion of Pre-Calculus or completion of Algebra II with teacher recommendation.

AP Physics is a year-long algebra and trigonometry-based, introductory college-level physics course that explores topics such as one and two dimensional motion, Newtonian mechanics (including rotational motion), work and energy, simple harmonic motion, mechanical waves and sound, and introductory simple direct current circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

### **AP PHYSICS 2**

Grade: 11-12 Duration/Credit: Year/10 Credits  
UC/CSU: Yes; “d” - Lab Science





Students will discuss current political issues as they prepare to vote, participate in community activities, and to assume the responsibilities of citizenship.

### **AP GOVERNMENT & POLITICS U.S.**

Grade: 12 Duration/Credit Semester /5 Credits  
UC/CSU: Yes; “a” - History/Social Science

This one-semester course offered in the fall semester and is an alternative graduation requirement to the regular 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 makeup the framework of American government. Students are expected to possess the strong academic skills to master a considerable amount of material in preparation for the AP exam. Students will learn key economics concepts in the spring semester which will complement their AP government curriculum in preparation for the AP exam.

### **ECONOMICS**

Grade: 12 Duration/Credit Semester /5 Credits  
UC/CSU: Yes; “g” – elective

This is a one-semester course offered in the spring as is required for graduation. Students will study the general theories, structures, functions and processes of the American economic system. Students will focus on the role of the citizen as a consumer, producer and investor. 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.

## **VISUAL AND PERFORMING ARTS DEPARTMENT**

One year (10 credits) of a Visual and Performing Art class is required for graduation.

### **ART**

Grade: 9-12 Duration/Credit Year / 10 Credits  
UC/CSU: Yes; “f” - VAPA.

Students develop their creative side while learning the design and project-management skills essential to any profession. In provided sketchbooks, students explore and practice drawing from observation, shading, perspective, painting, color mixing and color theory, then plan and create artworks in watercolor, acrylic, colored pencil, ink, pastel, charcoal, and other media. Inspiration is drawn from influential artists from all over the world as well as individual interests. Dedicated students may participate in exhibitions, guest artist and mural projects. All materials are provided.

### **ART ADVANCED**

Grade: 9-12 Duration/Credit Year / 10 Credits  
UC/CSU: Yes; “f” - VAPA.  
Prerequisite: A grade of C or better in Art 1 and/or permission of the teacher.

In this portfolio development class, students propose a series of artworks that they develop throughout the year with support and guidance. Students must be able to work independently and also participate in group critiques and exhibitions. Guest artists invited to present. Students who want to continue into AP art can use work from this class in their portfolio.

### **AP STUDIO ART – DRAWING**

Grade: 9-12 Duration/Credit Year / 10 Credits  
UC/CSU: Yes; "F" - VAPA.  
Prerequisite: One full year of any visual arts course and teacher approval based on portfolio review. Advanced Art, Advanced Drawing or Advanced Art 3-D is highly recommended.

This is a portfolio development class. Students may select one of the following focuses: 2-D Design portfolio, drawing portfolio or 3-D design portfolio. Student portfolios are evaluated by the College Board at the end of the year; students are strongly encouraged to submit the College Board AP-related portfolio. Summer assignment is required.

### **ANIMATION**

Grade: 9-12 Duration/Credit Year / 10 Credits  
UC/CSU: Yes "F" – VAPA

Students explore concept art careers in character design, storyboarding and visual development with visiting artists and Pixar-adapted projects. Students use inspiration from favorite films, games and comics to invent their own characters, storyboards and sequential artworks. Animation character design methods are combined with fine art techniques in creating proportional and expressive faces, figures, story and action. All materials are provided. Previous art experience helpful but not required.

### **DIGITAL PHOTO**

Grade: 9-12 Duration/Credit Year / 10 Credits  
UC/CSU: Yes; "F" - VAPA.

In this one year course, students learn the basics of photography using their own cameras. They will apply the elements of art and principles of design to photographic compositions. Digital studio experiences will give the students opportunity to develop technical abilities in Photoshop, creative expression, visual perception and career explorations as well as art historical appreciation. It is strongly recommended that students supply their own cameras; a few loaners are available.

### **AP Studio Art – 2D (AP Digital Photo)**

Grade: 9-12 Duration/Credit Year / 10 Credits  
UC/CSU: Yes; "F" - VAPA. .  
Prerequisite: Teacher Permission

This one year course is an advanced approach to digital photography. There is a focus on visual problem solving and the development of more conceptual images. Students will need to develop more advanced composition and technical skills and develop a body of work that is suitable for art school portfolios, display and exhibition. Students will write an artist statement, do a research project based on careers and art history.

### **AUDIO PRODUCTION**

Grade: 9-12 Duration/Credit Year / 10 Credits  
UC/CSU: NONE

Students will learn the ins and outs of the audio world. Not only will they be able to recognize and use all equipment found in a typical recording studio, they will be producing their own music and sound effect creations in the Mac lab. The students will have a hands-on experience which can be utilized in real world experiences, in sound development, live recording, and live audio. Requirements: Basic knowledge of a Mac computer, must be interviewed by instructor. Earns CTE credit.



### **3D Art**

Grade: 9-12 Duration/Credit Year / 10 Credits  
UC/CSU: Yes; "f" - VAPA

The course is designed to introduce students to ceramics and other forms of 3 Dimensional Art. Students will get a strong foundation in the elements and principles of design related to 3 Dimensional Art. Students will practice with, and gain confidence with, various tools and materials consistent with 3 Dimensional Art. In addition to physical artistic tools, students will begin to learn how to actualize their own abstract ideas and concepts through the use of these tools. The course will balance technical training with deep thinking. Students can expect to learn the language of Art to help them express and evaluate their ideas.

### **ADVANCED CERAMICS**

Grade: 10 -12 Duration/Credit Year / 10 Credits  
UC/CSU: Yes; "f" - VAPA.

This course builds on what was learned in 3D Art. We will expand our knowledge of hand-building in clay and also develop skills on the potter's wheel. Projects will have more of a focus on vessels and utilitarian objects like cups, plates and bowls that can be used, and/or sold. Students will have the opportunity to explore different clay bodies and more advanced glazing techniques. Later in the year, students will have the opportunity to combine other media with their ceramic pieces with things like, wood, metal, and glass being possibilities. Students must have taken a year of 3D Art before taking this class.

### **DANCE**

Grade: 9-12 Duration/Credit Year / 10 Credits  
UC/CSU: Yes; "f" - VAPA.

Course covers the basic steps, vocabulary, and variations of dance in jazz, which is a common form of dance used in musical theater and commercial and entertainment industries, with its roots in social dance and heavily influenced by African-American traditions. Students learn basic techniques based on ballet and modern dance. Through daily warm-ups and exercises, students gain strength, flexibility, endurance, and coordination. Musicality and performance skills are taught through a series of dance combinations. Students complete vocabulary quizzes, written assignments, and a final project.

### **DANCE INTERMEDIATE**

Grade: 9-12 Duration/Credit Year / 10 Credits  
UC/CSU: Yes; "f" - VAPA.

Prerequisite: A grade of C or higher in Beginning Dance or permission of teacher.

As the students progress and mature, jazz style movements increase in difficulty and creativity. Class format increases with additional center work, across the floor technique, and more complex jazz combinations. Additional dance styles of jazz are explored such as theatrical and lyrical. This class also accepts adult jazz students who are looking for a high level challenge. Prerequisite: Beginner jazz; Knowledge of ballet.

### **DANCE ADVANCED**

Grade: 9-12 Duration/Credit Year / 10 Credits  
UC/CSU: Yes; "f" - VAPA.  
Prerequisite: Permission of teacher

The class will move at a faster pace and at an intermediate and/or advanced technical level. Every 5 weeks a new style of dance will be introduced and a 2 ½- 4 minute routine will be taught and staged, much like in a professional dance company. Throughout the class we will discuss audition tactics and preparation in order to prepare you major dance performances. This class will culminate with an end of the semester showcase. The class also includes an

introduction to Dance Composition, technique and theory, across-the-floor, 3 minute staged dance, journals, and video presentation. This will also culminate in a student produced production of original works.

### **DRAMA**

Grade:	9-12	Duration/Credit	Year / 10 Credits
UC/CSU:	Yes; "P" - VAPA.		

Students work in pairs and small groups to learn skills in *team building, communication, public speaking, improv, comedy, character development, and audition technique*. Drama also covers important theater history, including *Greek Theatre, Italian Commedia dell'Arte, Shakespeare, and Chicano Theatre*.

### **DRAMA INTERMEDIATE/ADVANCED**

Grade:	10-12	Duration/Credit	Year / 10 Credits
UC/CSU:	Yes; "P" - VAPA.		
Prerequisite:	Audition Only		

In this intensive course, actors develop a deeper understanding of drama from different cultural and historical perspectives through *playwriting, scene study, monologues, directing, emotional development, and performance technique*. This class changes every year, may be repeated for credit.

### **CHORUS**

Grade:	9-12	Duration/Credit	Year / 10 Credits
UC/CSU:	Yes; "P" - VAPA.		

The choir class is open to female students and is wonderful class designed to feature literature for the female voices. The literature featured will highlight music of all styles and periods including the Renaissance, Classical, Baroque, World Music, Jazz and current Pop styles. Students will also learn supportive skills in sight singing and music theory fundamentals. No audition is required, all singers of welcome. No formal singing experience is required only a desire to do your best and become an integral part of an exciting singing experience. This is an excellent class for the beginning to advance singer. Opportunities are provided for personal vocal development through solos and the opportunity to audition for Regional, State and National Level Honor Choirs. A performance calendar indicating the 4-5 evening performance dates is provided in August. Attendance at all performances is mandatory. Students purchase their own prescribed performance clothes. Financial assistance is available upon request. This class may be repeated for credit.

### **CHAMBER SINGERS**

Grade:	9-12	Duration/Credit	Year / 10 Credits
UC/CSU:	Yes; "P" - VAPA.		
Prerequisite:	Audition Only		

The **Chamber Singers** is a "Mixed" ensemble made up of both male and female singers, and enrollment is only through audition. Past singing experience is expected but not required. 9-12 grade men are eligible to audition while only 10-12 grade women are eligible to audition. The audition consists of singing a required song, and sight singing an 8 bar example. Students are selected on their vocal skills not their past vocal accomplishments and may sing a different voice part than they have in the past to assure proper balance in the group. Opportunities are provided for personal vocal development through solos and the opportunity to audition for the Regional, State and National Honor Choirs. Private voice lessons are strongly encouraged. Literature performed will feature selections from the Renaissance, Baroque, Classical, World Music, Jazz and current Pop idioms. A performance calendar of evening performances is provided in August indicating all performance dates. Attendance at all performances is mandatory. All students must purchase their own prescribed performance clothes. Financial assistance is provided upon request. This class may be repeated for credit. This is a college level course and grades will appear on students' permanent college transcript. Students are required to be concurrently enrolled through the College of San Mateo.

### **CONCERT BAND**

Grade: 9-12 Duration/Credit Year / 10 Credits  
UC/CSU: Yes; "F" - VAPA.  
Prerequisite: One year of previous band experience. Beginners accepted only with teacher approval.

Students will perform a variety of Concert musical styles from various time periods within a band setting. There will be multiple in class performances and outside of class performances. Instrumentation consists of various brass, woodwind, and percussion instruments. Students are required to have taken band for at least one year prior to joining Intermediate band. No Audition is necessary to join Concert Band.

### **SYMPHONIC BAND**

Grade: 9-12 Duration/Credit Year / 10 Credits  
UC/CSU: Yes; "F" - VAPA.  
Prerequisite: Consent of teacher via audition.

Any student with at least one year of band experience is eligible to join the Symphonic Band. Students will perform a variety of Concert musical styles from various time periods within a band setting. There will be multiple in class performances and outside of class performances. Instrumentation consists of various brass, woodwind, and percussion instruments. Students are required to audition in order to be admitted in the class. This is a college level course and grades will appear on students' permanent college transcript. Students are required to be concurrently enrolled through the College of San Mateo.

### **JAZZ ENSEMBLE**

Grade: 9-12 Duration/Credit Year / 10 Credits  
UC/CSU: Yes; "F" - VAPA.  
Prerequisite: Consent of teacher via audition.

Students will perform a variety of advanced music such as: Jazz, Latin, Rock, Funk and Contemporary music styles. There will be multiple in class performances and outside of class performances. Instrumentation consists of various Trumpets, Trombones, Saxes, Guitar, Bass, Vibro-phone, Piano, Latin Percussion and Drum set. Students are required to audition in order to be admitted in the class.

### **CHAMBER ORCHESTRA**

Grade: 9-12 Duration/Credit Year / 10 Credits  
UC/CSU: Yes; "F" - VAPA.  
Prerequisite: Audition Only

This class is an exciting opportunity for an intermediate to advance string player to perform thrilling music at an exceptional level of excellence. Students in 9-12th grade are eligible but should have previous string performance skills. 9<sup>th</sup> grade string players are encourage to first enroll in the Hillsdale String Orchestra their first year here at Hillsdale but are still welcome to audition. The audition consists of playing designated scales, performing a designated orchestral excerpt and sight reading. Chamber Orchestra members will have the challenge of performing exceptional standard String Orchestra literature as well as contemporary and world music ranging from levels 3-5 of the state performance standards. Students are strongly encouraged to take private lessons. The level of literature performed will demand a great deal from the players and additional weekly practice outside of class time along with private lessons is advisable. A performance calendar for the 5-6 evening performance dates is available to the students in August and attendance at all performances is mandatory. Students are expected to purchase their own prescribed performance outfit. Financial assistance is provided upon request. This class may be repeated for credit and most students do so. This is a college level course and grades will appear on students' permanent college transcript. Students are required to be concurrently enrolled through the College of San Mateo.





Students will continue to learn conversation for daily life, building on what they already know. The topics covered include hobbies, extra-curricular activities, vacations, shopping, clothing styles, the morning routine, and childhood activities. In addition, students will continue to build their reading, writing, and listening skills. Finally, students will learn about a variety of cultural elements of the diverse Spanish-speaking world including places to visit, music, and celebrations.

### **SPANISH III**

Grade: 9-12 Duration/Credit Year / 10 Credits

UC/CSU: Yes; “e” - World Languages

Prerequisite: Satisfactory completion of Spanish 2

Students who come from a Spanish-speaking home or who attended a Spanish-immersion program should provide a writing sample to assure appropriate placement.

Students will continue to acquire skills for maintaining more complex conversations in Spanish. Students will read, write, and talk about nature, sports, music, drama, food, and culture. Students will continue to focus on grammar, spelling, punctuation, and pronunciation, with a particular emphasis on the most commonly used verb tenses.

### **SPANISH III FOR NATIVE SPEAKERS**

Grade: 9-12 Duration/Credit Year / 10 Credits

UC/CSU: Yes; “e” - World Languages. Note: passing the course with a C- or higher fulfills the two-year UC/CSU requirement.

Prerequisite: Students have conversational Spanish from an early age, from a Spanish-speaking home or by attending a Spanish-immersion program. Students need a teacher recommendation and writing sample.

In the course we will focus on the four modes of communication: listening, reading, writing and speaking. The course is conducted entirely in Spanish (students and teacher). With respect to language, we will also increase our vocabularies, work on our grammar and spelling (including written accents), and we’ll focus on the difference between formal and informal language. We will also explore other personal and cultural topics such as Hispanic/Latino identity and bilingualism, the community, culture, the news, influential Latinos, literature, art, and more.

En el curso, vamos a mejorar los cuatro modos de la comunicación: escuchar, hablar, leer y escribir. En esta clase solo hablamos en español. Ampliaremos el vocabulario, perfeccionaremos la gramática y la ortografía (el alfabeto y los acentos/tildes) y nos centraremos en la diferencia entre el habla “formal” e “informal.” También vamos a tratar los temas de la identidad hispana/latina y el bilingüismo, la comunidad, noticias, la cultura, latinos de gran influencia, la literatura, el arte y más.

### **AP SPANISH LANGUAGE AND CULTURE**

Grade: 10-12 Duration/Credit Year / 10 Credits

UC/CSU: Yes; “e” - World Languages.

Prerequisite: Students must pass Spanish 3, Spanish for Native Speakers, or demonstrate equivalent skills.

In this course you will continue to develop the four modes of communication: listening, reading, writing and speaking. The course is conducted entirely in Spanish (students and teacher). The focus of this class will be on learning more about the cultures of the Spanish-speaking world through authentic sources. Authentic sources are newspapers, literature, audio, and video intended for native speakers of Spanish, not students learning Spanish. The class is organized by thematic units in which we explore topics in depth such as self-esteem, Mayan culture (indigenous group from Central America), *No hay que complicar la felicidad* (a short play), Son Jarocho music (from Veracruz, Mexico), and the cultures of Spain. Vocabulary development is also an important component of this class. Direct grammar instruction will be very limited.

### **AP SPANISH LITERATURE AND CULTURE**

Grade: 11-12 Duration/Credit Year / 10 Credits

UC/CSU: Yes; “e” - World Languages.

Prerequisite: Students must pass AP Spanish Language and Culture or demonstrate equivalent skills.



at the high school level so that students may achieve their post-high school goals. Guided Studies teachers meet one-on-one with students to discuss academic progress, set goals, and address individual student needs. Students also have the opportunity to meet with a Guided Studies counselor on a regular basis. The Guided Studies counselor's role is to further assist students with a variety of challenges that may include time management, personal organization, social awareness, peer and personal relationships, communication skills, stress management, and any other hindrances to academic and personal success.

### **PUBLICATIONS**

Grade:	9-12	Duration/Credits	Year/10 Credits
UC/CSU:	Yes; "g" - Elective		

This class produces the school yearbook. Students participate in all phases of planning and design. Overall design, artwork, photography, layout, writing, copyediting and desktop publishing are important activities. Students are expected to meet strict deadlines, make aesthetic judgments, cooperate with other students and community representatives and practice effective leadership while learning high-level skills on professional-grade software such as Photoshop and In Design. A career component is included.

### **PSYCHOLOGY (dual enrollment through Community )**

Grade:	11-12	Duration/Credits	Year/10 Credits
UC/CSU:	"G" Elective		

This is a community college level course that is offered to 11<sup>th</sup> and 12<sup>th</sup> graders. This is a college level course and grades will appear on students' permanent college transcript. Students are required to be concurrently enrolled through Skyline College.

### **TEACHER AIDE**

Grade:	10-12	Duration/Credit	Semester/ 5 credits
UC/CSU:	None		

This is a one-semester course designed to give the student clerical educational opportunities in either various office placements on campus or with teachers. Students commit themselves to the position and responsibilities for the semester. If the student is accepted by the staff member/teacher, he/she is assigned specific duties. The student is evaluated by the staff member. Grade and credit are 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. Students are only allowed to have one teacher aide/office aide period per semester and cannot have a study hall period in addition.

### **PEER TUTORING**

Grade:	11-12	Duration/Credit	Year / 10 credits
UC/CSU:	None		

This elective course for 11th and 12th graders is designed to strengthen students' verbal skills, listening skills, leadership skills, and content area skills while practicing empathy within a structure academic setting. Peer tutoring offers tutors the opportunity to engage in authentic content area discussions. In addition, the tutors will present struggling students the opportunity to practice content specific vocabulary in context. Ultimately, tutoring is sharing yourself with another student in a way that makes a positive difference in both of your lives.

### **LEADERSHIP**

Grade:	11-12	Duration/Credits	Year/ 10 Credits
UC/CSU:	None		
Prerequisite:	Election or application needed to enroll.		

Leadership is a class composed of juniors and seniors who have been elected or appointed to student body or senior class offices. The class forms the core of our activities program, since about 40 events during the school year are



planned and carried out by the class members. These events range from Spirit Week to our food drive for the Samaritan House to Health Awareness Week.

## **SPECIAL EDUCATION DEPARTMENT**

The services available at HHS are the Directed Studies Program, Specialized Academic Instruction (SAI), and the Applied Academic Curriculum (AAC). Hillsdale makes it a priority to support students in the general education classroom. The Special Education staff work in the classrooms with the general education teachers in order to meet student needs to access the mainstream curriculum. SAI serves students whose academic needs are best met through direct instruction from a special education teacher with a significantly modified curriculum.

The AAC Program serves students with a focus on building functional skills; students do not earn a high school diploma in the AAC program. The class is designed for students who would benefit from a community-based non-diploma program emphasizing socially appropriate skills and behavior. Other related services offered at HHS are Speech and Language Services, Vocational Services, and Mental Health Services

Students enrolled in the programs offered through the Department of Special Education will be assigned a Special Education case manager who schedules classes, implements the student's Individualized Education Plan (IEP) and acts as the liaison for the student, parent, classroom teacher, administration and academic counselor.

Students may be referred for special education assessment by their parent, teacher or school counselor. All requests for an evaluation are processed first through the Student Study Team (SST). State Eligibility criteria must be met for a student to receive special education services. Placement services are determined by the IEP team. All efforts to provide instruction in the least restrictive environment are made.

### **DIRECTED STUDIES (DS)**

Grade level: 9-12

Duration/Credits

Year/ 10 Credits

UC/CSU : None

Prerequisite: Individual Education Plan team recommendation

Course Description: The Directed Studies class supports students in the completion of academic tasks assigned in their general education classes. This class allows students time to bring general education assignment questions to class in order to support assignment completion. This differs from a homework center/study hall in that students do receive periodic direct instruction in organization, learning, and study strategies, as well as counseling in self-advocacy. Through this class, students are provided the opportunity to work with their counselor on a daily basis, in order to support IEP goals and general education academic success.

### **Specialized Academic Instruction (SAI) Algebra**

Grade level: 9-12

Duration/Credits

Year/ 10 Credits

UC/CSU: No

Prerequisite: IEP team recommendation

This course is aligned with regular education Algebra I. Students will develop their math skills, solve problems, and deepen their understanding of mathematical principles. They will build new skills based on their prior knowledge, and study math concepts in the context of real life situations, applying it to their own lives in meaningful ways. Through textbook work, group work, and various projects, students will concentrate on solving algebraic equations, working with functions, and begin more in-depth work with linear equations and functions.

### **Specialized Academic Instruction (SAI) Geometry**

Grade level: 10-12

Duration/Credits

Year/ 10 Credits

UC/CSU: No

Prerequisite: IEP team recommendation

This is a Specialized Academic Instruction Geometry course, and is aligned with the first half of regular education Geometry. Students will learn about the mathematics of the properties, measurement, and relationships of points, lines, angles, surfaces, and solids. Through textbook work, group work, several hands-on projects, and studying in the context of real life situations, students will learn about various polygons and such concepts as perimeter, area, volume, and surface area.

### **Specialized Academic Instruction (SAI) English**

Grade level: 9-12

Duration/Credits

Year/ 10 Credits

UC/CSU: No

Prerequisite: IEP Team Recommendation

Instruction is based on initial and ongoing individual assessment in reading (word recognition, fluency and comprehension) and written language skills. Remediation of reading and written language skills is addressed in the context of modified grade level standards-based instruction, which includes: vocabulary development through the acquisition of affixes, comprehension strategy development (summarization, prediction, question-asking, clarification), recognition of literary devices (figurative language, imagery and symbolism), and written language (paragraph and essay structure, thesis development, accuracy in mechanics through the editing process). The writing process – Planning, Organization, Writing, Editing and Rewrite – is introduced and reinforced throughout the year. Literature includes appropriate selections from the general education curriculum which are modified as needed, as well as other high interest, and self-selected works. Organization skills, follow-through, preparedness, and assuming personal responsibility are emphasized.

## **BAY ACADEMY**

Intended for: Students receiving special education services who are eligible to be on a non-diploma track per the Individual Education Plan. Students will be enrolled in Specialized Academic Instruction classes, and receive appropriate designated instruction services (Speech/Language, Adaptive, PE, etc.) as indicated on the services page of the IEP.

### **DESCRIPTION:**

Applied Academics is an approach to learning which focuses on motivating and challenging students to connect what they learn with the world they experience and with what interests them. The basic premise is that if academic content is made more relevant, participatory and concrete, students learn better, retain more and apply learning in their lives. Teaching in this model uses hands-on innovative teaching methods sometimes called contextual learning. Teachers help students understand the reasons for studying their subject matter and capitalize on students' natural learning inclinations and problem-solving approaches they can use well beyond the classroom throughout their lives. Academic areas are tied to the CAPA (California Alternative Performance Assessment) standards. The classes will teach to a broad spectrum of ability levels, and addressed standards.

Applied and integrated curricular strategies are viewed as a means of ensuring that more students leave high school with the essential academic and occupational competencies that will help enable them to compete in an education and job market that demands increasingly higher levels of communication, math, science, analytical, and problem-solving skills. In short, the applied and integrated curriculum is intended to help more students master the skills they will need to live, learn, and work productively in an information-based society. The Transition Plan portion of the IEP drives the goals necessary while in a high school setting for post school success.

### **PROGRAM COMPONENTS:**

#### **Life and Social Skills Curriculum**

The goal of the Life Skills portion of the curriculum is to assist students with mild, moderate and severe disabilities to become independent young adults. The scope of the program includes functional academics, personal hygiene management, social skills, community training, daily living routines, health, nutrition, self regulation and assimilation, increasing expected behaviors, and vocational skills. The class work and assignments strives to develop the necessary skills for students to lead an independent and productive life.

**Functional Academics**

Students learn functional academic skills related to everyday living situations. Skills taught may include; math, money, reading, writing, banking, shopping, telling time, form completion, communication, both oral, and written, literature, listening and reading comprehension, written language, keyboarding skills, computer applications and following schedules.

**Vocational Training**

When Students start in the Applied Academic Curriculum Program at the freshman level, they learn behaviors, attitudes and skills necessary for them to become successful employees in a community setting. Specific job skills are developed according to student interests and abilities. Both in-school and community jobs are available through vocational training and relevant designated instruction services. Weekly job club activities are implemented and designed by Vocational Specialists, and classroom teachers.

**Inclusion**

Students are integrated into multiple mainstream environments with non disabled peers for school wide activities, brunch, lunch and other recreational activities. Students receiving Special Education services are appropriately mainstreamed into general education electives and/or PE classes, based on the student's IEP. In addition Special education classes may offer reverse mainstreaming opportunities by hosting peer tutors and peer models within class settings, for social skills and academic instruction.

**OFF-CAMPUS PROGRAMS****MIDDLE COLLEGE**

Middle College high school is an alternative education collaboration between the San Mateo Union High School District and the College of San Mateo. Middle College serves high school juniors and seniors whose needs are not being met by the traditional high school. The Middle College campus is located at the College of San Mateo. It is designed to promote academic achievement, completion of high school and success in college.

A student's schedule consists of three high school courses each semester which adhere to the SMUHSD approved curriculum and satisfy high school graduation requirements, a daily study skills course and a variety of college courses for which they earn high school and college credit. For more information, call 650-574-6101 or visit <http://collegeofsanmateo.edu/middlecollege/>

**INDEPENDENT STUDIES**

Students currently enrolled in the District may apply for Independent Studies through their high school counselor. The school counselor, in consultation with the school administration and parent/guardian, will determine if the student will benefit from this educational option. If approved, the counselor will forward the request to the Director of Student Services. Upon approval, the student will dis-enroll from their current classes at their resident school and enroll into Independent Studies classes. The student's cumulative records will remain with the school.

**E-COLLEGE**

E-College is an alternative educational program (formerly known as JumpStart) for San Mateo Union High School District students, which combines the high school experience with a myriad of online courses and in-person instruction available at the College of San Mateo (CSM). Successful candidates are self-starters who are ready for college life and more autonomy. Under the direction of the e-College Coordinator, students are allowed to take independent studies courses in conjunction with College of San Mateo courses to meet graduation requirements for a comprehensive high school diploma while earning college credits. Students retain their rights to participate in athletics, activities, and receive support at their previous school while enrolled in the e-College program. The e-College Coordinator works collaboratively with school site counselors, an onsite wellness counselor and administrators to ensure students meet their fullest potential.