

ARAGON

HIGH SCHOOL

COURSE CATALOG

2020 - 2021

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NOTE: All courses are year long unless otherwise indicated in the course description.

Policies and Procedures

Non-Discrimination and Sexual Harrassment Policies

The San Mateo Union High School District does not discriminate against any person in the provision of any program or service based on race, color, national or ethnic origin, age, gender, religion, sexual orientation, marital status or physical or mental disability. It is the policy of the district to provide an education, employment and business environment free of unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct or communications constituting sexual harassment as defined and otherwise prohibited by Federal and State law. Copies of the district's Non-Discrimination and Sexual Harassment policies are available in the District's Human Resources and Administrative Services Office and the Principal's office at each campus. For information about Uniform Complaint Procedures and Title IX, contact Kirk Black, Associate Superintendent, Human Resources and Administrative Services and for 504 information contact Gloria Dirkmaat, Director of Special Education. They both may be contacted at (650) 558-2299, 650 N. Delaware Street, San Mateo, CA 94401.

Graduation Requirements: San Mateo Union High School District

All graduation requirements must be completed at Aragon High School, or San Mateo Unified High School District summer school. All course work must be completed with a minimum grade of "D". In order to participate in the graduation ceremony at any district high school, each student is required to complete and pass all subject requirements totaling 220 credits. *To be eligible for most four-year colleges a grade of "C" or better must be earned.*

Subject Area	Credits/Years	Requirement(s)
English	40 credits / 4 years	
Mathematics	30 credits / 3 years	Algebra 1 and Geometry
Physical Education	20 credits / 2 years	
Science	20 credits / 2 years	1 year each of Biological Science and Physical Science
Social Science	35 credits / 3.5 years	See Social Science (page 29)
World Language	10 credits / 1 year	To be completed by the end of 10 th grade
Visual/Performing Arts	10 credits / 1 year	
Career Technical Education	10 credits / 1 year	
Health Education	5 credits / 1 semester	
Elective Credits	40 credits	Elective credits may be earned for any courses taken beyond the minimum requirement in that subject area
Required Minimum for Graduation: 220 credits		

NOTES:

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

UC/CSU Entrance Requirements

University of California and California State University A-G course requirements.

*Requirements for out of state and private colleges vary.

A: HISTORY/SOCIAL SCIENCE: (2 YEARS)

2 years of history/social science, including 1 year of U.S. History or 1 semester of U.S. History and 1 semester of American Government; and 1 year of world history, cultures or historical geography.

B: ENGLISH: (4 YEARS REQUIRED)

4 years of college preparatory English composition/literature.

C: MATHEMATICS: (3 YEARS; 4 RECOMMENDED)

3 years of mathematics including or integrating topics covered in Algebra 1 and 2, and Geometry. Students applying to UC must complete a Geometry course. Approved integrated math courses may be used to fulfill this requirement, as any math courses taken in 7th and 8th grades that your high school accepts as equivalent to its own math courses.

D: LABORATORY SCIENCE: (2 YEARS; 3 RECOMMENDED)

2 years of laboratory science, at least 1 year each of physical AND biological science. Students applying to UC must take at least 2 of the 3 foundational subjects of biology, chemistry and physics.

E: LANGUAGE OTHER THAN ENGLISH: (2 YEARS; 3 RECOMMENDED)

2 years (or equivalent to the 2nd level or higher of high school instruction) of the same language other than English. Courses in languages other than English taken in grades 7 and 8 may be used to fulfill part of this requirement if your school accepts them as equivalent to its own courses. American Sign Language allowed.

F: VISUAL AND PERFORMING ARTS: (1 YEAR)

1 year in the same discipline required, chosen from the following disciplines: Dance, Music, Theater, or Visual Arts.

G: ELECTIVES: (1 YEAR)

1 year of elective course work either taken beyond minimums listed above or chosen from any area on approved G course list: <https://hs-articulation.ucop.edu/agcourselist/institution/2151>

ARAGON COUNSELING DEPARTMENT

The individual needs of each student are very important at Aragon. We want you to feel comfortable seeking our advice or assistance with any problems that arise. To access the most complete services possible, please visit your school counselor and/or advisor. School Counselor and Advisor contact information can be found on the Aragon website under Counseling: Academic Counseling.

If you have questions about any of your classes, your schedule, or meeting graduation/college entrance requirements, please see your counselor/advisor. Students are free to stop by before school, after school, brunch, or lunch. Students can always leave their ID number on their counselors door if they aren't there or are busy or can Canvas message their counselor through the A-Town today course. Parents/guardians are asked to make an appointment, when possible, by emailing or calling the counselor assigned to their student. If you have an emergency, you can always come to the office, speak to staff, and get in to see someone right away.

Other areas of counselor support are in the college search, school and community resources, career exploration, personal counseling, and referrals to outside agencies. Your counselor is your advocate who is ready and willing to help you enjoy a meaningful and successful high school experience.

Policy on Course Selection & Schedule Changes

Aragon High School's Master Schedule is based on student selection, staffing, and school funding. Throughout the scheduling process, counselors inform every student of the seriousness of their course selections.

- All 9th, 10th, and 11th graders must be enrolled in at least 6 class periods
- 12th graders must be enrolled in at least 5 class periods
- Any drop after the 6th Friday of the semester is a drop with an F grade (SMUHSD Board Policy)
- Students interested in extracurricular activities such as athletics must maintain PAL/CIF academic eligibility requirements (see page 4).

Course changes will not be made to accommodate extra-curricular schedules, personal preferences, teacher, or period preferences. The spring deadline for changes to course requests for the following school year is the Tuesday after Spring Break.

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.
- is in the wrong level of a course (e.g., scheduled in Spanish 1 but should be in Spanish 2).
- completed a summer school course and their schedule needs to be adjusted.
- has fewer than 6 classes.
- has a hole or a conflict between two course requests in their schedule.

Students must attend the courses they are enrolled in until an official course change has been approved by the 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. Student schedules MAY change during the first couple weeks of the fall semester due to a variety of reasons including teacher contractual limits on class size and number of students, many of these reasons are not initiated by the student/family.

Teacher Assistant Policy

All students who are Teacher Assistants will receive a grade of Pass or Fail. Credits will be issued for these courses: five credits for a mark of Pass and zero credits for a mark of Fail. For athletic eligibility and participation in other extra-curricular activities, a Pass grade will be equal to a "C" grade, which is equivalent to 2 points for GPA purposes.

Advanced Standing (AS), Honors (H), & Advanced Placement (AP) Policies

Aragon offers AS, H, and AP classes in many disciplines so that students can further challenge themselves in different subjects. School can be stressful and it's important for students not to take too many AS, H, and AP classes so they can maintain balance in their lives. 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 courses. Students are expected to discuss their class choices with their families, teachers and counselor. Students who are signed up for 3 or more AS/H/AP classes, will be required to complete an acknowledgement form.

Board Policy Statement (BP 6141.5)

The District is committed to providing an environment in which all students have equal access to all classes that may include Advanced Placement, Honors, and Advanced Standing classes. All classes will be open to students who have made an informed decision and understand the course expectations. All students who meet course prerequisites shall have equal access to AP, H, and AS courses.

Administrative Regulations (AR 6141.5)

- All classes will be open to all students who have made an informed decision and understand the course expectations. Anyone with an A or B in a College Preparatory class will be invited to enroll.
- Students who enroll in an AP, H, or AS class are expected to remain in the class for one semester.
- All students who enroll in an AP class are expected to take the AP exam. Financial assistance is available.
- To continue in the AP, H, or AS class, students are expected to have a C or better at the end of the first semester.

Weighted Grade Point Average

When calculating a student's grade point average, extra grade weighting shall be assigned to Aragon High School courses that have been approved for weighting by the University of California a-g list. Students shall receive one extra point for each semester grade of C or better for the purpose of calculating their GPA. Weighting does not apply to academic eligibility for athletics and extra-curriculars.

Eligibility for Athletics and Extracurriculars (BP 6145)

The districts Eligibility Policy is designed to promote academic excellence and identify the student's primary educational responsibility which is the achievement of satisfactory academic progress. Every high school student who wishes to participate in the district's co-curricular and extracurricular programs must meet all of the qualification standards listed below.

<i>Grades 9 and 10</i>	<i>Grade 11</i>	<i>Grade 12</i>
<ul style="list-style-type: none">● 2.0 GPA or above● Passing 20 credits or more● No more than one F grade	Same as <i>Grades 9 and 10</i> with possibility of probation for one grading period (see below)	<ul style="list-style-type: none">● 2.0 GPA or above● Passing 20 credits or more

Grade 11 Probation Eligibility:

- 2.0 GPA or above
- Passing 20 credits or more
- AND written student academic improvement plan signed by coach/director, counselor, and teacher of any class with an F grade.

Academic Integrity Policy

Aragon students hold themselves to the highest academic and ethical standards. We value every student's right and responsibility to learn and their teachers' right to teach. Because of these shared values, we abide by the following Academic Integrity Policy.

Students and Parents/Guardians agree that for all work, the student is fully responsible for

- Submitting their own original work for each assignment and ensuring the work's content and integrity.
- Assuming that work needs to be completed individually unless the teacher states otherwise.
- Keeping confidential all information about any assessment.
- Completing all assessments without any aid unless the teacher states otherwise or as permitted by 504/IEP accommodations.
- Citing properly any resources that they consult in the process of completing an assignment.
- Contacting the teacher when uncertain about how to maintain academic integrity with an assignment.
- Not borrowing, lending or sharing the content of any assignment (including electronically).
- Not re-submitting the same work for a different assignment.

Teachers are responsible for

- Teaching students about how to maintain academic integrity in their classrooms.
- Proctoring assessments responsibly.
- Clearly explaining to students when collaboration and/or aides is and is not appropriate.

VIOLATIONS		
Category A	Category B	Category C
<ul style="list-style-type: none"> ● Provide, copy, or plagiarize work; or fabricate/falsify data for a small, low-value assignment. ● Collaborate on an assignment that should be completed individually. 	<ul style="list-style-type: none"> ● Provide, copy or plagiarize work; or fabricate/falsify data for a large, high-value assignment. ● Look at others' work, communicate with others, or use unauthorized material or devices on an assessment. ● Give or receive information about the content of an assessment ● Commit two A level violations. 	<ul style="list-style-type: none"> ● Unauthorized alteration of work to improve the grade on that assignment. ● Steal or photograph exams or other assignments. ● Alter any grade via computer or in a grade book. ● Commit three A level violations. ● Commit two B level violations.
CONSEQUENCES (apply to ALL students)		
<ul style="list-style-type: none"> ● Teacher speaks to student and notifies parent/guardian and administration. ● Administrator logs A level offense. ● Student receives a grade with penalty, as described in syllabus, on the assignment. ● Student attends detention and completes a reflection. 	<ul style="list-style-type: none"> ● Teacher speaks to student and notifies parent/guardian and administration. ● Administrator logs B level offense. ● Student receives a failing grade on the assignment. ● Student attends Saturday School and completes a reflection. ● Student meets with counselor, teacher, and parent/guardian. ● For the year of the infraction, student is ineligible for any academic honors 	<ul style="list-style-type: none"> ● Teacher speaks to student and notifies parent/guardian and administration. ● Administrator logs C level offense ● Student receives a failing grade on the assignment ● Student meets with administrator, teacher, and parent/guardian. ● Student writes a reflection. ● For the remainder of high school, student is ineligible for any academic honors <p>Consequences may include being dropped or transferred from the class, being suspended or recommended for expulsion and/or being reported to college admissions.</p>

If a student fails to complete any of the above consequences, further disciplinary action may occur.

Course Descriptions (by Department)
are on the remaining pages

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)

AVID 1 - 3 and AVID Senior Seminar

AVID 1 - Grade 9, AVID 2 - Grade 10, AVID 3 - Grade 11, AVID Senior Seminar - Grade 12

UC/CSU - G elective approved course

Prerequisite: Application needed to enroll

This program is offered as an elective course that prepares students for entrance into four-year colleges. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note taking, and research. In the AVID Elective class, students receive daily instruction and support to prepare them for college from a trained AVID Elective teacher. AVID impacts students school wide as academic strategies like writing to learn, inquiry, collaboration, organizational skills, and critical reading (WICOR) are taught in all classes by teachers who have been trained to use AVID strategies in their specific content areas. College entry skills include: note-taking, test-taking strategies, time management, textbook reading, library research and organization. AVID students are expected to maintain an organized binder, including an assignment calendar, class and textbook notes, assignments, and homework, which are graded regularly.

CAREER TECHNICAL EDUCATION (CTE)

SMUHSD - 1 year

Career Technical Education classes give students a chance to explore specific career pathways while discovering the real-world application of the knowledge and skills learned in core subjects. In CTE classes, students use math to design buildings, create digital games, and prepare meals; they use reading and writing skills to critique restaurants, evaluate architectural styles, and develop storylines for student-produced videos. While some of our CTE programs prepare students for entry level employment, most students complete CTE courses with an understanding of the next steps they need to take on their career paths, whether it is continuing on to college for a degree or job-related certificate or applying to local apprenticeship programs where they can master a craft as they earn a living. With a varied set of program offerings, CTE classes prepare students to be successful in life after high school. Second year pathway students will be required to attend an off-site all-day district sponsored Industry Professional Day where they have opportunities to network, listen to industry talks, present their portfolios to industry professionals and participate in mock interviews. Students who successfully complete all two-year pathway requirements are awarded Career Technical Education cords to wear with their gowns during their graduation ceremony.

ARTS, MEDIA, & ENTERTAINMENT PATHWAY

Art of Video

SMUHSD graduation requirement - will count for CTE or VAPA

UC/CSU - F Visual & Performing Arts approved course

This course explores the artistic impact of video communication and its application to the present culture. Topics will include an introduction to the history of film and video communication, the fundamentals of composition, and movement, the aesthetic use of light, color, and sound, and the art of storytelling, production design and directing. The topics will also include the digital artistry in editing and graphics, creative design in commercial and broadcast productions, career explorations, and portfolio development.

Art of Video Advanced

Grades 10-12

SMUHSD graduation requirement - will count for CTE or VAPA

Prerequisite: Successful completion of Art of Video

This course explores the artistic impact of video communication and its application to the present culture, while also placing an emphasis on leadership and directing. Topics will continue to include an introduction to the history of film and video communication; the fundamentals of composition and movement; the aesthetic use of light, color, and sound; the art of storytelling; and production design. The topics will continue to include the digital artistry in editing and graphics, creative design in commercial and broadcast productions, career explorations, portfolio development, and a clear commitment to understanding industry standards. All Advanced students are required to attend a district industry day in March.

Digital Photography

SMUHSD graduation requirement - will count for CTE or VAPA

UC/CSU - F Visual & Performing Arts approved course

This course in digital photography introduces students to the Elements of Art and Principles of Design needed for creating photographs: including basic layout and design, color theory, shape, form, and composition. This course will familiarize the student with digital photographic equipment, software, materials, and methods through hands-on practice. Students will be exposed to the history of photography and photographers by studying and emulating a variety of photographic styles.

Digital Photography Advanced

Grades 10-12

SMUHSD graduation requirement - will count for CTE or VAPA

UC/CSU - F Visual & Performing Arts approved course

Prerequisite: Digital Photography

This course advances student skills in the areas of learning the functions of Digital SLR cameras, studio lighting equipment, advancing post-processing skills, developing a concentration of work, and creating a Webfolio to showcase their works. Students are provided with opportunities to analyze their own work and their peers' work. This course may be repeated.

ENGINEERING & ARCHITECTURE PATHWAY

Engineering Technology

Grades 10-12

UC/CSU - G Elective approved course

This course looks at a variety of engineering fields. Major Topics Covered: Structural Engineering, CAD and Blueprints; Building Design; Seismic Requirements; Material Science; Mechanical Engineering; Civil Engineering; Aerospace Design; Robotics; Transportation Technology; Hydraulics—Pneumatics; Control Systems; Machine and Tool Usage; Media Usage. These studies will acquaint the student with the fields allowing for a better selection process when choosing a university.

Engineering Technology Advanced

Grades 11-12

UC/CSU - G elective approved course

Prerequisite: Engineering Technology with a grade of C or better, or instructor approval.

Advanced Engineering Technology is a project-driven course allowing the students time to focus on topics covered in the Introductory Engineering Technology course. Students work in teams to develop and implement various projects such as Photogrammetry, e-Bike Development, Machining techniques for prototyping, Advanced Robotics, Welding and Metalwork, and 3-D Printing. The students refine their CAD skills using CAD to develop models for their prototypes. Students participate in an Industry Day where they present their e-Portfolios to industry professionals and participate in mock interviews and poster presentations. Advanced Engineering is a course for students interested in developing skills to join a trades apprenticeship program or a university campus.

HEALTH SCIENCE & MEDICAL TECHNOLOGY PATHWAY

Biotechnology 1

Grades 10-12

UC/CSU - D Science approved course (Biology/Life Sciences)

Prerequisite: Completion of Biology with a grade of "C" or higher

This course is designed to introduce the standard operating procedures used in the biotechnology industry and the techniques involved in recombinant DNA and recombinant protein production. Students will be instructed in the SLOP (Standard Laboratory Operating Procedures) and demonstrate proficiency in lab safety, documentation, legal scientific notebooks, measurement, experimental design, pipetting/micropipetting, solution preparation and dilution, sterile technique, cell culture, DNA isolation and gel analysis, bacterial transformation, VIS spectrophotometer, protein purification, and more. The course is the first year of a laboratory program designed to start preparing students for work or research in college, or in our growing biotech industry. Excellent attendance, responsibility, and organization are key components for success in this class.

Biotechnology 2

Grades 11-12

UC/CSU - D Science approved course (Biology/Life Sciences)

Prerequisite: Completion of Biotechnology 1

This course is designed to extend the skills students developed in the introductory biotechnology course. The first semester will focus on Agricultural and Pharmaceutical Biotechnology and the second semester will focus on Diagnostic Biotechnology. Students will be instructed in plant breeding: asexual plant propagation and plant tissue culture; plant genetic engineering, statistical analysis, sterile technique and media preparation, plant compound extractions, plant DNA and protein extractions, UV spectrophotometry, advanced protein analysis (protein gels, western blots, ELISA, column chromatography), advanced DNA analysis (DNA synthesis, PCR, and DNA Sequencing) and experimental optimization.

HOSPITALITY, TOURISM, & RECREATION PATHWAY

Foods & Nutrition

UC/CSU - G Elective approved course

Foods & Nutrition is a course in nutrition education and basic food preparation. The course includes planning and preparing foods that contribute to nutritionally balanced meals. Each student will have experiences with personal nutritional requirements, consumer economics, use and care of equipment, and with their team, basic food preparation.

Culinary Arts

Grades 10-12

UC/CSU - G Elective approved course

Prerequisite: Foods and Nutrition with a grade of C or better, or instructor approval.

This course goes beyond “the basics.” It emphasizes new and exciting foods, interesting seasonings, and advanced cooking skills. Students work with the equipment and techniques necessary to prepare gourmet meals. Second semester acquaints students with other countries and their traditions through the study, preparation, and serving of foods common to those countries. The students will plan, prepare, and serve festive foods from different cultures.

INFORMATION & COMMUNICATION TECHNOLOGIES PATHWAY

Computer Science Principles

Grades 10-12

UC/CSU - G Elective approved course

Prerequisite: Completion of Geometry

Course Objectives:

- Understand and apply the main principles of algorithm design and programming: loops, variables, arrays, lists, recursion, objects and Boolean logic.
- Learn to code fluently in Python in a well-structured fashion and in good style; learn to pay attention to code clarity and documentation.
- Understand the concept of an algorithm; implement algorithms in SNAP! & Python using conditional and iterative control structures and recursion.
- Learn to select appropriate algorithms and data structures to solve a given problem.
- Learn about the history, social implications, future of computing, applications that have changed the world, and progress in other fields that has resulted from computers and programming.

The course will be taught with the assistance of TEALS (<https://www.tealsk12.org>).

AP Computer Science A

Grades 11-12

UC/CSU - C Mathematics approved course

Prerequisite: Completion of Algebra 2

This course is designed to teach the fundamentals of the Java programming language, teach you to think like a software designer, and prepare you for the AP exam. This course will be taught using the Java programming language. Java is a good language for new programmers. This is a college level course. Course Objectives:

- Understand and apply the main principles of object-oriented software design and programming: classes and objects, constructors, methods, instance and static variables, inheritance, class hierarchies, and polymorphism.
- Learn to code fluently in Java in a well-structured fashion and in good style; learn to pay attention to code clarity and documentation.
- Learn to use Java library packages and classes within the scope of the AP Java subset.
- Understand the concept of an algorithm; implement algorithms in Java using conditional and iterative control structures and recursion.
- Learn to select appropriate algorithms and data structures to solve a given problem.
- Learn common searching and sorting algorithms: Sequential Search and Binary Search; Selection Sort, Insertion Sort, and Mergesort
- Understand one- and two-dimensional arrays, the List interface, and the ArrayList class, and use them appropriately in programming projects
- Acquire skills in designing object-oriented software solutions to problems from various application areas
- Learn the case studies and accompanying exercises and questions provided by the College Board.

ENGLISH
SMUHSD and UC/CSU A-G - 4 years

English 1/Intensive/AS, English 2/AS, English 3/AP English Language & English 4/AP English Literature are ALL UC/CSU - B English approved courses.

SMUHSD English Placement Criteria: Grades 9 & 10

SMUHSD is an open enrollment district. That said, teachers and counselors use assessment data to select ELA courses. This document also includes a set of guidelines created by the English Curriculum Council to explain the differences between a non-AS and AS course.

<p><u>Grade 9:</u> No English Intervention</p>	<p>If any one of these is true, the student should not be placed in ELA intervention:</p> <ul style="list-style-type: none"> ● CAASPP ELA level is 3 or higher ● RI (Reading Inventory) score is 1000 (Grade 9) or higher ● They are placed in an ELD or special education support class <p><i>Note:</i> If SMUHSD does not receive formal 8th grade local tests scores, 9th graders will be placed using 7th grade CAASPP and report card data</p>
<p><u>Grade 9:</u> Place in English Support 1</p>	<p>Students must meet both criteria:</p> <ul style="list-style-type: none"> ● CAASPP ELA level is 1 or 2 ● RI score is between 800-999 (Grade 6 - 8) <p>If CAASPP is 2 and RI is 899-999, check transcript. If grades are all As and Bs, do not place in ELA support.</p> <p><i>Note:</i> In the absence of one of the criteria, use the transcript as the second criterion; identify students consistently earning grades lower than As and Bs in mainstream English</p>
<p><u>Grade 9:</u> Place in Intensive English 1 (2 periods)</p>	<p>Students must meet both criteria:</p> <ul style="list-style-type: none"> ● CAASPP ELA level is 1 or 2 ● RI score is at or below 799 (Grade 5 or below) <p>If CAASPP is 2 or RI is 750-799, check transcript. If grades are Cs or higher, place in Eng. Support 1</p> <p><i>Note:</i> In the absence of one of the criteria, use the transcript as the second criterion; identify students consistently earning Ds and Fs in mainstream English.</p>
<p><u>Grade 10:</u> Place in English Support 2</p>	<p>Students must meet both criteria:</p> <ul style="list-style-type: none"> ● RI score is at or below 1024 (Grade 9 or below) ● Grade 9: English 1 Fall grade is C- or below OR was enrolled in Intensive English 1 <p><i>Note:</i> Do not place students in English Support 2 if they have been placed in another support class that could help with English, such as Directed Studies or Guided Studies.</p>

Aragon's Guide for 9th Grade English Course Selection

In all 9th grade English courses, students will:

- read two required core fiction texts per semester
- read meaningful shorter, rigorous nonfiction texts to complement core fiction
- write literary analysis, narrative, and argumentative essays/paragraphs
- participate in small and large group discussions
- conduct short and longer, more sustained research projects
- use technology to present information
- do nightly homework

English 1	English 1 Advanced Standing (AS)
<p>English 1 classes are designed to prepare students with academic skills for high school and college.</p> <p><u>For the student who:</u></p> <ul style="list-style-type: none"> ● may read for pleasure ● reads near or at grade level ● reads at a moderate pace ● has control of grammar and usage ● benefits from graphic organizers, scaffolding, and guidance with analysis of text ● finds structure in class discussion and note taking useful for academic success 	<p>English AS classes are designed as preparation for Advanced Placement English classes in 11th and 12th grade.</p> <p><u>For the student who:</u></p> <ul style="list-style-type: none"> ● often enjoys reading for pleasure outside of school <ul style="list-style-type: none"> ○ reads more than what is assigned in class ○ reads on weekends and over the summer ● reads above grade level/at an accelerated pace ● enjoys discussion and discourse ● has an excellent control of grammar and usage ● has strong organizational and time management skills

Intensive English 1

Grade 9

Intensive English is a two-period standards-aligned course designed to give students who read and write significantly below grade level the skills they need to meet California State Standards for English Language Arts. The course helps students develop reading, writing, speaking, and listening skills with the goal of moving successfully toward tenth-grade English (combined with an additional support class), high school graduation, and post-secondary endeavors. The intensive English class is significantly smaller, moves at a slower pace, and allows for more one-on-one support.

In the fall students learn the basics of grammar, study literature-based vocabulary, practice writing well-developed paragraphs, and learn the basics of research. They are also introduced to the format of the multi-paragraph analytical and synthesis essays. These same areas are reinforced during the spring semester as students hone their skills, work more independently, and add sophistication to their writing. Students study the elements of fiction, non-fiction, and poetry throughout the year, learning how authors demonstrate their purposes through various rhetorical devices. In the fall students read selected short stories, *Of Mice and Men* and *Brown Girl Dreaming*. In the spring, the core works are chosen from the following: *The Odyssey* and *Romeo and Juliet*, and the lessons are also supported with auxiliary texts that relate to the themes that are taught. In addition to content specific lessons, students learn to take effective Cornell Notes, to use context clues to determine meanings of words, and to employ other study and organizational skills. Each semester students complete a short research project which culminates in an oral presentation with technological visual aid. Students further develop their listening and speaking skills through small group and whole class discussions.

English 1

Grade 9

Students in English 1 work on the reading and writing skills they will need both in high school and in post-secondary endeavors. In the fall they learn the basics of grammar, study literature-based vocabulary, practice writing well-developed paragraphs, and learn the basics of research. They are also introduced to the format of the multi-paragraph analytical and synthesis essays. These same areas are reinforced during the spring semester as students hone their skills, work more independently, and add sophistication to their writing. Students study the elements of fiction, non-fiction, and poetry throughout the year, learning how authors demonstrate their purposes through various rhetorical devices. In the fall students read selected short stories, *Of Mice and Men* and *Brown Girl Dreaming*. In the spring, the core works are chosen from the following: *The Odyssey*, *Night*, and *Romeo and Juliet*, and the lessons are also supported with auxiliary texts that relate to the themes that are taught. In addition to content specific lessons, students learn to take effective Cornell Notes, to use context clues to determine meanings of words, and to employ other study and organizational skills. Each semester

students complete a short research project which culminates in an oral presentation with technological visual aid. Students further develop their listening and speaking skills through small group and whole class discussions.

English 1 AS

Grade 9

English 1 AS is an accelerated program in which students read and study literary works and develop skills that help them master California State Standards and prepare them for Advanced Placement coursework as upperclassmen. Students learn to improve their writing skills by practicing the techniques of crafting effective sentences, paragraphs, and multi-paragraph essays. They also learn key literary terms and how to apply them when writing about and discussing literature. They study fiction and non-fiction, grammar rules, and vocabulary. In the fall, students study short stories, *Frankenstein*, and *The Lord of the Flies*. In the spring, they study *Romeo and Juliet*, *Pride and Prejudice*, *I Know Why the Caged Bird Sings*, and poetry.

English 2

Grade 10

In English 2, students continue to practice and add to the skills introduced in the previous year. Throughout the year, students write literary analysis essays, argumentative essays, and synthesis essays based on their reading of works such as *The Catcher in the Rye*, *Fahrenheit 451*, *Raisin in the Sun*, and *Persepolis*. All of these writings focus on selecting appropriate evidence to support claims, expanding analysis and commentary, as well as maintaining a clear organizational structure. In addition to the anchor texts, students also read various pieces of nonfiction and shorter fiction to deepen their understanding of complex themes and universal questions. Students will also write narrative essays using various descriptive writing techniques. Throughout these units, students continue to develop their speaking and listening skills through presentations, group work, and Socratic seminars. Weekly vocabulary lists are taken from the literature as well as SAT preparation materials, and their study of complex sentence structure and grammatical topics continue. Students also engage in a unit studying rhetoric and the art of persuasion in the media. They carry this knowledge over into a formal speech unit in which they will write and deliver their own persuasive speech, as well as study historically significant speeches for their rhetorical effectiveness.

English 2 AS

Grade 10

English 2 AS continues to prepare students for the Advanced Placement examination and advanced studies in English. Students study advanced literary texts at a greater pace with a deeper focus on identifying and interpreting literary devices and their link to the author's purpose, while further developing their analytical writing skills with interpretive essays. Students begin with poetry, where they pay strict attention to the use of literary devices and their connection to theme, which they express in a timed write, among other, smaller writing pieces. They then expand on that knowledge while reading *The Merchant of Venice*, concluding with an essay on Shakespeare's language and, thematically, on the plight of those seen as outsiders in society. Students then read *The Catcher in the Rye*, looking at symbols, motifs, and narrator reliability. In the spring, students will continue work on writing, refining their skills in critical essays and learning to manipulate phrases and clauses for stylistic purposes. The spring literary selections include three plays, including *A Raisin in the Sun*, along with the novel *The Road*, where the focus is on how certain individuals deal with strict society constraints--or, in the case of *The Road*, a complete absence of a society. Students will also prepare for next year's AP English Language Composition course by learning about rhetorical devices and approaches and examining speeches of historical, literary, and/or culturally relevant significance. (They will also write and perform their own speeches.) Additionally, students prepare for the PSAT and SAT through

intensive study of vocabulary from the various works and an understanding of reading techniques and strategies.

English 3

Grade 11

In English 3, students refine the writing, literature, and other language skills introduced in previous semesters. In addition, they engage in more advanced researching skills as they investigate both sides of a current controversial issue in preparation for a formal Lincoln-Douglas debate. Essay writing moves towards layering sources in order to respond to synthesis prompts as well as continued practice writing literary analysis essays. Students continue to study weekly vocabulary lists and common grammatical errors. Students also engage in timed writing to strengthen their quick-thinking response skills in testing situations. The students specifically study American literature and nonfiction, while focusing on such themes as American Individualism and the American Dream. During this year, students routinely focus on close reading skills and literary analysis while reading *The Great Gatsby*, as well as *The Things They Carried*, *A Streetcar Named Desire*, *Black Boy*, and *The Crucible*, making connections to the corresponding historical events and thematic concepts.

AP English Language and Composition

Grade 11

This course is a college-level English class which also prepares students to take the AP Examination offered by the College Board. The course continues to prepare students for advanced studies in English. Students are trained in reading, writing, and analyzing rhetoric for the AP examination. The course focuses on the nature of the American experience in literature. In the fall, students study topics such as race, home, and American individualism, in such works as *There There* and *Beloved*, a variety of American Transcendentalism essays, historical essays, speeches, and articles, and American poetry. Students write a large number of reflective, critical and personal essays, working on techniques of analysis and synthesis as well as refining their personal writing style. In the spring, students focus on the American experience of the twentieth century and will read such works as *The Great Gatsby* and *The Things They Carried*. Students also prepare for a controversial issue essay and debate. All students enrolled are prepared to take the AP Language and Composition exam in May.

English 4

Grade 12

In English 4, students refine their writing, note taking, reading, research, and study skills that are needed to prepare them for college. They learn to write college-level essays in a variety of rhetorical patterns. Throughout the year, students analyze an author's implicit and explicit philosophical assumptions and beliefs about a variety of subjects. Students also enrich their understanding of fiction by drawing connections to multiple nonfiction essays. In the fall, students read *Exit West*, *The Stranger*, and short stories. In the spring, students read *Othello*, *Siddhartha*, and a variety of nonfiction articles. Students also conduct both short and sustained research projects. In the fall, students explore how an author's life and times shape their writing, while in the spring, students conduct research on a career and develop a web page featuring an individual in that career. The spring semester culminates in a research paper where students utilize research, writing, computer, and presentation skills.

AP English Literature and Composition

Grade 12

This course is a college-level English class which also prepares students to take the AP Examination offered by the College Board. 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 writer's style and his meaning. They also read works of literary criticism and theory. In the fall, students read such works as *Catch-22*, *Heart of Darkness*, and *White Noise*, among others. In the spring, they focus on poetry and plays, and reading works such as *The Importance of Being Ernest*, and *A Midsummer Night's Dream*, *Oedipus the King*, and *Hamlet*. All students enrolled are prepared to take the AP Literature and Composition exam in May.

Creative Writing

Open to grades 10-12

UC/CSU - G elective approved course

Creative Writing introduces students to four major genres of writing: the short story, memoir, poetry, and playwriting. The class is designed to help students understand the essential elements of craft--character, plot, conflict, setting, form, and theme. During the course of the year, students will study models of each genre and write their own creative work, which they will eventually submit in a portfolio. They will revise their work based on peer and teacher feedback given during writer's workshop.

English Support 1, 2, and 3

1 - Grade 9, 2 - Grade 10, 3 - Grade 11

SMUHSD - elective course

This course is designed to strengthen student literacy skills (speaking, reading, writing, listening) and provide them with appropriate support to meet the California State Standards and to be successful in their English classes. The class will support mastery of the standards for English, using materials that are appropriate to the students' abilities and experiences.

HEALTH
SMUHSD - 1 semester

Health

Semester Course

Typically taken in Grade 9

This course has been designed using the Health Framework for California Public Schools. It provides a comprehensive, sequentially planned program to positively influence the knowledge, skills, attitudes, and behaviors of individuals related to health. This in-depth health education program includes relevant health information that would lead students to make informed decisions leading to a healthy lifestyle now and in the future. Subjects covered in this course will consist of decision making, goal setting, communication, stress management, conflict resolution, suicide awareness and prevention, consumer and community health, communicable and chronic diseases, individual growth and development, environmental health, alcohol, tobacco, and other drugs, nutrition, injury prevention, and safety.

MATHEMATICS

SMUHSD and UC/CSU A-G - 3 years (4 years recommended)

All courses, unless otherwise noted, are UC/CSU - C Mathematics approved courses.

Courses are continually being revised or developed to challenge all students, both those needing high level mathematics skills and knowledge and those of average/remedial performance levels. The new curriculum relates mathematics more closely to practical applications. Instructional techniques will include manipulatives, cooperative group work, and use of scientific calculators.

Aragon Math Course Options/Pathways

Grade 9	Grade 10	Grade 11	Grade 12
Algebra 1	Geometry Compacted Math 1 (Geo/Alg 2)	Algebra 2 Integrated Math 2 Compacted Math 2 (Alg 2/Pre Calc)	Pre Calculus AP Statistics AP Calculus AB/BC Finite Math Path to Statistics Algebra 2
Geometry Compacted Math 1 (Geo/Alg 2)	Algebra 2 Integrated Math 2 Compacted Math 2 (Alg 2/Pre Calc)	Pre Calculus Algebra 2 AP Calculus AB/BC AP Statistics	Pre Calculus AP Statistics AP Calculus AB/BC H Multivariable Calculus Finite Math Path to Statistics
Algebra 2 Compacted Math 2 (Alg 2/Pre Calc)	Pre Calculus AP Calculus AB/BC AP Statistics	AP Statistics AP Calculus AB/BC H Multivariable Calculus	AP Statistics H Multivariable Calculus

Algebra 1

Grade 9

This course is designed to give a foundation in basic algebraic principles, which will prepare the student for advanced courses in mathematics. The student learns to work with signed numbers, fundamental operations with algebraic symbols, graphing, radicals, the solution of elementary word problems, factoring, linear and quadratic functions, and solving quadratic equations. Instructional techniques will include manipulatives, and the use of scientific technology.

Geometry

Grades 9 - 10

This course reviews and extends the algebra concepts of Algebra 1 and introduces the fundamentals of geometry, which will prepare students for more advanced courses in mathematics. Topics covered include perimeter, area, volume, congruence, similarity, circles, patterns, and spatial visualization. Emphasis is placed on making conjectures from observations and justification of reasoning. Instructional techniques include manipulatives, cooperative groups, and technology.

Integrated Math 2

Grades 10 - 11

This course is designed as a bridge between Geometry and Algebra 2. Students who pass Geometry, but require reinforcement of their understanding of the principles Algebra and Geometry as well as additional problem solving skill development will take this course. This course consists of about 30% Algebra 1 content, 60% Geometry, 10% Algebra 2 content. This is intended to provide a solid foundation for success in Algebra 2 the following year. Scientific calculators are required for both classroom and homework assignments.

Algebra 2

Prerequisite: Successful completion of Geometry with a grade of C or better

This course expands upon the mathematical content of Algebra 1 and Geometry. Reviews of those concepts are integrated throughout. Emphasis is placed on abstract thinking skills, the function concept, and the algebraic solution of problems in various content areas such as the solution of systems of quadratic equations, logarithmic and exponential functions, and sequences, the complex number system, mathematical probability, and right and oblique triangle trigonometry. Graphing calculators will be used extensively. All of this will be done in a setting of cooperative groups exploring new concepts and reviewing previously learned material. An emphasis is placed on students organizing key concepts in a meaningful way.

Compressed Math 1

Grades 9 - 10

SMUHSD (Aragon) Placement Criteria: Students must have 2 of the following...

- An A grade in Algebra 1
- CAASPP score of 4 (from the previous year in school)
- SMI score of 1260 or better

This course sequence, with Compressed Math 2 in the second year, condenses three years of math into two years. In the first year, students will complete Geometry and the first semester of Algebra 2. Please see the individual course descriptions for course content of Geometry and Algebra 2.

Compressed Math 2

Grades 9 - 11

Prerequisite: Completion of Compressed Math 1 with a grade of B or better

This course sequence, with Compressed Math 1 in the first year, condenses three years of math into two years. In this second year course, students will complete the second semester of Algebra 2 and Pre Calculus. Please see the individual course descriptions for course content of Algebra 2 and Pre Calculus.

Pre Calculus

Prerequisite: Successful completion of Algebra 2 with a grade of C or better

This course blends together all of the pre-calculus concepts and skills that must be mastered prior to enrollment in a college-level calculus course. Content includes a study of the trigonometric functions (developed using the concept of the circular functions), such as graphs, identities, inverse trig functions, and solution of equations. It also covers applications of trigonometric functions, polar coordinates, and vectors. Finally, conic sections, rational functions and their graphs, parametric equations and their graphs, lines and planes in space, the concepts of area under a curve, rates of change, and limits, are studied. A graphing calculator is required for this course.

Finite Math & Statistics

Grades 11 - 12

This college preparatory math course is an alternative to Pre Calculus and/or Calculus. It is a mathematics course for college bound students not planning to major in sciences. Topics include review and extension of Geometry and Algebra 2 skills, statistics, logic, linear programming, mathematics of finance, and SAT practice, ELM practice, and other topics.

Pathway to Statistics

Grades 11 - 12

This course prepares students for college-level Statistics. It covers core concepts from elementary algebra, intermediate algebra, and descriptive statistics. Topics include ratios, rates, and proportional reasoning; arithmetic reasoning using fractions, decimals and percents; evaluating expressions, solving equations, analyzing algebraic forms to understand statistical measures; use of linear, quadratic, absolute value, exponential, and logarithmic functions to model bivariate data; graphical and numerical descriptive statistics for quantitative and categorical data.

AP Statistics

Grades 11 - 12

Prerequisite: Grade of A in Algebra 2, B grade or better in Pre Calculus, or consent of the instructor

AP Statistics is a college-level course that introduces the major concepts and tools for collecting, analyzing, and drawing conclusions from data. It emphasizes sound statistical thinking rather than routine procedures. Work includes a significant amount of reading, problem solving, and projects. The curriculum is a modern introduction to statistics that is equal to the best college courses both in intellectual content and in its alignment with the contemporary practice of statistics. Passing the AP Test in May with a grade of 3+ can earn one semester of college credits in statistics at some universities. A TI-83 Plus or TI-84 graphing calculator is required for this course. As with all AP classes, this course will be demanding and challenging.

AP Calculus AB

Prerequisite: B grade or better in Pre Calculus/Compressed Math 2 or consent of the instructor

Although it is a year course at Aragon, AB Calculus covers the standard topics of differential calculus and integral calculus, which constitute one semester of Calculus at most universities. Students enter the course with the understanding that they are to prepare themselves to take the Advanced Placement Test, AB version, in Calculus, in May. Passing the test with a grade of 3+ can earn one semester of college credits in calculus at some universities. A graphing calculator is required for this course. As with all AP classes, this course will be demanding and challenging.

AP Calculus BC

Prerequisite: C grade or better in AP Calculus AB, B grade or better in Pre Calculus/Compressed Math 2, or consent of instructor.

Calculus BC is an extension of Calculus AB and covers the topics of integral calculus, differential calculus, polynomial approximations, and series. Although it is a year course at Aragon, Calculus BC constitutes the second semester of Calculus at most universities. Students enter the course with the understanding that they are to prepare themselves to take the Advanced Placement test, BC version, in Calculus, in May. Passing the test with a grade of 3+ can earn one or two semesters of college credit at some universities. A graphing calculator is required for this course. As with all AP classes, this course will be demanding and challenging.

Calculus Multivariable Honors

Prerequisite: C grade or better in AP Calculus BC or consent of instructor.

This course is the Calculus of Multivariable functions. Although it is a year course at Aragon, Calculus Multivariable constitutes the third semester of Calculus at most universities. The course covers topics in vectors, partial derivatives, double and triple integrals, line integrals and vector analysis. Green's, Stokes' and Gauss' Theorems are covered.

AP Computer Science A

Grades 11-12

Prerequisite: Completion of Algebra 2

This course is designed to teach the fundamentals of the Java programming language, teach you to think like a software designer, and prepare you for the AP exam. This course will be taught using the Java programming language. Java is a good language for new programmers. This is a college level course.

Course Objectives:

- Understand and apply the main principles of object-oriented software design and programming: classes and objects, constructors, methods, instance and static variables, inheritance, class hierarchies, and polymorphism.
- Learn to code fluently in Java in a well-structured fashion and in good style; learn to pay attention to code clarity and documentation.
- Learn to use Java library packages and classes within the scope of the AP Java subset.
- Understand the concept of an algorithm; implement algorithms in Java using conditional and iterative control structures and recursion.
- Learn to select appropriate algorithms and data structures to solve a given problem.
- Learn common searching and sorting algorithms: Sequential Search and Binary Search; Selection Sort, Insertion Sort, and Mergesort
- Understand one- and two-dimensional arrays, the List interface, and the ArrayList class, and use them appropriately in programming projects
- Acquire skills in designing object-oriented software solutions to problems from various application areas
- Learn the case studies and accompanying exercises and questions provided by the College Board.

PHYSICAL EDUCATION

SMUHSD - 2 years

Physical Education emphasizes instruction in the areas of physical fitness, socialization, teamwork, sportsmanship, health concepts, movement skills, and the knowledge needed to participate in a variety of games and activities. Additionally, this two year course aims to promote increased self-confidence through the use of goal setting skills and the understanding of the importance of the benefits of life-long wellness.

Excuse from Physical Education

When a student is to be excused from PE class for 4 days or less, a written note from a parent/guardian is to be given directly to the PE teacher. If a student is to be excused for 5 days or more, the Health Aide must receive written instructions from the student's MD, NP, or DO, please use [THIS FORM](#). A written excuse from the physician is required each semester the student is to be excused. Please see the [SMUHSD PE Restricted Activity/Medical Policy](#) for more details.

Physical Education 1

Grade 9

This course is an orientation to Physical Education, physical fitness, and health. It is an introduction to basic skills and movement by participation and instruction in the following activities: swimming, dance, individual and dual sports, and physical fitness. All students must pass this course in order to graduate.

Physical Education 2

Grade 10

This course is a continuation of the basic skills and movement by participation and instruction in the following activities: gymnastics, swimming, combatives, team sports, and physical fitness. Students will create an appropriate and effective exercise program and reflect upon personal progress in striving for and maintaining a healthy lifestyle. All students must pass this course in order to graduate.

Physical Education 3

Grades 11 - 12

This course is a continuation of the basic skill and movement by participation and instruction in the following activities: soccer, weight training, swimming, team sports, and physical fitness. This course fulfills the district graduation requirement for physical education. This course is also for anyone who failed PE 1 and/or PE 2.

PE Weight Conditioning

Grades 10 - 12

SMUHSD Elective Course

Students will learn how to develop a weight training program designed around their own needs, goals, and strengths. They will learn to make connections between anatomy and weight training. Students will be evaluated on their own improvement and their ability to construct and follow an effective personal workout plan.

Team Sports

Grades 10 - 12

SMUHSD Elective Course

This class is designed for students who want to improve their speed, quickness and explosiveness, through the use of speed ladders, hurdles, weight training and performing plyometric exercises. Students will be provided instruction and guidance to help improve their speed and will be evaluated

on their ability to show improvement and develop their own personal workout plan. No homework and no uniform required, however, students will need to dress appropriately for working out.

Introduction to Yoga

Grades 10 - 12

SMUHSD Elective Course

This course is designed to introduce students, safely and accessible, to the basic postures, breathing techniques, and relaxation methods of yoga. Students will begin to experience the benefits of stretching, moving and breathing freely. They will learn relaxation techniques, relieve built-up stress and ultimately live a healthier day-to-day life. The aim of this course is to promote flexibility, vibrant health, and increase individuals quality of life.

SCIENCE

SMUHSD and UC/CSU A-G - 2 years (3 years recommended)

(1 year of biological and 1 year of physical science)

Biological Sciences	Physical Sciences
Biology Anatomy and Physiology AP Biology AP Environmental Science Biotechnology 1, 2 (CTE credit for SMUHSD)	Chemistry Physics AP Chemistry AP Environmental Science AP Physics 1, C

All courses, unless otherwise noted, are UC/CSU - D Science approved courses.

- All Aragon students will need to complete a science course by the end of Grade 10.
- Aragon students are also required to take a third year of science during Grade 11.

All science courses are designed to teach the underlying principles of their specific discipline as described in the State of California Science Framework. Science classes are taught in sequential units, which build upon one another with the fall semester as a prerequisite for the spring semester. Material is presented through a combination of lectures and demonstrations, hands-on laboratory experiments, group and individual problems solving, homework, and video material. A command of the appropriate level of mathematics is essential. All tests and quizzes utilize word problem solving techniques and scientific notation.

Biology, the Living Earth

Grade 9 or 10 (typically first science course at Aragon)

Students will be studying life in the context of the Earth's environment. Students will begin with a holistic study of ecology, with an emphasis on interdependence between biotic and abiotic factors on Earth. They will study the dynamics of matter cycles and energy flow through ecosystems, focusing on the processes of photosynthesis and cellular respiration. Students will also zoom in on the basic unit of life-- the cell, and learn about how the cell's structure and function allow for the emergent property of unicellular and multicellular life. Students will also engage in an exploration of DNA, and its role in storage and inheritance of genetic information, and translation into functioning proteins. Students will then take their knowledge of genetics and variation, and study its interactions with the environment, to examine the processes of evolution. Students will also utilize their knowledge of earth processes and living systems to consider solutions to mitigate the effects of human populations on biodiversity and global climate change.

Chemistry in Earth Systems

Grades 10 - 12 (typically second science course at Aragon)

Students will investigate the formation of the first elements and their transformation to heavier elements in the context of stars as nuclear element factories. They will use this knowledge to explore the structure of an atom and patterns in the periodic table. Students will investigate the forces that hold matter together and how society uses its understanding of elements and molecules to develop useful materials. Students will explore the interactions of atoms and molecules as illustrated by chemical reactions. Students will investigate Earth's atmosphere and climate system. Students will explore the factors that drive chemical and physical changes based on their understanding of elements

and materials science. They will examine connections between matter and energy into and out of chemical systems, extending the concept to the movement of energy through Earth's systems and ways humans may control these moments. Students will investigate these concepts in the context of greenhouse gases, their effect on the atmosphere, and the stability and changes of the chemistry of the ocean and other bodies of water on Earth.

Anatomy and Physiology

Grades 11 - 12

Suggested Prerequisite: B grade or better in Biology and B grade or better in Chemistry

Anatomy & Physiology is an advanced biology program. It is designed to provide students an in-depth, enriched study of the structure and function of the human body. As an upper division course, it is designed to prepare students for post-secondary study in science by providing students an opportunity to study these topics in greater depth and breadth than is possible in the core science curriculum.

Biotechnology 1

Grades 10-12

SMUHSD CTE course

Prerequisite: Completion of Biology with a grade of "C" or higher

This course is designed to introduce the standard operating procedures used in the biotechnology industry and the techniques involved in recombinant DNA and recombinant protein production. Students will be instructed in the SLOP (Standard Laboratory Operating Procedures) and demonstrate proficiency in lab safety, documentation, legal scientific notebooks, measurement, experimental design, pipetting/micropipetting, solution preparation and dilution, sterile technique, cell culture, DNA isolation and gel analysis, bacterial transformation, VIS spectrophotometer, protein purification, and more. The course is the first year of a laboratory program designed to start preparing students for work or research in college, or in our growing biotech industry. Excellent attendance, responsibility, and organization are key components for success in this class.

Biotechnology 2

Grades 11-12

SMUHSD CTE course

Prerequisite: Completion of Biotechnology 1

This course is designed to extend the skills students developed in the introductory biotechnology course. The first semester will focus on Agricultural and Pharmaceutical Biotechnology and the second semester will focus on Diagnostic Biotechnology. Students will be instructed in plant breeding: asexual plant propagation and plant tissue culture; plant genetic engineering, statistical analysis, sterile technique and media preparation, plant compound extractions, plant DNA and protein extractions, UV spectrophotometry, advanced protein analysis (protein gels, western blots, ELISA, column chromatography), advanced DNA analysis (DNA synthesis, PCR, and DNA Sequencing) and experimental optimization.

Physics in the Universe

Grades 10 - 12

Suggested Prerequisite: Completion of Algebra 2 with a C grade or better

In Physics, 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 geophysics features of Earth and Cosmic Evolution. They will examine the

collection of evidence supporting physical models. Students will also examine the principles of waves, and how we use waves in information technology, including information storage and transfer. Students will work on projects which demonstrate students' mastery of course, regularly conduct experimental investigations, and participate in engineering practices.

AP Biology

Grades 10 - 12

Prerequisite: Biology and Chemistry BOTH with a B grade or better

AP Biology is an introductory college-level biology course which is the equivalent to the first-year biology sequence (two semesters/three quarters) taken by biological science majors at a college or university. Students cultivate their understanding of biology through the application of inquiry and evidentiary-based thinking and exposition to the topics of evolution, cellular processes, energy and communication, genetics, information transfer, ecology and interactions. The areas of emphasis are similar to those introduced in Biology, the Living Earth but are developed in much greater depth and detail. The flow of the course is rapid and the academic and cognitive demands are rigorous. Students should expect 1-2 hours of homework per night, which generally involve reading, critical thinking problems, laboratory analyses and projects. The laboratories are exciting and will develop students' analytical and computational skills. The course also emphasizes the practice of and improvement of academic skills that will build students' capacities.

NOTE: Concurrent enrollment in Scientific Research (0 period) is required.

AP Chemistry

Grades 11 - 12

Prerequisite: High School Chemistry with a B grade or better, and completion of Algebra 2

AP Chemistry is an intensive one-year advanced chemistry course, equivalent to the first-year chemistry courses taught at major universities. Students will expand upon concepts introduced in Chemistry in Earth Systems, including stoichiometry, gas laws, liquids, and solutions, atomic theory, bonding, kinetics, thermodynamics, and equilibrium. In order to be successful, students should expect at least one hour of homework per night, and to spend time outside of class in the lab (approx. 2 hours/month) completing laboratory assignments. The objectives of the course are to provide an interesting and challenging college level work using laboratory experiments as a focal point for learning.

College Board Lab Requirement: This course requires that 25 percent of instructional time engages students in lab investigations. This includes a minimum of 16 hands-on labs (at least six of which are inquiry-based). It is recommended that students keep a lab notebook throughout.

AP Environmental Science

Grades 11 - 12

Prerequisite: Biology and Chemistry BOTH with a B grade or better, and completion/concurrent enrollment of Algebra 2

Environmental Science is a lab science course that stresses scientific principles, while also providing opportunities to explore the many relevant social, political, economic, and ethical issues concerning the environment. In both breadth and level of detail, the content of the courses reflects what is found in many introductory college courses in environmental science. Topics covered include ecosystems, biodiversity, populations, land and water use, energy resources and consumption, atmospheric, aquatic and terrestrial pollution and global change. The goal of the course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships in the world, to identify and analyze environmental problems (both natural and man-made), to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Additional course objectives include establishing and building a sense of

stewardship for the environment in every student, and illustrating that one person can make a difference. In order to be successful in this fast-paced class students need to think critically, be engaged and organized, and make connections between course content and the real world.

AP Physics 1

Grades 11 - 12

Prerequisite: Successful completion of Physics and/or completion of Pre Calculus

This course is an algebra-based course in general Physics. Its syllabus is designed by the College Board. It is an equivalent introductory algebra-based university level physics course. The emphasis in the course is on an understanding of the concepts and skills at using the concepts and formulae to solve problems based on mechanics, motion, waves, and electricity. Laboratory work will be covered as an integral part of this course. The course requires mathematically analytical treatments of physical situations in the following categories: waves, circuits, work, power, energy, conservation laws, Newtonian mechanics, and rotational motion. Students should expect 4-5 hours of homework each week and will be tested based on the AP model of testing.

AP Physics C (Fall: Mechanics, Spring: Electricity and Magnetism)

Grades 11 - 12

Prerequisite: Successful completion of Physics and at least one semester of Calculus

This course is a calculus-based course in Physics. Its syllabus is designed by the College Board. It is an equivalent 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. Students should expect 4-5 hours of homework each week and will be tested based on the AP model of testing. The first semester will consist of a review of topics related to Mechanics that students have seen in previous physics classes with an emphasis on the calculus related to the situation/concept. The second semester will be focused on Electricity & Magnetism and will rely much more on the students' Calculus background.

SERVICE COURSES

SMUHSD Elective Courses

Journalism (8th period)

Semester Course (2 .5 credits per semester)

Student Selection: Application process

Students who are selected as newspaper staff members contribute to the publication of the student newspaper, The Outlook. Staff members are expected to publish articles every month. Students may apply to work as a staff writer, initially specializing in news, features, or sports, or as a photographer or graphic artist. Staff members are enrolled in an 8th period class and are expected to make themselves available for training sessions and periodic coaching from the faculty adviser and student editors. Appointments to most staff positions are made during the early part of the fall semester and the default expectation is that students will enroll in both fall and spring semesters as staff members. Students may enroll in this course more than once.

Journalism Advanced

Grades 10-12

UC/CSU - G Elective approved course

Student Selection: Application and interview process

Journalism Advanced students are the leaders and editors of Aragon's monthly student publication, The Outlook. In this interdisciplinary course, students develop writing, research, technology, design, and leadership skills primarily through the direct experience of producing the publication. Students retain editorial control of the publication as framed by law and policies designed to ensure ethical journalism. The editors lead teams of student staff members in consultation with the faculty adviser. Student positions include editor-in-chief, news editor, features editor, sports editor, photography editor, arts and graphics editor, technology editor, and business manager. Journalism Advanced meets during a regular school period as well as after school and in the evenings as needed. Students may enroll in this course more than once.

Leadership

Prerequisite: Application needed to enroll

This course is designed for students interested in developing leadership skills and in supporting an effective student government program. It is required of students who are student body officers, class presidents, and appointed student body commissioners. Students will use leadership skills and interact both in classroom assignments/activities and in the organization and production of activities/events benefiting the school and the greater San Mateo County community. Students will promote a culture of involvement, school spirit, and mutual respect among all Aragon 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.

Leadership - Link Crew

Grades 10 - 12

Prerequisite: Application needed to enroll

The Link Crew course is designed for students who are interested in building their leadership skills surrounding school climate and culture. Link Crew welcomes all upperclassmen as leaders (no leadership experience necessary), and is responsible for ensuring that the transition to our school is easy for all and that all new students feel comfortable and connected throughout their time at Aragon. The purpose of the Link Crew class is to maximize the benefits of the extracurricular Link Crew Program

by working to create and oversee events that help to increase the sense of community and connectedness throughout the school. Link Crew carries out their mission by hosting activities that celebrate and motivate new students academically, engage them socially, and celebrate our community (students and staff) as a whole. Leaders in the class can expect to develop leadership skills such as communication, goal setting, event planning, advertising, business/finance, time management, creativity, problem solving, and beyond.

Leadership - Renaissance

Prerequisite: Application needed to enroll

The goal of the Renaissance Leadership class is to teach students the philosophies and strategies of the Renaissance System. Students will study leadership, character, communication and organizational skills to enhance their efforts in developing a school climate “Renaissance” at Aragon High School. Throughout this year, we will build upon the AHS Renaissance Program and learn valuable leadership lessons during the process. We will learn to change lives and impact futures in a positive way! We will also provide a wide range of new activities for students and staff (staff and faculty) to celebrate excellence, achievement and improvement. These events will provide campus connectivity, unity and foster positive relations among our student body, the staff and our partners outside of school.

School Community Service (SCS)

Semester Course

Grades 11-12

Prerequisite: 2.0 grade point average and good attendance. Recommendation by counselor and/or Assistant Principal is required.

This program has been designed to match the skills of students with the needs of Aragon’s teachers and staff. Duties with teachers include: serving as mentors and/or tutors for other students, completing errands, making copies, and any duties pertaining to the subject that is being taught. Students earn 5 credits per semester or may receive silver sword credits for their services. Only 1 community service period is allowed per semester, unless approved by the Principal.

Service Commission

Semester Course

Grades 10-12

Prerequisite: Application required.

The Aragon Service Commission values the traits of integrity, responsibility, initiative, respect, and kindness. Service Members work concessions & sell tickets at sports games, tutor peers in academics, guide families and members of the community around Aragon High School, and spend one day a week at lunch assisting with monitoring parking and other campus operations. Our members personally interact with our community and promote inclusivity and community. While we do not meet for a daily class period, full participation in assigned events and responsibilities is required. Commitment to the core values of the program provides students with class credit and a letter grade. Service Commission allows members to have an impact on student services, community events, a smoothly-running campus, and advocacy for Aragon.

Teacher Aide (TA)

Semester Course

Grades 11-12

Prerequisite: 2.0 grade point average and good attendance is required. Recommendation by counselor and teacher of instruction is required.

Students are placed in a classroom where they report to a teacher. Teacher Aides will improve their capability to interact with adults in a work situation, develop a proper attitude of cooperation and

conscientious in performing assigned tasks. The student will learn to follow directions with accuracy and to exercise good judgment while managing assigned tasks independently. Duties with teachers include completing errands, making copies, and any duties pertaining to the subject that is being taught. Office duties include, delivering summons to classrooms for counselors, answering phones, filing paperwork, assisting with mailings, and any other requests pertaining to the office in which you are working.

Yearbook (8th period)

Semester Course (2 .5 credits per semester)

Student Selection: Application process

Staff members contribute to the publication of the school yearbook, El Tesoro. Students apply in September to be selected as yearbook staff members for the school year. Students are selected for one staff: business, copy, photography, or sports. Members of the yearbook staff do not take a regular class, but are registered in an 8th period and complete assignments on their own time. Staff members need flexible schedules, initiative, creativity, and the desire to help produce an outstanding yearbook. Students may enroll in this class more than once.

Publications (Yearbook Advanced)

Grade 12

UC/CSU - G Elective approved course

Student Selection: Application and interview process

Students Editors in the Publications course produce El Tesoro, the award-winning Aragon yearbook, which is published in May. Students take on roles of editor-in-chief, copy editor, layout editor, photography editor, and business editor. Students are enrolled in a regular school period, which allows all editors to meet regularly regarding planning, developing, and publishing the yearbook. Editors are required to put in time before and after school and occasionally on weekends and are expected to communicate regularly with their staff members.

SOCIAL SCIENCE

SMUHSD - 3.5 years & UC/CSU A-G - 2 years

All courses, unless otherwise noted, are UC/CSU - A History/Social Science approved courses.

Curriculum in the Social Science department is designed to provide all students with an understanding and appreciation of modern world history (which includes regional studies), United States history, government, and economics. Students will also be taught the basic concepts and skills used in the social science disciplines. Courses in alignment with the California History/Social Science Framework. In an attempt to improve vital basic skills, stress is placed on reading and writing in all classes. Students with strong interest and talent in the social studies are urged to participate in the Advanced Studies-Advanced Placement program. The department also encourages students to participate in extracurricular activities that directly relate to social studies such as Mock Trial, Harvard Model Congress, Model United Nations, Junior Statesmen of America, and Sojourn to the Past. Students with a strong interest in social studies or who are considering careers in business, education, or counseling should consider taking AP Psychology, or Introduction to Ethnic Studies/Street Law. Students interested in learning how to become more effective group leaders should consider running for a student government office and enrolling in Leadership.

Course Sequence for Graduating Class of 2023 and before:

Grade 9 - World History Introduction (*one semester*)

Grade 10 - Modern World History/Contemporary World Studies (or Advanced Standing)

Grade 11 - US History (or Advanced Placement)

Grade 12 - American Government/Economics (or Advanced Placement/Honors)

Course Sequence for Graduating Class of 2024 and beyond:

Grade 9 - Introduction to Ethnic Studies (*one semester*)

Grade 10 - Modern World History (or Advanced Standing)

Grade 11 - US History (or Advanced Placement)

Grade 12 - American Government/Economics (or Advanced Placement/Honors)

Introduction to Ethnic Studies

Grade 9

Semester Course

UC/CSU - G Elective approved course

Introduction to Ethnic Studies is a one-semester course designed for students to be politically, socially and economically aware of 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 in order to foster compassion, active social engagement, and community building. Students will learn how to become critical thinkers who examine and analyze current day issues. 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.

Modern World History and Contemporary World Studies (or Advanced Standing option)

Grade 10

In the fall, students will take Modern World History, where they will finish the European focus on Modern World History. They will then move on to Contemporary World Studies in the spring semester where they will look at issues facing the non-European World today.

US History

Grade 11

This course is designed to help students understand the present by studying basic concepts and important knowledge throughout American history. This course begins with a review of the key issues and events of pre-1900 U.S. History, and continues with an in-depth investigation of the many aspects and periods of the 20th century. Students will examine these historical events, tracing their roots to the past and understanding their influence on the present. The chronological focus of the textbook will be supplemented by a number of related activities including historical journals, document-based inquiries, and one major paper each semester.

AP US History

Grade 11

This reading-intensive course will focus on U.S. History from European settlement to the present. Major emphasis will be placed on historical research and interpretation. By meeting course expectations students will be prepared to take the AP examination in American History in May.

American Government

Grade 12

Semester Course

This course seeks to provide students with the knowledge, skills, and values required for effective, responsible citizenship in a democratic society. Attention will be focused on understanding the structures, functions, and processes of government at the local, state, and national levels.

Economics

Grade 12

Semester Course

The course covers introductory economic terminology, the market system, the nature of business in the United States, personal investment and finance, labor issues, macroeconomic problems and policies, and international economics. The course uses a variety of individual and group assessments, projects and simulations throughout the semester to gauge student understanding of the material.

AP AP Government and Politics United States/Economics Honors

Grade 12

This course is designed for students who want to prepare to take the AP exam in American Government. The fall semester will explore the regular American Government course content in more depth and stress writing analysis. The spring semester Economics course will include an emphasis on political implications of economic questions to help broaden student preparation for the AP Government and Politics Exam. The fall portion of the course is designated as a college-level AP course.

AP Psychology

Grades 11 - 12

UC/CSU - G Elective approved course

This course is the scientific study of behavioral and mental processes covering a wide range of questions and issues. The goal of this course is to provide a general introduction to theory and empirical findings in the main topic areas of psychology – physiology, cognition, child development, abnormal, and social psychology – while relating this research to various aspects of everyday life. Psychology is a fascinating, diverse discipline. For students planning on majoring in the behavioral sciences, this course provides an academic foundation for future work. The course is not intended as an alternative to any social science required coursework and does not meet the district social science graduation requirement.

Introduction to Ethnic Studies

Semester Course

Grades 11 - 12

UC/CSU - G Elective approved course

This 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 is not intended as an alternative to any social science required coursework and does not meet the district social science graduation requirement.

Law & Society

Semester Course

Grades 11 - 12

UC/CSU - G Elective approved course

This course will use a multi-disciplinary approach to teaching a practical understanding of the law. Emphasis will be placed on understanding specific cases and scenarios that take place in our legal system, while also focusing on the day-to-day applications of the law. Certain themes will run through the course: 1) Rights vs. Responsibilities, 2) Legality, Morality, and Ethics, 3) Proper Assertion of Rights, and 4) The Legal System's Role in Everyday Life. Awareness of rights is critical to anyone's ability to function productively in society. This course is intended to help students survive in everyday life. Practical legal information will be given throughout the course, but the application of that knowledge to real life situations will drive the course's lessons. Ultimately, the course is designed to make better, more informed, and more active citizens. This course is not intended as an alternative to any social science required coursework and does not meet the district social science graduation requirement.

SPECIAL EDUCATION

As required by the Individuals with Disabilities Education Act (IDEA), San Mateo Union High School District provides a continuum of services for students with disabilities. Programs for students with mild/moderate disabilities and inclusion services are available at every school site within the district. Services for students with moderate/severe disabilities are provided in conjunction with the San Mateo County Special Education Local Plan Area (SELPA). The continuum of special education services is described below.

Speech and Language Services

A speech and language therapist is available on each campus to provide therapy for students who have an identified need in this area.

Specialized Academic Instruction (SAI) Support

Directed Studies

SMUHSD Elective Credit

This course is for special education students who need non-intensive support in the special education program. The majority of the day is spent in regular education classes. The course is repeatable.

SAI - Core Content Classes

The district provides Specialized Academic Instruction content classes for students who need their core curriculum taught within the special education setting for more intensive support. Courses in English, Social Studies, Mathematics, and Science are offered at Aragon. The content courses offered through the Specialized Academic Instruction Program fulfill the core graduation requirements for the respective content areas.

Programs Available Through SMUHSD and SELPA

There are various SAI classes for students with moderate to severe disorders at other sites throughout the district. Programs for the more severely disabled are also available through the San Mateo County Office of Education. These include services for the severely developmentally delayed, severely physically disabled, severely multiple disabled and other low incidence populations. Students who cannot be served in either a district or a county program are educated in non-public schools.

SUPPORT & CREDIT RECOVERY CLASSES

SMUHSD Elective Credit

English Support 1, 2, and 3

1 - Grade 9, 2 - Grade 10, 3 - Grade 11

SMUHSD - elective course

This course is designed to strengthen student literacy skills (speaking, reading, writing, listening) and provide them with appropriate support to meet the California State Standards and to be successful in their English classes. The class will support mastery of the standards for English, using materials that are appropriate to the students' abilities and experiences.

Guided Studies (*Grade 12 - College Study Skills*)

Guided Studies is a course that will help students build a strong academic identity and foster social responsibility in the high school setting so that students may achieve their post-high school goals. In addition to tutorial time that will provide students with assistance for their studies in other curricular areas, Guided Studies focuses on study skills, organizational strategies, critical thinking, team building, leadership training, and character development. 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.

On-Site Credit Recovery (OSCR)

Semester Course

Grades 10 - 12

Prerequisite: D or F semester grade in a course

OSCR is typically available for the following courses:

- English 1, 2, 3, and English 4 (*Fall only*)
- Algebra 1, Geometry, Integrated Math 2, and Algebra 2

The course will use online learning through Edgenuity for students to learn, review, and show mastery of course work. The student will use on-line learning, and, when necessary, the instructor will interweave direct instruction, supplemental materials and activities all in lieu of remediating the topics that are more difficult throughout the on- line learning process. The purpose will be to learn the course material while recovering credits at the student's own pace.

VISUAL AND PERFORMING ARTS **SMUHSD and UC/CSU A-G - 1 year**

All courses, unless otherwise noted, are UC/CSU - F Visual and Performing Arts approved courses

The mission of the SMUHSD Visual and Performing Arts Department is to offer a rigorous, professionally led standards-based curriculum to all students, providing meaningful and significant experiences that foster critical thinking, inspire creative self-expression, and develop a lifelong appreciation of the arts. The goal of the Aragon High School Visual and Performing Arts Department is to develop student abilities to create, understand, and appreciate art.

PERFORMING ARTS

Band

Concert Band (Beginning)

Prerequisites: Ability to read music and a minimum of 1 year previous band experience playing a woodwind, brass, or percussion instrument or approval of instructor.

Concert Band is a performance-based class that will include performing music of various styles and cultures. Emphasis is placed on the basic fundamentals of instrumental music and ensemble playing—air control, tone, intonation, rhythm, articulation, dynamics, phrasing. Concert Band performs a minimum of three public concerts per year. All students new to the Aragon Band program will automatically be placed in Concert Band. Auditions to move up to a more advanced band will only take place if those advanced bands do not have proper instrumentation.

Symphonic Band (Intermediate)

Grades 10-12 (Grade 9 occasionally admitted)

Prerequisites: Ability to read music. 1 year or more of performing in Concert Band and earning a C or better or approval of instructor. Ability to play a woodwind, brass, or percussion instrument. Ability to play a Major Scales on your instrument. Audition.

Symphonic Band is a performance-based class that will include performing music of various styles and cultures. Emphasis is placed on advanced level ensemble playing and preparation for Wind Ensemble. Symphonic Band performs a minimum of three public concerts per year.

Wind Ensemble (Advanced)

Grades 10-12 (Grade 9 occasionally admitted)

Prerequisites: Ability to read music. 1 year or more of performing in Concert Band and earning a C or better or approval of instructor. Ability to play a Major Scales on your instrument. Audition only.

Wind Ensemble is our top performing ensemble. Emphasis is placed on studying and performing wind band literature of the highest levels. Wind Ensemble performs in a minimum of ten public concerts per year. Please note that there is limited instrumentation in Wind Ensemble and therefore one must be performing at top level in order to earn one of the coveted spaces available.

Jazz Ensemble

Grades 11 - 12 (Grades 9 - 10 occasionally admitted)

Prerequisites: Ability to read music. Ability to play a Major and Minor Scales on your instrument. Ability to improvise on your instrument. Audition only.

This award-winning ensemble is for students who wish to perform music in the jazz idiom (styles include swing, rock, ballad, and Latin music). Admittance is by audition only and auditions take place in the spring of the prior school year. Priority is given to students who concurrently enroll in another large ensemble at Aragon (band, orchestra, or choir). Jazz Ensemble performs in a minimum of ten public

performances per year. Please note that there is extremely limited instrumentation in Jazz Ensemble and therefore one must be performing at top level in order to earn one of the coveted spaces available (5 saxophones, 4 trombones, 4 trumpets, 1 piano, 1 guitar, 1 bass, 1 drum, 1 vibes, 1-2 percussion).

Jazz Ensemble (Jazz Band - 0 period)

Prerequisites: Ability to read music. Ability to play a Major and Minor Scales on your instrument. Ability to improvise on your instrument. Audition only.

This group is for students who wish to perform music in the jazz idiom (styles include swing, rock, ballad, and Latin music) and meets during zero period, beginning at 7:00AM. Students in the Jazz Band are expected to concurrently enroll in another large ensemble at Aragon (band, orchestra, or choir).

Chorus

Chorus (Beginning)

Voices: Alto and Soprano

Singers in Chorus develop the singing voice through application of sound vocal technique—including tone production and enunciation--and develop the ability to read music and to sing harmony parts. Music learned varies from classical to popular. Members of this group perform in a minimum of two concerts during the year.

Concert Choir (Beginning)

Voices: Bass, Baritone, and Tenor

Singers in Concert Choir develop the singing voice through application of sound vocal technique—including tone production and enunciation--and develop the ability to read music and to sing harmony parts. Music learned varies from classical to popular. Members of this group perform in a minimum of two concerts during the year.

Chamber Singers (Advanced)

Prerequisites: Audition only. Concurrent enrollment in Chorus, Concert Choir, or other large ensemble is expected.

This a cappella group is the most advanced vocal ensemble at Aragon. Their rehearsal and performance schedule is rigorous and demands considerable time outside of the classroom. The class competes in music festivals throughout the year, tours with other music department groups, and performs for school, district, and community events. Chamber Singers also serve as section leaders in either Chorus or Concert Choir and are encouraged to study voice privately. Students perform a variety of styles including classical, show, popular, and jazz. Particular emphasis is placed upon musicianship, sight-singing, genre interpretation, and stylistic performing.

Dramatic Arts

Cinema & Society

Grades 11 - 12

The purpose of this class is to encourage discussion, process, and write about art – in this case, one particular art form that we call film – and how it reflects the society in which we live. With the knowledge you gain from this class, you will watch film more critically and with a better understanding of how form and content are interrelated.

Drama

This course is a performance-based class that is designed to fulfill the California State Standards for Drama. Students will polish their theater knowledge through activities which guide their learning about character development, voice expression, stage terminology, and theater history. Class members will perform scenes from various periods in theatrical history, write plays, and explore characters and

space through improv. Throughout the year we will explore the human condition, acting styles, and genres from modern drama times all the way to Shakespeare of the twentieth century.

Drama Advanced

Grades 10 - 12

Prerequisite: Successful completion of Drama or instructor consent

Drama is fun; it is also hard work. This performance-based class is definitely a bit of both! This class is designed to fulfill the California State Standards for Drama. Students will polish their theater knowledge through activities that guide their learning about character development, voice expression, stage terminology, and theater history. Class members will perform scenes from various periods in theatrical history, direct group written plays, and explore characters and space through improv. We will perform a play at the end of the second semester to show our culmination of skills learned. Throughout the year we will explore the human condition through Shakespeare's plays and many modern and contemporary playwrights.

Technical Theater

This course is a hands-on skill based class. Students will gain technical theater knowledge through activities that guide their learning about set design, set construction, painting techniques, lighting, costume design, and more. Class members will learn how a play transforms from written word to performance by helping to design and build sets for the fall musical and the spring play. Throughout the year students will be using power tools and various electrical equipment. It is imperative that all students practice theater safety, wear clothing that is comfortable, and are self-directed learners.

Dance

Dance

Students will be engaged and challenged studying a range of dance techniques. The styles include, Jazz, Contemporary, Modern, Musical Theatre, Tap, Hip-Hop, Ballet and Lyrical. Class will include a warm up routine, isolations, stretches, across the floor progressions, and choreography combinations. As students progress, choreography will become increasingly complex and challenging. A mandatory spring performance will showcase students work, with an opportunity for student choreography. In the second semester, students will enjoy working with select guest choreographers to further challenge them with different styles of movement and choreography.

Dance Intermediate

Prerequisite: audition and approval of instructor

Students will be engaged and challenged studying a range of intermediate level dance techniques. The styles include, Jazz, Contemporary, Modern, Musical Theatre, Tap, Hip-Hop, Jazz Funk, Ballet and Lyrical. Class will include a warm up routine, isolations, stretches, across the floor progressions, and choreography combinations. As students progress, choreography will become increasingly complex and challenging. A mandatory spring performance will showcase students work, with an opportunity for

student choreography. In the second semester, students will enjoy working with select guest choreographers to further challenge them with different styles of movement and choreography.

Dance Advanced

Prerequisite: Audition and approval of instructor

Students will be challenged with the advanced study of Modern, Musical Theatre, Contemporary, Jazz, Hip-Hop, Jazz Funk, Tap, Lyrical and Ballet dance genres. This course is designed for the experienced dancer, using advanced technique and more complex choreography. Coursework will also include group choreography exercises and assignments. A mandatory spring performance will showcase

students work, with an opportunity to share student choreography. In the second semester, students will enjoy working with select guest choreographers to further challenge them with different styles of movement and choreography.

Orchestra

String Orchestra (Beginning)

Prerequisites: Ability to read music. Minimum of 1 year of orchestra music or private study. Audition or approval of instructor.

This ensemble of stringed instruments performs music of the Baroque, Classical, Romantic, Modern, and Contemporary periods. Emphasis is placed upon musicianship, tone production, technique, and sightreading. Stringed instruments include violin, viola, cello, and string bass, some of which are furnished by the school.

Chamber Orchestra (Advanced)

Grades 10-12

Prerequisites: Ability to read music. Minimum of 1 year of orchestra music or private study. Audition or approval of instructor.

This ensemble of stringed instruments performs music of the Baroque, Classical, Romantic, Modern, and Contemporary periods. Emphasis is placed on musicianship, tone production, technique, and sightreading. Solo or small ensemble performance opportunities may be available for special events. Stringed instruments include violin, viola, cello, and string bass, some of which are furnished by the school. At specified times during the year, the strings may be augmented by winds and percussion to form a full orchestral ensemble.

AP Music Theory

Grades 11 - 12

Prerequisite: College Board recommends the ability to read and write musical notation and basic voice or instrument performance skills. Minimum of 1 year performing experience on an instrument or voice. Audition or approval of instructor.

This is an advanced-level course designed to explore the intricate workings of music through the study of harmony, melody, rhythm, and musical forms. Emphasis is placed on sight-singing, dictation, music listening, analysis, and elementary composition. If you are interested in composing music, song writing, improvisation, or music analysis, Music Theory is the course you will need to develop these skills and bring your musicianship to new heights. The course culminates in the AP Music Theory exam, which takes place in May.

VISUAL ARTS

Art

Art

This course introduces students to the Elements of Art and Principles of Design while developing drawing skills and painting techniques. Studio experiences in the classroom will give students opportunities to experience a variety of media (pencil, pen, ink, charcoal, pastel, watercolor, and tempera paint) while developing a student's individual style and creative problem solving skills. Students will demonstrate their ability to respond, to analyze and to interpret their own artwork and the work of others through discussions, critiques, and writings.

Art Advanced

Grades 10 - 12

Prerequisite: Successful completion of Art or consent of instructor (including portfolio review)

An advanced level course in drawing and painting with an emphasis on developing a greater depth of understanding of art and application of the Elements of Art and Principles of Design to their work in a variety of media. Studio experiences include drawing, painting, illustration, and printmaking projects. Each student will demonstrate progress over time by developing a body of work and organizing a portfolio. This course may be repeated.

AP Studio Art - Drawing

Grades 11 - 12

Prerequisite: Successful completion of Art Advanced and/or instructor consent

AP Art and Design portfolio exams contain two sections. The *Selected Works* section requires students to demonstrate skillful synthesis of materials, processes, and ideas. These selected works will be physically and digitally submitted to the AP Board. This is the student's best 5 works and is 40% of the total score. The *Sustained Investigation* section requires students to conduct a sustained investigation based on an inquiry question, through practice, experimentation and revision. This section will be submitted digitally and consists of 15 slides. The sustained investigation is 60% of the total score. Both sections of the portfolios require students to articulate information about their work in writing.

Ceramics

Ceramics

This course introduces students to the Elements of Art and Principles of Design while exploring basic clay construction methods: pinch, slab, coil and surface decoration techniques. Students will explore the basic processes of pottery while exposed to artifacts from many times, places, and cultures. Weekly projects will be assigned each week with an emphasis given to design, craftsmanship, and surface decoration techniques. Each student will complete a historical research and career exploration project.

Ceramics Advanced

Grades 10 - 12

Prerequisite: Successful completion of Ceramics

This course builds upon prior knowledge with an emphasis on developing a greater understanding of art and application of the Elements of Art and Principles of Design. Specific projects will be assigned with an emphasis given to design and craftsmanship. In the spring, each student develops an area of concentration and a Webfolio to showcase their work online. This course may be repeated.

AP Studio Art: 3D Design (Ceramics)

Grades 11 - 12

Prerequisite: Successful completion of Ceramics Advanced and/or instructor consent

AP Art and Design portfolio exams contain two sections. The *Selected Works* section requires students to demonstrate skillful synthesis of materials, processes, and ideas. These selected works will be physically and digitally submitted to the AP Board (3-D work will submit 2 photographic views of each piece). This is the student's best 5 works and is 40% of the total score. The *Sustained Investigation* section requires students to conduct a sustained investigation based on an inquiry question, through practice, experimentation and revision. This section will be submitted digitally and consists of 15 slides. The sustained investigation is 60% of the total score. Both sections of the portfolios require students to articulate information about their work in writing.

Photography

Digital Photography

SMUHSD graduation requirement - will count for CTE or VAPA

This course in digital photography introduces students to the Elements of Art and Principles of Design needed for creating photographs: including basic layout and design, color theory, shape, form, and composition. This course will familiarize the student with digital photographic equipment, software, materials, and methods through hands-on practice. Students will be exposed to the history of photography and photographers by studying and emulating a variety of photographic styles.

Digital Photography Advanced

Open to grades 10-12

SMUHSD graduation requirement - will count for CTE or VAPA

Prerequisite: Successful completion of Digital Photography

This course advances student skills in the areas of learning the functions of Digital SLR cameras, studio lighting equipment, advancing post-processing skills, developing a concentration of work, and creating a Webfolio to showcase their works. Students are provided with opportunities to analyze their own work and their peers' work. This course may be repeated.

AP Studio Art: 2D Design (Digital Photography)

Grades 11 - 12

Prerequisite: Successful completion of Digital Photography Advanced and/or instructor consent

AP Art and Design portfolio exams contain two sections. The *Selected Works* section requires students to demonstrate skillful synthesis of materials, processes, and ideas. These selected works will be physically and digitally submitted to the AP Board. This is the student's best 5 works and is 40% of the total score. The *Sustained Investigation* section requires students to conduct a sustained investigation based on an inquiry question, through practice, experimentation and revision. This section will be submitted digitally and consists of 15 slides. The sustained investigation is 60% of the total score. Both sections of the portfolios require students to articulate information about their work in writing.

Video

Art of Video

SMUHSD graduation requirement - will count for CTE or VAPA

This course explores the artistic impact of video communication and its application to the present culture. Topics will include an introduction to the history of film and video communication, the fundamentals of composition, and movement, the aesthetic use of light, color, and sound, and the art of storytelling, production design and directing. The topics will also include the digital artistry in editing and graphics, creative design in commercial and broadcast productions, career explorations, and portfolio development.

Art of Video Advanced

Grades 10-12

SMUHSD graduation requirement - will count for CTE or VAPA

Prerequisite: Successful completion of Art of Video

This course explores the artistic impact of video communication and its application to the present culture, while also placing an emphasis on leadership and directing. Topics will continue to include an introduction to the history of film and video communication; the fundamentals of composition and movement; the aesthetic use of light, color, and sound; the art of storytelling; and production design. The topics will continue to include the digital artistry in editing and graphics, creative design in commercial and broadcast productions, career explorations, portfolio development, and a clear commitment to understanding industry standards. All Advanced students are required to attend a district industry day in March.

WORLD LANGUAGES

SMUHSD - 1 year & UC/CSU A-G - 2 years (in the same language)

All courses are UC/CSU - E Languages Other Than English approved courses.

The increasing interdependence of nations and the rich cultural and linguistic diversity of California make it imperative that students develop communication skills in a second language. The World Language Department at Aragon provides students with the skills needed to cooperate and compete economically and politically in our multicultural society. World language courses at Aragon are aligned with the State of California's Foreign Language Framework and Content Standards as well as the National standards formulated by the American Council for the Teaching of Foreign Languages. Our State and National standards emphasize communication in languages other than English, help students gain knowledge and understanding of other cultures, enable students to connect with and acquire information about other disciplines, foster the development of insight into the nature of language, culture, and encourage participation in multilingual communities at home and around the world.

CHINESE (MANDARIN)

Chinese 1

Students will learn Pinyin, radicals, frequently used characters, word usage, sentence patterns, and grammar. Students will develop basic listening, speaking, reading, and writing abilities in Mandarin Chinese. The students will also acquire the knowledge of Chinese culture and history. This course is for beginning students or non-native speakers only. Text: Integrated Chinese Level One, Part One

Chinese 2

Prerequisite: Chinese 1 with a grade of C or better, or teacher recommendation

This is a continuation of Chinese 1 with a holistic approach to develop reading, writing, speaking, and listening skills of the Chinese language. This course seeks to provide students with the most commonly used Chinese characters and phrases, further understanding of Chinese grammar, and abilities to write short paragraphs. Students will advance the knowledge of Chinese culture and society. At the end of the year, students are expected to conduct basic daily communication in some real-life situations. Text: Integrated Chinese Level One, Part One

Chinese 3

Prerequisite: Chinese 2 with a grade of C or better, or teacher recommendation

This is a continuation of Chinese 2. This course is intended to further develop the four communications skills: listening, speaking, reading, and writing. The emphasis will be on students' conversational and writing skills in Chinese. Students will expand their conversational skills on most familiar topics. Rigorous practice of spoken and written Chinese will be conducted. The instruction will be conducted in Chinese. Text: Integrated Chinese Level One, Part Two

Chinese 4 Honors

Grades 10 - 12

Prerequisite: Chinese 3 with a grade of C or better, or teacher recommendation

This is a continuation of Chinese 3. The course is a preparation course for AP Chinese. This course is continually intended to develop the four communications skills: listening, speaking, reading, and writing. Typing in Chinese is another skill to be addressed. Students will also acquire more vocabulary and grammar patterns. Students will gain some basic knowledge of Chinese literature during the second semester. At the end of the year, students will be able to produce and present their own viewpoints of events by using the Chinese language in both spoken and written forms. The instruction will be conducted in Chinese. Text: Integrated Chinese Level One, Part Two

AP Chinese Language and Culture

Grades 11 - 12

Prerequisite: Chinese 4H with a grade of C or better, or teacher recommendation

The AP Chinese Language class is taught as a 5th year for students who have taken at least 4 years (or equivalent level) of Chinese. The course prepares students to demonstrate their mastery of their Chinese language. This course also provides students with the opportunity for cultural enrichment. The object of this course is to help students master their abilities in reading, writing, speaking, and listening, and to respond to express ideas with accuracy and fluency. Students communicate solely and exclusively in Chinese when speaking and writing. Likewise, their exposure to instruction, reading, and auditory input is entirely in Chinese. In addition, students also prepare for the College Board's Advancement Placement Examination through study guides and practice tests. Text: Integrated Chinese Level Two, Part One

JAPANESE

Japanese 1

Introduction to elementary Japanese writing (Hiragana and Katakana, and about 100 Kanji) and sentence structures. Emphasis will be on the development of conversational skills. Upon completion of this level, the students will be able to make introductions, exchange greetings, give information about self, express apologies, make some requests, ask and tell time, use numbers, describe their typical day schedule and areas they live, etc. This course is for beginning, non-native speakers only. Textbook: Nakama 1a

Japanese 2

Prerequisite: Japanese 1 with a grade of C or better, or teacher recommendation

In this course, students will develop basic communicative ability and basic knowledge of the Japanese language including grammar, future and past expressions, more descriptive expressions, teaching others how to do and make objects, etc. More Kanji will be introduced. Short essays and oral activities will be assigned throughout the course. Textbook: Nakama 1 b

Japanese 3

Prerequisite: Japanese 2 with a grade of C or better, or teacher recommendation

In this course, students will further develop their communicative ability in the use of the Japanese language. Emphasis will be placed on reading and listening comprehension, conversation, writing short essays, and appreciation of Japanese culture. Students will be expected to express and exchange opinions to the teacher and other classmates in Japanese as much as possible. More Kanji will be taught. Textbook: Nakama 2

Japanese 4 Honors

Grades 10 - 12

Prerequisite: Japanese 3 with a grade of B or better, or teacher recommendation

In this course, students will further develop their communication ability in Japanese language. Emphasis will be placed on reading and listening comprehension, conversation, writing short essays, and appreciation of Japanese culture. Students will be expected to express/exchange their opinions to/with the teacher and other students. More Kanji will be taught. This course is also designed as a pre-AP course to prepare students who are planning to take the AP Japanese exam the following year. The instruction will be conducted mostly in Japanese.

AP Japanese Language and Culture

Grades 11 - 12

Prerequisite: Japanese 4H with a grade of B or better, or teacher recommendation

This course is designed for advanced communicative ability in Japanese. Emphasis will be placed on reading and oral comprehension, conversation in a variety of situations, and appreciation of Japanese culture. Students will be engaged in communicative activities, which will prepare them for the listening and speaking sections of the AP test. Students will be expected to read simple stories, write short essays and stories with the use of a dictionary, and type some of their papers in Japanese. More Kanji will be taught. The instruction will be conducted mostly in Japanese.

SPANISH

Spanish 1

Spanish 1 is a beginning course in Spanish language and culture. In this course students will learn basic communication skills that are useful for daily life conversations (including greetings; telling the time, date and weather; expressing likes and dislikes; describing people, places and things; etc.) Students will develop basic proficiency in the three modes of communication: interpretive, interpersonal, and presentational. The course also introduces the diverse cultures of the Spanish-speaking world.) Topics include holidays, food, sports and pastimes.) The basic text is Realidades 1

Spanish 2

Prerequisite: Spanish 1 with a grade of C or better, or teacher recommendation

Spanish 2 is a beginning/intermediate course in Spanish language and culture. In this course students will expand their interpretive, interpersonal, and presentational skills. Students will further develop their communication skills by learning how to describe their daily routines, childhoods, family celebrations, pastimes, etc. There is a strong emphasis on grammar and verb tenses in this course. In addition, students will broaden their knowledge of Spanish-speaking countries and cultures. The basic text is Realidades 2

Spanish 3

Prerequisite: Spanish 2 with a grade of C or better, or teacher recommendation

Spanish 3 is designed to bring the students to a level where they are able to satisfy most survival needs and many social demands. They should be able to show increased spontaneity in speaking. Accuracy is stressed. Students have fair control of basic grammar, including the tense forms, when communicating. Students will learn to discuss leisure time activities and other topics beyond survival needs. Writing will include some basic essays, reports, summaries, and translations. The basic text is Realidades Level 3. They will read a collection of stories and myths to supplement the text and improve the acquisition of vocabulary.

Spanish 4 Honors

Grades 10 - 12

Prerequisite: Spanish 3 with a grade of B or better, or teacher recommendation

The course is an advanced course in Spanish language and culture. In this course we will have a strong focus on Spanish culture and expand on all of the communication skills students have learned, including the reading of short stories. In addition to the cultural focus, we will cover specific topics from Realidades that have not been covered. Grammar and writing skills will be reviewed and refined in context. The basic texts are Realidades Level 3 and Album.

AP Spanish Language and Culture

Grades 11-12

Prerequisite: Spanish 4H with a grade of B- or better, or teacher recommendation

This is a 5th year, college-level Spanish language course. Students communicate solely and exclusively in Spanish, and exposure to instruction, reading and auditory input is also entirely in Spanish. Grammar and vocabulary review is extensive. Students explore the arts, history, psychology, current events, culture and literature. Writing skills learned include organization, analysis and synthesis of various topics. Supplementary materials for students include textbooks (Temas, and Abriendo Paso, Gramatica), authentic written texts, internet sources, radio edits, and music. Podcast and voice-recording technology is used frequently for auditory input and oral assessment. Students should expect to master their abilities to respond to and express ideas—in both formal and informal communicative modes—with accuracy, fluency, and confidence. Students also prepare for success on the College Board’s Advanced Placement examination in May.

AP Spanish Literature and Culture

Grades 11-12

Prerequisite: Spanish 4H with a grade of B- or better, AP Spanish Language, or teacher recommendation

This is a 5th year, college-level Spanish literature course. This course is designed to provide students with a learning experience equivalent to that of a third-year college course in Peninsular and Latin American literature. The course is designed to introduce students to the formal study of a representative body of Peninsular and Latin American literary texts. The reading list introduces students to the diverse literature written in Spanish and thus helps them reflect on the many voices and cultures included in this very rich literature.

Spanish for Native Speakers 3

Prerequisite: Spanish assessment and teacher recommendation

This course is tailored to build upon the existing skills of students who have Spanish as a primary language. Students will refine and expand their linguistic abilities. Areas of focus will include basic and advanced grammatical structure and orthography through interpretive, interpersonal, and presentational communication. Through a variety of media, students will also explore culture, geography, history, current events, and literature of the Spanish-speaking world. This class will be taught exclusively in Spanish. A diagnostic entrance exam will be used to determine a minimal fluency in the areas of reading, writing, speaking, and listening. Students not meeting minimum requirements will be recommended to a traditional Spanish language course. This class is offered to students of any grade level. Upon completion of this course, instructors will recommend the appropriate subsequent level of Spanish study. This may be Spanish AP or a Spanish IV Honors depending upon student proficiency.