

SAN MATEO HIGH SCHOOL

506 N. Delaware Street

San Mateo, CA 94401

650-558-2399

[www.sanmateohigh.org](http://www.sanmateohigh.org)



CURRICULUM GUIDE

2020-2021

*Excellence in Education Since 1902*

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## IMPORTANT COURSE SCHEDULING INFORMATION

Each spring, counselors meet individually with every student to go over their course selections for the following year. Course schedules are determined by availability and not period or teacher requests. Students are programmed for the entire year, so please select all classes carefully. All possible offerings are included in this guide, but final course offerings are dependent on enrollment.

All 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders must be enrolled in six classes. 12<sup>th</sup> graders must be enrolled in at least five classes.

Dropping a class after the 6<sup>th</sup> week grading period will result in a drop F grade.

### Schedule Changes

Schedule changes will not be made to accommodate extra-curricular schedules, personal preferences, teacher, or period preferences. The deadline for changes to course requests for 2020-2021 school year is Friday, April 3, 2020.

Schedules may be changed after the deadline ONLY for the following reasons: missing a required class for graduation, student is in the wrong level class (i.e., scheduled in French I, should be French II), student completed a summer school course and needs to adjust their schedule or the student has fewer than six classes.

There is no guarantee that a student will be able to add or drop a course once the school year has started.

### AP Classes

Students wanting to take AP courses are encouraged to do so. Prerequisites are listed as an indicator of success and students should consider past progress in previous courses. This will help determine whether they will be successful in the AP course. Students who elect to take AP courses in the Fall will not be allowed to drop the course in the Spring. *Please choose carefully. You will not be able to drop the course at the beginning of the semester, even if you did NOT complete the summer homework.* AP Contracts are required and need to be signed by both parent/guardian and student. Please read over the contract thoroughly.

### Concurrent Enrollment

Students may take classes not offered at San Mateo High School at the local community colleges to broaden their knowledge and pursue other interests.

Students cannot take graduation course requirements at the community college in accordance with the San Mateo Union High School District policy. Students are required to take all courses leading to graduation at San Mateo High School. See *Concurrent Enrollment Form* for exceptions.

Prior approval from your Guidance Counselor is required before registering for a community college class.

Grades and credits for community college coursework are not placed on the San Mateo High School transcripts. They remain on the community college transcript and can be sent directly to colleges of your choice.

**SAN MATEO UNION HIGH SCHOOL DISTRICT  
GRADUATION REQUIREMENTS**

In order to receive a high school diploma a student must:

- 1) Pass required coursework listed in the chart below
- 2) Earn at least 220 credits (*1 semester is 5 credits; 1 year equals 10 credits*)

SOCIAL SCIENCE	<p>9<sup>th</sup> – Intro to Ethnic Studies (beginning with Class of 2023)</p> <p>9<sup>th</sup> – Contemporary World Studies (1 Semester)</p> <p>10<sup>th</sup> – Modern World History</p> <p>11<sup>th</sup> – U.S. History</p> <p>12<sup>th</sup> – Government &amp; Economics</p>
ENGLISH	4 Years
MATHEMATICS	3 Years
SCIENCE	2 Years (1 Year Biological & 1 Year Physical)
VISUAL & PERFORMING ARTS	1 Year
CAREER TECHNICAL EDUCATION	1 Year
WORLD LANGUAGE	1 Year by the End of 10 <sup>th</sup> grade
HEALTH	1 Semester (Completed in 9 <sup>th</sup> grade)
PHYSICAL EDUCATION	2 years (Completed in 9 <sup>th</sup> & 10 <sup>th</sup> grades)
ELECTIVES	40 Additional Credits
CREDITS NEEDED FOR GRADUATION	220 credits

## **REQUIREMENTS FOR ENROLLMENT IN ADVANCED PLACEMENT (AP), HONORS & ADVANCED STANDING (AS) CLASSES**

### **BOARD POLICY STATEMENT**

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

### **ADMINISTRATIVE POLICIES**

All classes will be open to all students who have made an informed decision and understand the course expectations. Anyone with an “A” or “B” in a CP class will be invited to enroll in an AP, Honors, or AS class.

Students who enroll in an AP, Honors, or AS class are expected to remain in the class for the duration of the course.

All students who enroll in an AP class are strongly encouraged to take the AP exam.

Although we hope to offer each of the courses listed within this program, all final course offerings are contingent upon enrollment.

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

SMUHSD does not rank its students.

The Academic GPA covers all coursework completed and is cumulative. This GPA is weighted according to the California Public University system (an additional point is added for university-certified AP and Honors courses; e.g. A = 5.0, B= 4.0, C = 3.0).

The Total GPA is unweighted and covers the same coursework.

The academic calendar is two semesters, 18 weeks each.

## COURSE OFFERINGS 2020-2021

### CAREER TECH ED

\*Foods & Nutrition  
Culinary Arts

***\*Courses with an asterisk meet the CTE requirement***

### ENGLISH

Strategic English Support I, II  
English I, II, III, IV  
Advanced Standing (AS) I, II  
AP English Language (11<sup>th</sup> grade)  
AP English Literature (12<sup>th</sup> grade)  
*\*Publications*  
Advanced Publications  
*\*Journalism*  
Journalism Advanced

### ENGLISH LANGUAGE DEVELOPMENT

ELD I, II, III

### HEALTH EDUCATION

Health  
EL Health

### MATHEMATICS

ELD Math  
Intensive Algebra Support  
Algebra I  
Integrated Math I  
Geometry  
EL Geometry  
Algebra II  
Finite Math & Statistics  
Path to Statistics (Math 190)  
Precalculus  
AP Calculus AB  
AP Calculus BC  
*\*Principles of Computer Science*  
*\*AP Computer Science A*

AP Statistics

### PHYSICAL EDUCATION

PE I, II  
PE Weight Conditioning

### SCIENCE

Biology  
AP Biology  
*\*Biotechnology I, II*  
Biotech Services (Internship)  
Biotech Independent Research  
AP Environmental Science  
Chemistry  
AP Chemistry  
Physics  
AP Physics  
EL Physics

### SOCIAL SCIENCES

Intro to Ethnic  
Modern World History  
EL Modern World History  
AP European History  
U.S. History  
EL U.S. History  
AP US History  
American Government  
AP Government & Politics US  
Economics  
AP Macroeconomics  
AVID I, II, III, AVID Senior Seminar  
Law and Society  
Psychology/Sociology  
AP Psychology  
Leadership, Renaissance  
Leadership

### VISUAL & PERFORMING ARTS

*\*Art & Multimedia*  
*\*Art & Multimedia Advanced*  
Art 3D  
Art, Art Advanced

*\*Digital Photography*

Digital Photo Advanced  
AP Studio-Art Drawing  
AP Studio-Art 2D  
AP Studio-Art 3D  
Drawing  
Drawing Advanced  
Dance  
Dance Intermediate  
Dance Advanced  
Drama, Drama Advanced  
Musical Theatre  
Cinema & Society  
Chorus  
Chamber Singers  
Concert Choir  
Concert Band  
Symphonic Band  
Jazz Ensemble  
Chamber Orchestra  
Marching Band

### WORLD LANGUAGE

Chinese (Mandarin) I, II, III  
French I, II, III  
Spanish I, II, III  
Spanish for Native Speakers II, III  
Chinese IV H  
French IV H  
Spanish IV H  
AP Chinese Language & Culture  
AP French Language & Culture  
AP Spanish Language & Culture  
AP Spanish Literature & Culture

**\* = CTE**

**EL = for English Language Learners**

**H = Honors**

**AP = Advanced Placement**

## UC-CSU “a-g” COURSE LIST – SAN MATEO HIGH SCHOOL

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

### “a” – HISTORY/SOCIAL SCIENCE

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American Government  
 Modern World History  
 EL Modern World History  
**AP European History**  
 U.S. History  
 EL U.S. History  
**AP U.S. History**  
**AP Gov/Pol US**

### “b” – ENGLISH

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ELD III (Hour 1)  
 English I  
 English I AS  
 English II  
 English II AS  
 English III  
**AP English Language**  
 English IV  
**AP English Literature**

### “c” – MATHEMATICS

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Intensive Algebra I (Hour 1)  
 Algebra I  
 Integrated Math I  
 Geometry  
 EL Geometry  
 Algebra II  
 Finite Math & Statistics  
 Precalculus  
**AP Calculus AB**  
**AP Calculus BC**  
**AP Statistics**

### “d” – LAB SCIENCE

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Biology  
 EL Biology  
**AP Biology**  
 Biotechnology I  
 Biotechnology II  
 Chemistry  
**AP Chemistry**  
 Physics  
 EL Physics  
**AP Physics**  
**AP Environmental Science**

### “e” – LANGUAGE OTHER THAN ENGLISH

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Chinese I  
 Chinese II  
 Chinese III  
 Chinese IV H  
 French I  
 French II  
 French III  
 French IV H  
 Spanish I  
 Spanish II  
 Spanish III  
 Spanish IV H  
**AP Spanish Language & Culture**  
**AP Spanish Literature & Culture**  
 Spanish Native Speakers III

### “f” – VISUAL & PERFORMING ARTS

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Art  
 Art Advanced  
 Art 3D  
 Art & Multimedia  
 Art & Multimedia Advanced  
 Drawing  
 Drawing Advanced  
**AP Studio Art Drawing**  
 Chorus  
 Chamber Singers  
 Concert Choir  
 Dance  
 Dance Intermediate  
 Dance Advanced  
 Digital Photography  
 Cinema & Society  
 Drama  
 Drama Advanced  
 Musical Theatre  
 Chamber Orchestra  
 Concert Band  
 Jazz Ensemble  
 Marching Band  
 Symphonic Band

### “g” – ELECTIVE COURSES

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Applied Chemistry  
**AP Computer Science A**  
 Economics  
 Foods & Nutrition  
 Intro to Ethnic  
 Journalism & Adv. Journalism  
 Law and Society  
**AP Macroeconomics**  
 Principles of Computer Sci.  
 Psychology  
**AP Psychology**  
 AVID Senior Seminar  
 Sociology

## **CAREER TECHNICAL EDUCATION**

### **FOODS & NUTRITION (CTE FOUNDATION)**

Grade: 9-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes, "g" - Elective  
Prerequisite: None

***Fall Semester:*** This is an introductory course that focuses on basic culinary fundamentals and principles of nutrition. The concept of Nutrient Density will be explored and applied through study of Choose My Plate, dietary analysis and creating daily food plans. Emphasis is on understanding how to make healthy food choices for optimal health. Students will learn food preparation basics; measuring, proper use of equipment, and recipe terminology and techniques while practicing food safety and sanitation. Students will be working hands-on independently and in-groups to prepare tasty and healthy snacks, breakfast foods and quick and easy meals. Careers in Hospitality, Tourism and Recreation will be explored while career interests and aptitude assessed.

***Spring Semester:*** During the spring semester the focus is on expanding and applying nutrition knowledge and improving culinary skills. Special emphasis is on study of carbohydrates, protein, fat, calories and weight management through food label analysis and nutrient density. An awareness of important problems in nutrition such as obesity, disease and food misinformation and fads will be explored. Students will learn various cooking techniques through preparation of selected foods while practicing industry specific protocols. Employability and job acquisition skills are emphasized.

### **CULINARY ARTS (CTE CONCENTRATION)**

Grade: 10-12  
Duration: Year  
Credits: 10  
UC/CSU: No CSU/UC admission requirements met by this course  
Prerequisite: Foods & Nutrition

***Fall Semester:*** This upper level course is intended to give students opportunities to practice and expand knowledge of food preparation through menu planning, costing and applying nutritional knowledge. With Foods & Nutrition serving as the foundation class, Culinary Arts creates a career pathway sequence in the Food Service and Hospitality Industry Sector. This class emphasizes industry standards while providing experiences to help students continue with development of employability skills to prepare for the school to work transition. Students will receive ServSafe Training and receive industry recognized Food Handlers Certification.

***Spring Semester -Study of Regional and International Cuisine:*** The spring semester will focus on the study and preparation of cuisines from various cultures of different regions in the US and around the world. Emphasis will be on culinary terminology, flavor principles and the use of specialty spices and seasonings. Students will use higher level cooking techniques while exploring the history, culture, recipes, and cooking methods of many different countries around the world. This class explores various aspects of hospitality service and careers in the Culinary field.



**OTHER CTE COURSES:**

**BIOTECHNOLOGY I, II,** *(course descriptions located under SCIENCE).*

**DIGITAL PHOTOGRAPHY, ART & MULTIMEDIA & ADVANCED** *(course descriptions located under VISUAL & PERFORMING ARTS).*

**OTHER CTE COURSES CONTINUED**

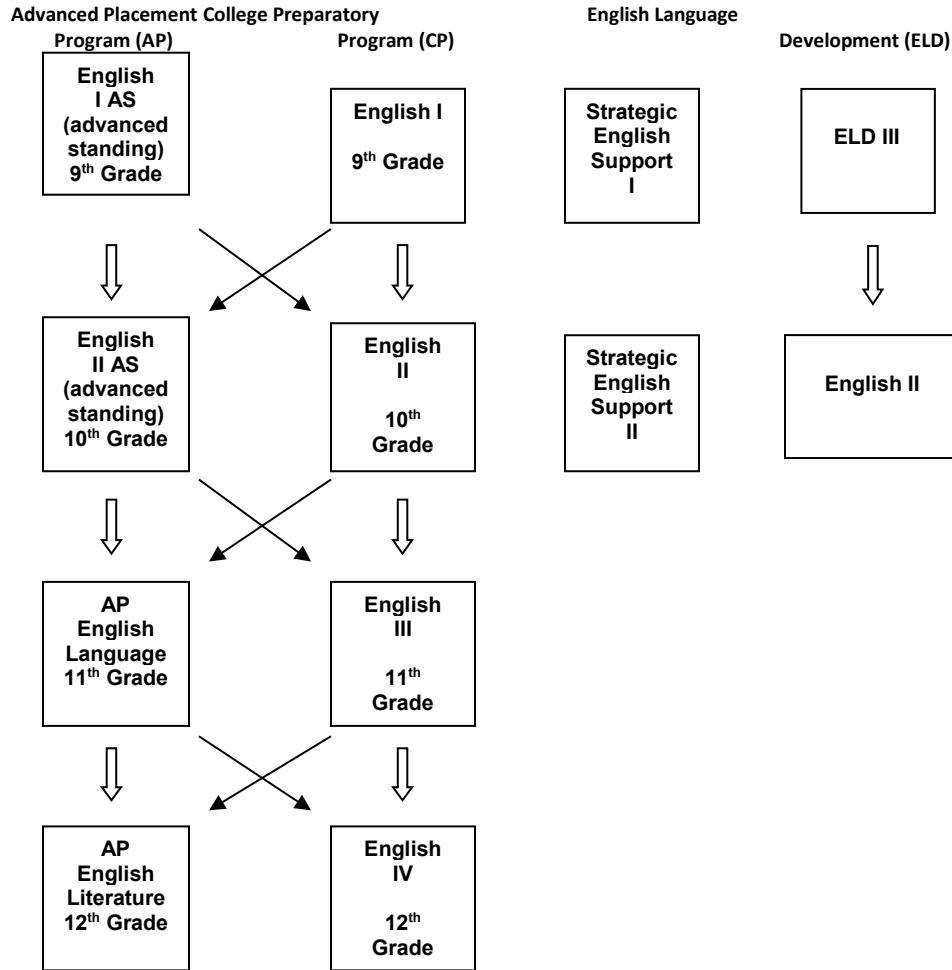
**JOURNALISM, PUBLICATIONS** *(course descriptions located under ENGLISH).*

**PRINCIPLES OF COMPUTER SCIENCE & AP COMPUTER SCIENCE** *(course descriptions located under MATHEMATICS).*

## ENGLISH DEPARTMENT

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

### ENGLISH COURSE SEQUENCE



## THE FOLLOWING ARE MINIMUM EXPECTATIONS FOR ALL CP ENGLISH CLASSES:

### READING

- A minimum of four literary works with at least two titles from the Core Reading List.
- Other works from the Extended Reading List.
- At least one play.
- Supplementary works to enhance the curriculum.
- Reading will be geared towards students who read at grade level.
- Commitment to improving as a critical reader: understanding tone, analyzing style, etc.

### WRITING

- At least four multiple-paragraph assignments that are the product of revision in response to a reader's comments.
- Additional assignments including quick-writes, timed writings, in-class essay examinations.
- Writing modes include argumentative, narrative, informative/explanatory.

### SPEAKING

- At least two formal presentations in class.
- A variety of speaking and listening opportunities that are meaningfully integrated into the curriculum.

### ENGLISH I

Grade:	9
Duration:	Year
Credits:	10
UC/CSU:	Yes, "b" - English

Throughout their freshman year, students will read core texts, as well as shorter fiction, nonfiction pieces, and poetry to explore topics such as identity, coming of age, love, conflict/adversity, tolerance/justice, and technology. Students learn and practice a variety of reading strategies that allow them to meaningfully access, comprehend and analyze grade-level texts.

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

### ENGLISH II

Grade:	10
Duration:	Year
Credits:	10
UC/CSU:	Yes, "b" - English

During the sophomore year, students in English II move from learning the basic structures of reading and writing to developing their ideas, voice, and personal repertoire of strategies. Over the course of the year, students will read several anchor texts, as well as various pieces of nonfiction and shorter fiction.

They will deepen their understanding of complex themes around the tension between the identity of the individual and the pressures of society, rebellion and conformity, and philosophical questions around nature and nurture.

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

### **ENGLISH III**

Grade: 11  
Duration: Year  
Credits: 10  
UC/CSU: Yes, "b" - English

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

### **ENGLISH IV**

Grade: 12  
Duration: Year  
Credits: 10  
UC/CSU: Yes, "b" - English

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

**THE FOLLOWING ARE MINIMUM EXPECTATIONS FOR AS/AP:**

**READING**

- A minimum of six literary works with at least two titles from the Core Reading List.
- Other works from the Extended Reading List.
- At least one play.
- Reading will be challenging and geared towards students who read above grade level.

**WRITING**

- At least six multiple-paragraph assignments that are the product of revision in response to a reader's comments.
- Additional assignments including quick-writes, timed writings, reflective writing responding to literature and in class essay examinations.
- Writing modes include argumentative, narrative, informative/explanatory.
- Writing will reflect accelerated comprehension and mature analysis.

**SPEAKING**

- At least two formal presentations in class.
- A variety of speaking and listening opportunities that are meaningfully integrated into the curriculum.

**ENGLISH I AS**

Grade: 9  
Duration: Year  
Credits: 10  
UC/CSU: Yes, "b" - English  
Prerequisite: Competence (grade A or B) in past English classes is strongly recommended.

The course mirrors the English I in terms of content, but it moves at a more rigorous pace and requires more from students in terms of critical thought and close reading. In addition to the core texts taught in the English I course, this class will read supplemental selections geared more toward students who read above grade level.

**ENGLISH II AS**

Grade: 10  
Duration: Year  
Credits: 10  
UC/CSU: Yes, "b" - English  
Prerequisite: Competence (grade A or B) in past English classes is strongly recommended, along with a positive recommendation from 9<sup>th</sup> grade English teacher, and an overall GPA of 3.0 or higher.

The course diverts substantially from the English II curriculum in terms of content and moves at a more rigorous pace. The course further develops critical thinking and reading skills, using dense and thought-provoking texts. Readings are quite challenging and are drawn from a variety of time periods and traditions. Students will learn to apply lenses of different critical theories on literature to the core texts that they are reading. Grammatical instruction focuses on integrating sentence variety into writing assignments for more mature and vigorous prose. This course is reading and writing intensive.

### **AP ENGLISH LANGUAGE AND COMPOSITION**

Grade: 11

Duration: Year

Credits: 10

UC/CSU: Yes, "b" - English

Prerequisite: Competence (grade A or B) in past English classes is strongly recommended, along with an overall GPA of 3.0 or higher.

The course follows two separate but related tracks. The first is a study of rhetoric, rhetorical devices, and non-fiction composition that will prepare students for the AP Language exam in May. To this end, students will learn to identify and analyze rhetorical strategies authors employ to create different effects. The course also makes a broad survey of American literature from colonial times to the middle of the 20th century, and we will read representative examples from many periods, covering many prose genres. Though most core readings will be fiction, the vast majority of supplementary readings will be non-fiction. Reading selections will be challenging and dense in their composition, and the course is both reading and writing intensive.

### **AP ENGLISH LITERATURE AND COMPOSITION**

Grade: 12

Duration: Year

Credits: 10

UC/CSU: Yes, "b" - English

Prerequisite: Competence (grade A or B) in past English classes is strongly recommended, along with an overall GPA of 3.0 or higher.

This course prepares students for the AP Literature and Composition exam in May, thus, the focus is somewhat narrower than other English classes: close reading of various genres of literature, and explication and analysis of its meaning. The literature studied in class covers the wide range of eras and genres that will appear on the AP exam: 19th century prose, classic tragedy, Shakespeare, modern fiction, etc. With its particular emphasis on poetry and dense prose, AP Lit/Comp is a course for avid, interested readers of literature.

## CORE AND EXTENDED READING LISTS (additional text adoption in progress)

### 9<sup>th</sup> Grade Core

Midsummer Night's Dream  
Mythology  
The Odyssey  
Of Mice and Men  
Nectar in a Sieve  
To Kill a Mockingbird  
Romeo & Juliet  
When I Was Puerto Rican

### 9<sup>th</sup> Grade Extended Core

Great Expectations  
House on Mango Street  
In the Time of the Butterflies Night  
A Separate Peace  
Things Fall Apart

### 9<sup>th</sup> Grade Advanced Standing

Cry the Beloved Country\*  
Frankenstein\*

### 10<sup>th</sup> Grade Core

Bless Me, Ultima  
Catcher in the Rye  
The Kitchen God's Wife  
Lord of the Flies (CP)\*  
Macbeth  
Merchant of Venice  
Taming of the Shrew

### 10<sup>th</sup> Grade Extended Core

1984\*  
All Quiet on the Western Front  
Animal Farm  
The Bean Trees  
Brave New World  
Cry the Beloved Country (CP)\*  
Frankenstein (CP)\*  
The Joy Luck Club (CP)\*  
A Raisin in the Sun  
Tale of Two Cities

### 10<sup>th</sup> Grade Advanced Standing

The Canterbury Tales

### 11<sup>th</sup> Grade Core

The Adventures of Huckleberry Finn  
Black Boy  
The Crucible  
The Death of a Salesman  
The Great Gatsby  
The Scarlet Letter  
Slaughterhouse Five  
Their Eyes Were Watching God  
The Things They Carried

### 11<sup>th</sup> Grade Extended Core

The Autobiography of Malcolm X  
Ceremony  
The Color of Water  
The Color Purple  
Hiroshima  
I Know Why the Caged Bird Sings  
Invisible Man  
Streetcar Named Desire  
Moby Dick

### 12<sup>th</sup> Grade Core

As I Lay Dying  
Chronicle of a Death Foretold  
Dubliners  
Hamlet  
King Lear  
Oedipus/Antigone  
One Flew Over the Cuckoo's Nest  
Othello  
Siddhartha  
The Stranger

### 12<sup>th</sup> Grade Extended Core

Four Plays by Ibsen  
The Heart of Darkness  
Metamorphosis  
Portrait of the Artist as a Young Man  
Pride and Prejudice

*\*You will find these books in multiple grades*

**STRATEGIC ENGLISH SUPPORT I**

Grade: 9  
Duration: Year  
Credits: 10  
UC/CSU: No CSU/UC admission requirements met by this course  
Prerequisite: Placement based on Strategic Reading Inventory Assessment, Middle School Transcripts & CAASPP (Grade 7) Performance.

Strategic English Support (SES) I is a standards-aligned course designed to give students the skills and support they need to meet the Common Core Standards and be successful in their English I class. On a regular basis, SES I teachers will engage in meaningful collaboration with the English I teachers at their school site to guide the pre-teaching and re-teaching throughout the year. Students will be assessed on a regular basis to determine their progress in reading ability. The class will support mastery of the standards for English I using materials that are appropriate to the students' abilities and experience.

**STRATEGIC ENGLISH SUPPORT II**

Grade: 10  
Duration: Year  
Credits: 10  
UC/CSU: No CSU/UC admission requirements met by this course  
Prerequisite: Placement based on SMHS Transcripts & Strategic Reading Inventory Assessment; teacher recommendation.

Strategic English Support (SES) II is a standards-aligned course designed to give students the skills and support they need to meet the Common Core Standards and be successful in their English II class. On a regular basis, SES II teachers will engage in meaningful collaboration with the English II teachers at their school site to guide the pre-teaching and re-teaching throughout the year. Students will be assessed on a regular basis to determine their progress in reading ability.

**PUBLICATIONS**

Grade: 9-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "g" - Elective  
Prerequisite: Competence (grade A or B) in English or Art classes is strongly recommended, along with an overall GPA of 3.0.

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

**PUBLICATIONS ADVANCED**

Grade: 10-12  
Duration: Year  
Credits: 10  
UC/CSU: No CSU/UC admission requirements met by this course.  
Prerequisite: Completion of Publications.



Advanced students take on leadership roles, acting as editors of the various sections of the yearbook. On campus book selling is required.

### **JOURNALISM**

Grade: 9-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "g" - Elective  
Prerequisite: Grade of C or better in English or recommendation of English teacher.

Journalism students write stories, take photographs, design graphics and use professional-grade desktop publishing software such as In Design and Photoshop to design the print edition of the school newspaper. They also have an opportunity to produce podcasts, videos, blogs, and to help update and design our journalism web page. Students learn to write, research, meet deadlines, take photographs, sell advertising, collaborate with peers and interact with the broader community while producing our top-flight award-winning newspaper, the "San Mateo Hi" and website, [www.thebearcat.net](http://www.thebearcat.net). Students leave this class with real-world job skills as well as a stronger sense of themselves and their ability to act on their world.

### **JOURNALISM ADVANCED**

Grade: 10-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "g" - Elective  
Prerequisite: Journalism and permission of teacher.

Advanced students serve as lead writers, mentors, designers and editors.

## **ENGLISH LANGUAGE DEVELOPMENT DEPARTMENT**

The English Language Development (ELD) program serves beginning, intermediate and advanced level English Learners (ELs). The goal of the program is to enable students to communicate effectively in English for academic, social, and college/career success. Students exit the ELD III program as soon as they are able to succeed in mainstream English.

### **EL I**

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

This double-period course is for beginning ELs. Students develop their vocabulary, speaking, listening, reading, and writing skills necessary for an English-speaking community. For promotion to EL II, students must be able to communicate in complete sentences and write a coherent paragraph, as well as demonstrate understanding of reading materials and oral conversation/instructions. This class may be repeated for credit.

### **EL II**

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

This double-period course is for early-intermediate ELs. Students develop their vocabulary, speaking, listening, reading, and writing skills necessary for an English-speaking community and academic learning environment. Students may also be enrolled in EL Physics and/or EL Social Science courses. For promotion to EL III, students must be able to communicate effectively orally, write coherent and correct paragraphs, and read at an elementary-school level. This class may be repeated for credit.

### **EL III**

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

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

## **HEALTH EDUCATION DEPARTMENT**

### **HEALTH**

Grade: 9  
Duration: One Semester  
Credits: 5  
UC/CSU: No CSU/UC admission requirements met by this course  
Prerequisite: None

This course meets the District graduation requirement for Health Education

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, attitude 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 resulting in a healthy lifestyle now and in the future. The subjects covered in this course will include decision-making, goal-setting, communication, stress management, conflict-resolution, suicide-awareness and prevention, consumer and community health, communicable and chronic diseases, sex education, individual growth and development, environmental health, alcohol, tobacco and other drugs, nutrition, physical fitness, injury prevention and safety.

### **EL HEALTH**

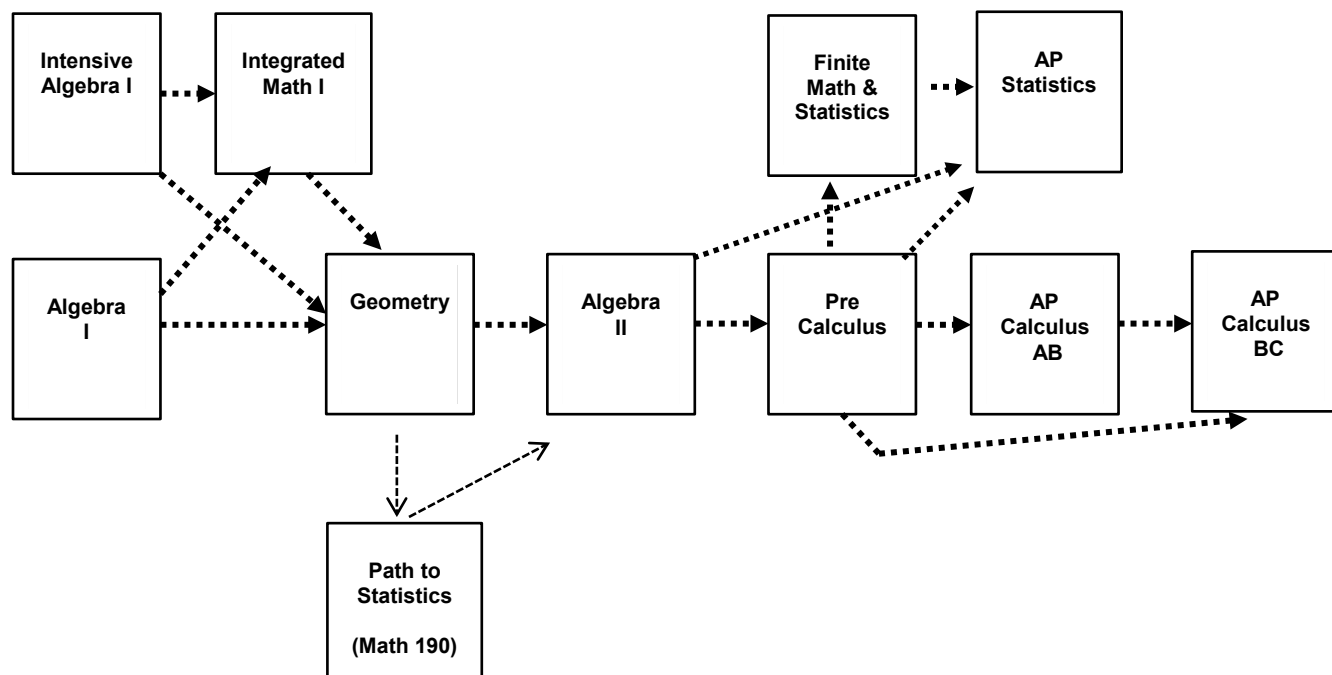
Grade: 9-10  
Duration: One Semester  
Credits: 5  
UC/CSU: No CSU/UC admission requirements met by this course  
Prerequisite: Concurrent enrollment in ELD II or III

The curriculum and standards in this course parallels the mainstream Health course. The teacher ensures the material is accessible for English Language Learners.

## MATHEMATICS DEPARTMENT

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

### MATH SEQUENCE



### ELD MATH

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

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

### INTENSIVE ALGEBRA I

Grade: 9-12  
 Duration: Year  
 Credits: 10  
 UC/CSU: Yes; "c" - Mathematics  
 Prerequisite: Participation in ELD I or II

This course covers the Algebra I material to English Language Learners during two periods. This course is the foundation for upper level mathematics courses. Students will gain an understanding of real number properties. They will also formalize the language of functions and explore their behavior graphically, analytically, numerically and verbally. They will write expressions, equations and inequalities

from physical models and communicate their understanding. Technology will be used to discover relationships, test conjectures and solve problems.

### **ALGEBRA I**

Grade: 9-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "c" - Mathematics  
Prerequisite: None

This course is the foundation for upper level mathematics courses. Students will gain an understanding of real number properties. They will also formalize the language of functions and explore their behavior graphically, analytically, numerically and verbally. They will write expressions, equations and inequalities from physical models and communicate their understanding. Technology will be used to discover relationships, test conjectures and solve problems.

### **INTEGRATED MATH I**

Grade: 10-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "c" - Mathematics  
Prerequisite: A student who earns a passing grade of C+ or lower in Intensive Algebra Support or a passing grade of C- or lower in Algebra I is recommended for this course in order to better prepare them for success in Geometry.

This course is designed for use as a bridge course between Algebra I and Geometry. Students who pass Algebra I, but require reinforcement of their understanding of algebraic principles and additional development of their algebra problem solving skills will take this course. To accomplish this, about sixty percent of the course consists of Algebra 1-2 content. The other forty percent is beginning Geometry content. This provides students some familiarity and hopefully a higher rate of success in Geometry, the next course in the math sequence. Scientific calculators are used both in the classroom and for homework assignments.

### **GEOMETRY**

Grade: 9-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "c" - Mathematics  
Prerequisite: A grade of C or better in Algebra I is strongly recommended, or a passing grade in Integrated Math I.

Geometry is the study of angles 2 and 3-dimensional figures, area, perimeter and volume. Other major topics include logical reasoning and formal proofs, congruency and similarity, quadrilaterals, trigonometry, probability, and transformations. The geometric principles are developed through a variety of learning modalities including hands-on discovery lessons, pairs and small group work, lecture, and projects. Students use and develop their algebra skills throughout the course, preparing them for Algebra II the following year. Scientific calculators are used throughout the course.

### **PATH TO STATISTICS (MATH 190)**

Grade: 12  
Duration: Year  
Credits: 10

UC/CSU: No  
Prerequisite: Students enrolled in this course MUST be seniors who have passed Geometry, but who have NOT received a C or higher in Algebra II, and intend to go to community college.

This course covers 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. This course is designed for students who do not want to major in fields such as math, science, computer science, and business. If a student receives a C or higher in Math 190, they will automatically be placed into Math 200 at the community college they attend.

### **ALGEBRA II**

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

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

### **FINITE MATH & STATISTICS**

Grade: 11-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "c" - Mathematics  
Prerequisite: A grade of C or better in Algebra II.

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

### **PRECALCULUS**

Grade: 9-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "c" - Mathematics  
Prerequisite: Solid foundation of Geometry & Algebra II, with a grade of C or better and manipulation of square root-radical expressions and solid graphing skills.

This is a rigorous course designed to develop the skills necessary to advance to Calculus. The course includes the following topics: relations and functions, circular functions, trigonometry, limits, logarithmic

and exponential functions, vectors, matrices and conic sections. This course extensively utilizes the graphing calculator to further supplement the understanding of these advanced skills.

### **AP CALCULUS AB**

Grade: 9-12

Duration: Year

Credits: 10

UC/CSU: Yes; "c" - Mathematics

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

Approximate Homework: 1 hour/day, 5 days/week; extra hours for weekend homework and assignments.

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

### **AP CALCULUS BC**

Grade: 9-12

Duration: Year

Credits: 10

UC/CSU: Yes; "c" - Mathematics

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

Approximate Homework: 1 hour/day, 5 days/week; extra hours for weekend homework and assignments.

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

### **AP STATISTICS**

Grade: 9-12

Duration: Year

Credits: 10

UC/CSU: Yes; "c" - Mathematics

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

Approximate Homework: 1 hour/day, 5 days/week; extra hours for weekend homework and assignments.

This course is designed to prepare the student for the Advanced Placement Examination in Statistics. With successful performance on this test, the student may place out of a Statistics course at some colleges and universities. This course presents the basic concepts underlying statistical methods and covers descriptive statistics, probability, distributions, hypotheses testing, estimate and sample sizes, correlation and regression chi-square tests, analysis of variance and nonparametric statistics. Computer analysis of

statistical data integrated into the course. Applications of statistics to business, life sciences and other areas are included.

### **PRINCIPLES OF COMPUTER SCIENCE**

Grade: 10-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "g" – Elective  
Prerequisite: Algebra I

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

### **AP COMPUTER SCIENCE A**

Grade: 10-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "g" - Elective  
Prerequisite: A grade of B or better in Algebra II or C or better in Pre-Calculus.  
Prior programming experience is recommended. Example: basics of procedural programming in a language similar to Java (example Python).  
Approximate Homework: 1 hour/day, 5 days/week; extra hours for weekend homework, assignments and semester projects.

This course is designed to prepare the student for the Advanced Placement Examination in Computer Science. It is a computer programming course. The major emphasis in this course is on programming methodology, algorithms, and data structures. The programming language used will be JAVA. Applications of computing provide the context in which these subjects are treated. Applications are used to develop student awareness of the need for particular algorithms and data structures, as well as to provide topics for programming assignments to which students can apply their knowledge. Treatments of computer systems and the social implications of computing are integrated into the course. Students should understand that this course is designed to be a fourth-year math course, and the equivalent of an introductory, one-semester, non-calculus based, college-level statistics course. The course requires a working knowledge of Algebra II and quantitative reasoning. This course requires more reading and writing than most traditional math courses.



## **PHYSICAL EDUCATION DEPARTMENT**

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

### **PHYSICAL EDUCATION I**

Grade: 9  
Duration: Year  
Credits: 10  
UC/CSU: No CSU/UC admission requirements met by this course  
Prerequisite: None

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

### **PHYSICAL EDUCATION II**

Grade: 10  
Duration: Year  
Credits: 10  
UC/CSU: No CSU/UC admission requirements met by this course  
Prerequisite: None

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

### **PE WEIGHT CONDITIONING**

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

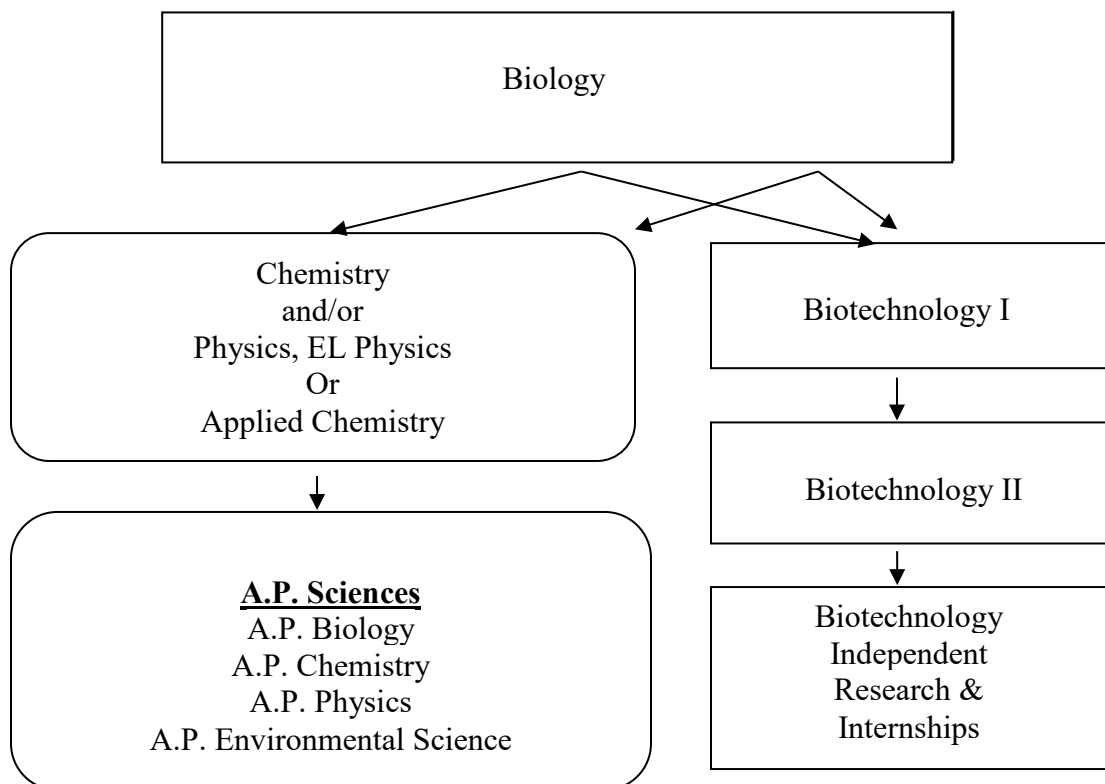
NOTE: Students will receive elective credit towards graduation.

Students will learn the proper techniques and strategies to lifting weights and personal fitness. This class provides students with a structured workout environment that will increase their strength, technique, flexibility, balance, speed, agility and overall fitness level through a variety of different fitness techniques. This is a chance for students to learn how to set and achieve personal workout and fitness goals. Students will learn the basics of Sports Medicine including anatomy, sports, nutrition, and injury prevention. This class encourages lifelong fitness that can apply outside of school.

## SCIENCE

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

### SCIENCE COURSE SEQUENCE



#### **BIOLOGY**

Grade: 9-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "d" - Lab Science  
Prerequisite: Algebra I or equivalent.

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

#### **AP BIOLOGY**

Grade: 10-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "d" - Lab Science

Prerequisite: Strongly recommended: Biology & Chemistry with a grade of B or better  
Approximate Homework: 2 hours a day, 5 days a week, plus labs; extra hours for weekend homework and assignments; summer reading.

This course is a college-level study of living things: ecology, anatomy and physiology, genetic continuity and the biochemistry of life processes. Extensive lab work, including the study of plants, animals, microorganisms, chemical assays, biotechnology and microscopy is conducted. A college text is used. Completion of a summer assignment is required.

### **BIOTECHNOLOGY I**

Grade: 10-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "d" - Lab Science  
Prerequisite: Biology or EL Biology with a grade of C or better (including Gene Connection unit) or teacher recommendation.

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

### **BIOTECHNOLOGY II**

Grade: 11-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "d" - Lab Science  
Prerequisite: Biotechnology I with a grade of B or better.

In this class, students build on the skills learned in Biotechnology I to perform advanced DNA and protein analysis. The focus of Biotechnology II is on pharmaceutical and agricultural biotechnology applications. Students extract and analyze DNA and proteins from plants as well as breed and genetically engineer plants. In the Spring, students conduct sophisticated diagnostic testing of protein and DNA samples, including polymerase chain reaction, DNA synthesis and sequencing and column chromatography.

### **BIOTECHNOLOGY SERVICES (INTERNSHIP)**

Grade: 10-12  
Duration: Summer + periodic meetings the preceding Spring  
Credits: 10  
UC/CSU: No CSU/UC admission requirements met by this course  
Prerequisite: Successful completion (B or better grade) in Biotechnology I in a course taken at San Mateo, Carlmont, Aragon or at Capuchino High School.

The Biotechnology Services course prepares students for research and manufacturing positions in academic and industrial biotechnology laboratories. Biotechnology Services is a one-year community classroom course (internship). Biotechnology Services requires a minimum 180-hour commitment from students and a placement into a laboratory internship at a local biotechnology companies. For sixty hours prior to internship placement, students review and demonstrate proficiency in the laboratory research techniques currently used in the field of biotechnology. Students develop placement portfolios and

resumes. After interviewing for several laboratory research positions, students are placed at a long-term (minimum of 120 hours) laboratory internship.

### **BIOTECHNOLOGY INDEPENDENT RESEARCH**

Grade: 12  
Duration: Year  
Credits: 10  
UC/CSU: No CSU/UC admission requirements met by this course  
Prerequisite: Successful completion of all six semesters of the San Mateo Biotechnology Careers Pathway.

Biotechnology Independent Research is a laboratory research course designed to give students with substantial lab experience an opportunity to conduct industry-standard research. In research teams, student scientists will model research techniques and strategies used at established biotechnology companies. Progress will be monitored by the CEO (course instructor) and reported regularly to the company employees (class members).

### **AP ENVIRONMENTAL SCIENCE**

Grade: 10-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "d" - Lab Science  
Prerequisite: For 10<sup>th</sup> Graders, an A in Biology is strongly recommended.  
Approximate Homework: .5-1 hour/day, 5 days/week, plus project field trip(s); extra hours for weekend homework and assignments; summer reading.

Global Warming? Endangered Species? Hazardous Waste? Overfishing? This course considers the interrelationships between humans and the natural world, and the challenges that arise in these relationships. Students will learn to identify and analyze environmental problems, evaluate relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Topics include Earth, ecosystems, population growth, food, water, resources, pollution and global change. This rigorous year-long course is designed to be the equivalent of a semester-long college course in environmental science.

### **APPLIED CHEMISTRY**

Grade: 11-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes, "g" - Elective  
Prerequisite: None.

This course focuses on concepts of chemistry and deemphasizes its mathematical aspects. A student will investigate the many ways in which chemistry affects his/her life through the study of water, money, petroleum and air. This course prepares students who have had difficulty in middle school science, and/or students who are reading significantly below grade level.

### **CHEMISTRY**

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

This course helps students develop an accurate understanding of matter and energy. Topics for study include atomic and molecular structure, chemical laboratory work, experimental support of concepts, critical thinking skills and the ability to work with others.

### **AP CHEMISTRY AP**

Grade: 10-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "d" - Lab Science  
Prerequisite: Chemistry with a grade of B or better and a minimum enrollment in Pre-calculus is strongly recommended.  
Approximate Homework: 2 hours a day, 5 days/week; extra hours for weekend homework and assignments; summer reading.

This course covers college-level Chemistry in depth and employs more mathematics to explain chemical behavior. In addition to basic chemistry topics, students study nuclear, acid-base, equilibrium, organic and electro-chemistry. Advanced labs and student-designed labs are an integral part of this course.

### **PHYSICS**

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

Physics is the study of how and why things work. Why do heavy and light rocks hit the ground at the same time? What holds satellites up? Why is the sky blue? In this laboratory course students will study motion, the cause of motion, gravitation, sound, light, electricity and magnetism. Students contemplating a career in computers, science, engineering or medicine are encouraged to take physics before their senior year.

### **AP PHYSICS**

Grade: 10-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes – "d" lab science  
Prerequisite: Completion of Pre-Calculus or completion of Algebra II with teacher recommendation.  
Approximate Homework: 1 hour a day, 5 days/week; extra hours for weekend homework and assignments; summer reading.

This course provides students with an experience equivalent to a first semester college-level Physics class. Designed as a first-year physics course, students will apply mathematics and complex concepts to explain, predict and calculate how the universe behaves. Students should be prepared for complicated inquiry-based labs, engineering projects, and peer collaboration. Topics include motion, energy, momentum, gravity, waves, and electric circuits. AP Physics requires dedication and time both in and out of the classroom.

### **EL PHYSICS**

Grade: 9-12  
Duration: Year  
Credits: 10

UC/CSU: Yes; "d" - Lab Science

Prerequisite: Concurrent enrollment in EL II or EL III

Physics is the study of how and why things work. Why do heavy and light rocks hit the ground at the same time? What holds satellites up? Why is the sky blue? In this laboratory course students will study motion, the cause of motion, gravitation, sound, light, electricity and magnetism. Students contemplating a career in computers, science, engineering or medicine are encouraged to take physics before their senior year. This course is specially designed to make physics content accessible for English Language Learners.

## **SOCIAL SCIENCES DEPARTMENT**

Three and one half years (35 credits) of Social Science are required for graduation.

### **INTRO TO ETHNIC STUDIES**

Grade: 9  
Duration: One Semester  
Credits: 5  
UC/CSU: Yes; "g" Elective  
Prerequisite: None

Ethnic Studies is the interdisciplinary and critical study of power and its locations around the lines of race and ethnicity, gender and sexuality, social class, and immigration status. Drawing on the insights of sociology, anthropology, history, literature, political science, and the health sciences, this course centers on the experiential knowledge, structural realities, and intellectual traditions of people of color in the U.S. (and globally) and takes as a central assumption that race and racism have been, and continue to be, formidable political, economic, and social forces within society. In this sense, then, the purpose of ethnic studies is not only to rectify the glaring absence in social science curriculum of people of color and their ways of being and knowing but, also, to utilize a critical, constructivist pedagogy as a means to empower students to become change agents within their local communities. Examining the history and influence of hip-hop as a musical genre, investigating the (mis)representation of various groups in television and film, and exploring the lived experience of both U.S.-born and immigrant children who transcend and inhabit the U.S.-Mexico borderlands figure as a few of the many learning exercises that we will tackle throughout the year.

### **MODERN WORLD HISTORY**

Grade: 10  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "a" - History/Social Science  
Prerequisite: None

After a brief review of the foundations of Western society, students focus on the history of Europe and the United States from the French Revolution through the Cold War. The course focuses on a core of information that helps to explain why Western nations have come to power in the last two centuries. The course is designed to further the development of skills that students will need in social sciences at San Mateo High School.

### **EL MODERN WORLD HISTORY**

Grade: 10-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "a" - History/Social Science  
Prerequisite: Concurrent enrollment in ELD II or III.

The curriculum and standards in this course parallels the mainstream Modern World History course. The teacher ensures material is accessible for English Language Learners.

### **AP EUROPEAN HISTORY**

Grade: 10  
Duration: Year  
Credits: 10

UC/CSU: Yes; "a" - History/Social Science  
Prerequisite: None

Approximate Homework: 1 hour/day, 7 days/week; summer reading.

Students focus on the history of Europe from the Renaissance to the present. The course is designed to cover the Modern World History (CP) content, but there are additional units which give students specific insight into Europe's history. Students read intensively, work with primary documents and take timed essay and multiple choice exams. Successful students will spend 1-2 hours a day on reading, working and studying for the course. There is an abundance of facts and also an emphasis on abstract historical concepts. This course is designed to prepare students to take the AP test in May.

### **U. S. HISTORY**

Grade: 11  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "a" - History/Social Science  
Prerequisite: None

This is a survey course of the United States after Reconstruction. After a brief review (approximately 9 weeks) of American history prior to 1900, students focus mainly on the 20th Century. Social, political and economic aspects of American life will be studied, as well as various eras and movements that have shaped the nation.

### **EL U. S. HISTORY**

Grade: 11-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "a" - History/Social Science  
Prerequisite: Concurrent enrollment in ELD II or III.

The curriculum and standards in this course parallels the mainstream U.S. History course. The teacher ensures material is accessible for English Language Learners.

### **AP U. S. HISTORY**

Grade: 11  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "a" - History/Social Science  
Prerequisite: None

Approximate Homework: 1 to 1.5 hours/day, 7 days/week; summer reading.

This course prepares students with additional skills and content that they will need to pass the AP exam. This course begins with colonial history, focuses intently on the 19th Century, and brings students up through the Cold War. A minimum of one to one-half hours of study per night is expected and students are assessed primarily through a mixture of multiple choice and essay tests that are designed to be as similar to the AP test as possible. Students will be asked to analyze the meaning of historical facts in terms of cause and effect and other methods typically used by historians. Materials used for this course will come from college-level textbooks, supplementary readings and primary source documents.

### **AMERICAN GOVERNMENT**

Grade: 12  
Duration: One Semester  
Credits: 5



UC/CSU: Yes; "a" - History/Social Science  
Prerequisite: None

This is a one-semester course required for graduation in California. Students study the functions and structure of the executive, legislative and judiciary branches at all levels of government: national, state and local. The study of governmental processes will be balanced out by an emphasis on the rights and responsibilities of individual citizens.

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

Grade: 12  
Duration: One Semester  
Credits: 5  
UC/CSU: Yes; "a" - History/Social Science  
Prerequisite: None

Approximate Homework: 1 hour/day, 7 days/week

This is a one-semester course that focuses on the forces that shape and influence U.S. government. Political parties, pressure groups, propaganda and the role of the citizens will be considered in relation to the legislative process. Special attention will be given to how citizens can affect contemporary society constructively and positively. Extensive writing and especially reading will be required. This course prepares students to take the AP exam in American Government. Students enrolled in AP Government will be expected to enroll in AP Macro-Economics.

### **ECONOMICS**

Grade: 12  
Duration: One Semester  
Credits: 5  
UC/CSU: Yes; "g" - Elective  
Prerequisite: None

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

### **AP MACRO-ECONOMICS**

Grade: 12  
Duration: One Semester  
Credits: 5  
UC/CSU: Yes; "g" - Elective  
Prerequisite: None

Approximate Homework: 1 hour/day, 7 days/week; summer reading.

This semester-long course will focus on macroeconomics, linking economic concepts to government policies, fiscal policies and aggregate supply and demand. Students are held to a rigorous course of study, including nightly homework assignments and extensive reading for this college-level course. Strong mathematical and analytical skills will be required for students to succeed in the class. Students enrolled in AP Economics will be expected to enroll in American Government AP. Finally, all students enrolled in AP Economics are strongly encouraged to take the Advanced Placement Exam in May, regardless of the semester in which they have taken the course.

### **LAW & SOCIETY**

Grade: 11-12  
Duration: One Semester (matched with Sociology)

Credits: 5  
UC/CSU: Yes; "g" - Elective  
Prerequisite: None

This one semester course is designed to give students a practical understanding of the law and the structure, function, and actual operation of the American legal system. Law and Society requires in class participation and the opportunity for debate. Students will use critical thinking skills of inquiry and logic to form opinions and learn to support them with persuasive arguments. During this course, students will learn the foundation of law, examine the history of punishment, and review the pressing problems of juvenile crime. Students will also learn the process of investigation, how an arrest is made, and how a case goes through the court system. Students will learn the impact of law on the family with a focus on marriage, partnerships, divorce, adoption and custody. Students will also study the various aspects of laws and processes involved in being a well informed consumer by studying the impact of and various forms of advertising and consumer behavior. Included in the class will be instruction and activities supporting responsible management of a household including financial budgeting, responsible use of credit, taxes, auto/home loans, rental agreements/tenant laws and responsibilities in addition to other life skills to prepare the student for post secondary independent living.

### **AP PSYCHOLOGY**

Grade: 11-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "g" - Elective  
Prerequisite: None

Approximate Homework: 1 Hour/Day, Extra hours for projects/assignments;  
Possible summer reading.

This course delves into issues of behavior and mental process over the life span. Students are expected to be self-directed, ethical and academically disciplined. Students will be expected to read intensively in college-level textbooks, analyze supplementary readings such as current articles, take AP-style multiple choice exams and participate in class presentations and discussions. Successful students will spend 1 or more hours per day reading, synthesizing information and studying. Topics include: The Origins of Psychological Thought, Infant Development, The Adolescent Experience, The Brain, Sleep and Dreams, Conditioning, Personality, Learning & Memory, Sensation & Perception, Social Psychology and Psychological Disorders. This course is a year-long opportunity to gain knowledge of human behavior and to analyze and examine recent contributions to the field of psychology. Students are highly encouraged to take the AP Psychology exam in May.

### **SOCIOLOGY**

Grade: 11-12  
Duration: One Semester (matched with Law & Society)  
Credits: 5  
UC/CSU: Yes; "g" - Elective  
Prerequisite: None

This one-semester elective course introduces students to the basic tenets of sociology. Students learn about socialization, characteristics of groups, inequality, ethnicity, gender and social deviance. Students reflect on their own social situations while learning about social theory and thinkers who have influenced the field. There is an emphasis on understanding the self in relation to social forces, patterns and problems. The course should be regarded as an advanced social science for students who excel in critical thinking. Students are exposed to college-level readings and ideas.

**AVID I, II, III, AVID SENIOR SEMINAR**

Grade:	9-12
Duration:	Year
Credits:	10
UC/CSU:	No CSU/UC admission requirements met by this course for I, II & III <i>YES "g" - Elective; (pending submission) for only AVID Senior Seminar.</i>
Prerequisite:	None for I, II, III. For AVID Senior Seminar students must have taken or are currently enrolled in an AP class.

AVID is a four-year program that helps students succeed in high school as they prepare for college. AVID targets students in the "academic middle" (GPA range from 2.0 to 3.5) and who have a strong desire to go to college. Typically, they will be the first in their families to attend college and be a member of an underrepresented group in higher education. The AVID faculty ensures that the students remain on track to meet university admission requirements. Students learn organizational and study skills, develop critical thinking skills. Students are invited to participate in two college campus visits per year.

**LEADERSHIP**

Grade:	11-12
Duration:	Year
Credits:	10
UC/CSU:	No CSU/UC admission requirements met by this course
Prerequisite:	Election or application needed to enroll.

Leadership is a class composed of juniors and seniors who have been elected or appointed to student body or senior class offices. The class forms the core of our activities program, since about 40 events during the school year are planned and carried out by the class members. These events range from Spirit Week to our food drive for the Samaritan House to Health Awareness Week.

**RENAISSANCE LEADERSHIP**

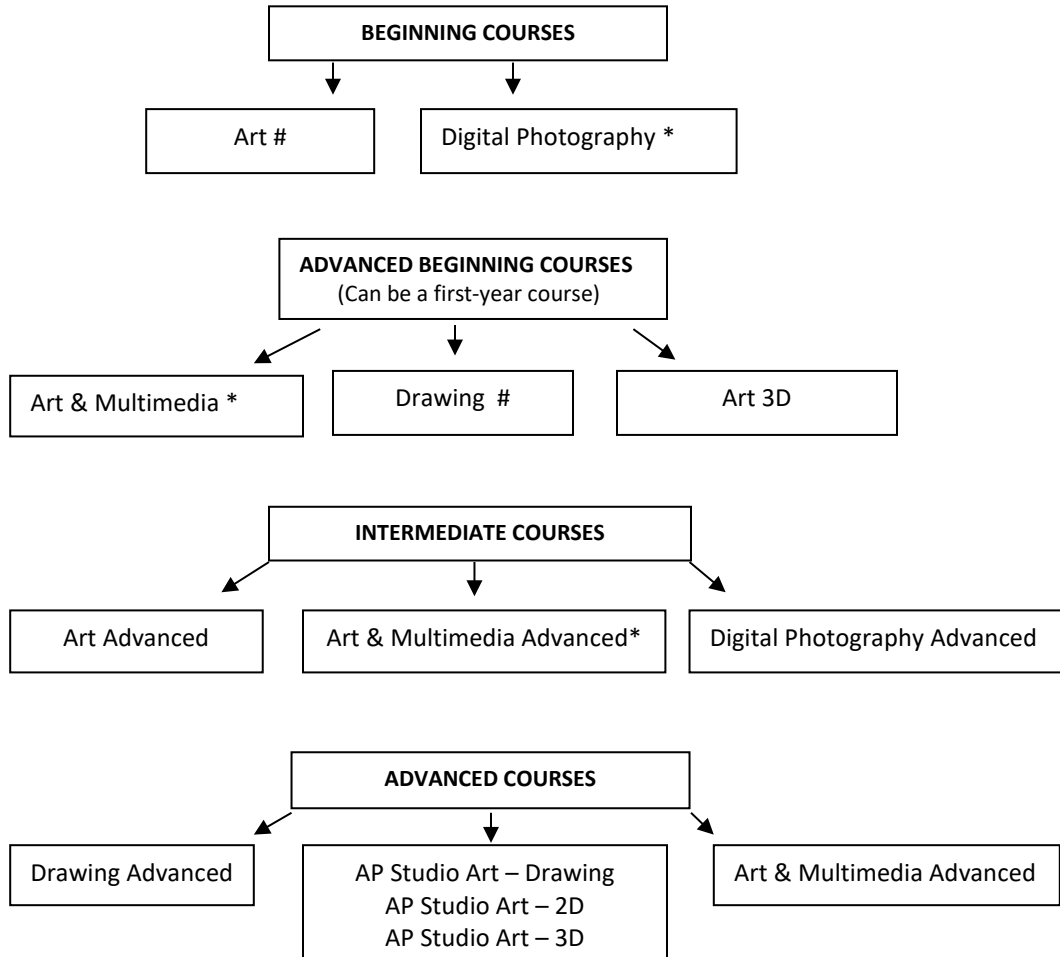
Grade:	9-12
Duration:	Year
Credits:	10
UC/CSU:	No CSU/UC admission requirements met by this course
Prerequisite:	Application needed to enroll.

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 Renaissance at San Mateo High School. We will explore the 10 building blocks of Renaissance and play to them throughout the year. We will provide a wide range of new activities to celebrate excellence, achievement and improvement by the students and staff. These events will provide unity and foster positive relations among our student body, the staff at San Mateo High School and our partners outside of school.

## VISUAL AND PERFORMING ARTS DEPARTMENT

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

### **ART SEQUENCE**



#= Foundation Course Pathway

\*= CTE – Multimedia Career

The Art Certificate Program is an opportunity to experience additional enrichment and develop a strong portfolio through sequential art studies.

### **ART**

#### **ART & MULTIMEDIA (Computer Art & Graphic Design)**

Grade: 9-12

Duration: Year

Credits: 10

UC/CSU: Yes; "f" – VAPA, CTE

Prerequisite: None

This one-year course introduces students to the fundamentals of traditional art through technology exploration as media. Topics covered include the elements of art, principles of design, fine art, graphic design, visual communication, media, and provides career exploration. Students will develop creative expression, solve visual problems, explore software and develop digital imaging techniques. Students will develop a digital portfolio as well as art historical appreciation.

#### **ART & MULTIMEDIA ADVANCED (Computer Art & Graphic Design)**

Grade: 10-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "f"-VAPA, CTE  
Prerequisite: Art & Multimedia

This one-year course is an advanced approach to design theory and visual communication in the contemporary setting using digital art applications. There is a focus on the development of students' creative problem solving skills as well as developing more complex design applications as applicable to visual communication and media. Students will learn and use their gained knowledge of the way recognized artists and designers express complex ideas through imagery. Students will synthesize their own ideas and the use of imagery as tool for communicating complex ideas. *May be repeated for credit.*

#### **ART 3D (Metal Work & Sculpture)**

Grade: 9-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "f" - VAPA  
Prerequisite: None

This one year lab course provides students a form to think about the design and creation of three-dimensional art. Emphasis on jewelry and sculptural art using various materials such as paper, wood, stone, silver, glass and found objects. Traditional and contemporary designs of several ethnic cultures are an inspiration for several of the three-dimensional projects. Students will solve design problems, develop creative expression and craftsmanship techniques through the use of a variety of tools.

#### **ART**

Grade: 9-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "f" - VAPA  
Prerequisite: None

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

#### **ART ADVANCED**

Grade: 10-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "f" - VAPA.  
Prerequisite: A grade of C or better in Art and/or teacher recommendation.

This one-year course builds upon the concepts and techniques learned in beginning level art classes. The class includes a series of drawing, painting and collage projects that would be suitable for art school portfolios. Students will write an artist statement, do a research project based on careers in art and an art history research project. *May be repeated for credit.*

### **AP STUDIO ART – DRAWING**

Grade: 11-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; “f” - VAPA  
Prerequisite: One full year of any visual arts course and teacher approval based on portfolio review. Advanced Art, Advanced Drawing or Advanced Art 3-D is highly recommended.

Approximate Homework: 1 hour/day, 5 days/week; extra hours for weekend homework and assignments; summer art projects.

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

### **DRAWING**

Grade: 9-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; “f” - VAPA  
Prerequisite: None

In this one year course, students learn fundamentals of drawing using a variety of techniques that explore line, texture, shading, perspective and composition. Students use pencil, charcoal, ink and other drawing media in a variant of studies observing nature, still life and photographic sources. Art history and art related careers will be explored.

### **DRAWING ADVANCED**

Grade: 10-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; “f” - VAPA  
Prerequisite: A grade of C or better in Drawing and/or teacher recommendation.

This one year course builds upon the concepts and techniques learned in Drawing. The class includes a series of drawing problems designed to perfect individual skills and provide a body of finished work that is suitable for art school portfolios, display and exhibition. Students will write an artist statement, do a research project, explore art history and careers in art. *May be repeated for credit.*

### **DIGITAL PHOTOGRAPHY**

Grade: 9-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; “f” - VAPA  
Prerequisite: None

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

**DIGITAL PHOTOGRAPHY ADVANCED**

Grade: 10-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "P" - VAPA  
Prerequisite: Digital Photography

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

## **DANCE**

### **DANCE**

Grade: 9-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "f" - VAPA  
Prerequisite: None

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

### **DANCE INTERMEDIATE**

Grade: 9-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "f" - VAPA  
Prerequisite: A grade of C or higher in Beginning Dance or teacher recommendation. Attend Advanced Dance Audition in May, contact teacher.

In this year long course, students will continue to develop the dance skills and techniques learned in the previous course. Students are exposed to a variety of dance forms including jazz, hip hop, Latin jazz, theater dance, lyrical ballet and tap. Students will have the opportunity to experience further skill development, creativity and group choreography. Some written work is required. This dance class requires special shoes. Students are required to perform in the Spring Dance Concert.

### **DANCE ADVANCED (BEARCAT DANCE ENSEMBLE)**

Grade: 9-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "f" - VAPA  
Prerequisite: Teacher Recommendation (Auditions held in May, contact teacher).

In this year long course, students will study advanced choreography techniques in jazz, Latin jazz, lyrical ballet, tap hip hop and musical theatre. Students will be required to learn a wide variety of choreographic styles and will also be asked to incorporate these styles into the creation of their own performance level choreography. Dance performance will be emphasized. Some written work is required. This dance class requires special shoes. The Bearcat Dance Ensemble will be required to perform in the Spring Dance Concert, at school functions and some community events.

## **DRAMA**

### **DRAMA I, & ADVANCED DRAMA**

Grade: 9-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "f" - VAPA  
Prerequisite: None



The drama class will introduce students to the world of the performing arts. Through improvisation and scene study, students will learn the basic elements of acting and production, dramatic form and technique. Students will read and see plays as well as develop acting skills to prepare them for performance. This class should be taken as a one year course.

### **MUSICAL THEATRE**

Grade: 10-12 (Freshman accepted by permission of instructor)  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "f" - VAPA  
Prerequisite: One year of high school drama or teacher recommendation.

An in depth study of the history and style of musical theatre. Students learn basic vocal and choreographic techniques and how to audition properly. Through study and performance of scenes, students are exposed to many different types of musicals. The year culminates in the public performance of a musical play or review.

### **CINEMA & SOCIETY**

Grade: 9-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "f" - VAPA  
Prerequisite: None

This one-year course will give students a greater appreciation and understanding of film as an art form and as a means of communication. Through readings and viewings, students will gain knowledge of the craft and history of film and develop critical skills in literary and film analysis. The course will focus on the interdependence of artistic form and content and on the contribution made by directors, screenwriters, visual artists, musicians and actors in order to help students better understand how films are structured and how imagery, camera work and sound are utilized to communicate meaning to an audience.

### **MUSIC**

#### **CHORUS**

Grade: 9-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "f" - VAPA  
Prerequisite: None

This course is for the beginning to intermediate singer. It focuses on the study, practice and performance of a wide variety of music. Pop, show, gospel and classical styles will be sung. Students will learn good vocal production and note reading. Concerts and other scheduled performances and rehearsals are a major part of this course.

#### **CONCERT CHOIR**

Grade: 10-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "f" - VAPA  
Prerequisite: Teacher recommendation

This course is for the advanced singer. Advanced levels of vocal production, rehearsal and performance techniques and music theory will be emphasized. Concerts and other scheduled performances and rehearsals are a major part of this course.

### **CHAMBER SINGERS**

Grade: 10-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "f" - VAPA  
Prerequisite: Teacher recommendation

An in depth study of the art of choral performance. Held outside the regular school day, this course is for the advanced musician who is con-currently enrolled in another music class at SMHS (vocal or instrumental). Concerts and other scheduled performances and rehearsals are a major part of this course.

### **CONCERT BAND**

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

The band is made up primarily of Freshman and those students who wish to further develop the technical skills needed for Advanced Band. Concerts and other scheduled performances are a major part of the course.

### **SYMPHONIC BAND**

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

The Advanced Band prepares and performs music covering a wide range of musical styles and periods. Students must demonstrate the ability to play a brass, woodwind or percussion instrument at a level to perform standard band literature. Concerts and other scheduled performances are a major part of this course.

### **JAZZ ENSEMBLE**

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

This course covers standard jazz repertoire, jazz history, theory and improvisation. Instrumentation includes saxes, trombones, trumpets, percussion, piano, guitar and bass. Performances are a major part of this course.

### **MARCHING BAND**

Grade: 9-12

Duration: Year  
Credits: 10  
UC/CSU: Yes; "F" - VAPA  
Prerequisite: None

This class meets during '0' period.

Desire, dedication and drive are the attributes of a San Mateo "Bearcat" band member. Students assume a high degree of personal responsibility in the band's appearance at parades, band reviews and field shows throughout the Western states. The band includes brass, winds and percussion and flag, rifle and identification auxiliary units.

#### **CHAMBER ORCHESTRA**

Grade: 9-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "F" - VAPA  
Prerequisite: None

A multi-level course for all string players. The class will play as a larger ensemble and also as a series of small groups, i.e. string quartet. This is an excellent opportunity for an advanced player to learn standard repertoire or for a beginner to learn a first or second string instrument.

## **WORLD LANGUAGE DEPARTMENT**

One year (10 credits) of World Language is required for graduation and must be attempted by the end of a students' 10<sup>th</sup> grade year. The SMHS World Language Department offers three world languages: Chinese (Mandarin), French, and Spanish. We also offer Spanish classes for Native Speakers of Spanish.

### **CHINESE I (Mandarin)**

Grade: 9-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "e" - Language.  
Prerequisite: None.

Chinese I is designed for students with no background in the Mandarin language. This course helps students develop basic communicative skills in listening, speaking, reading, typing and writing. Students also learn cultural knowledge such as traditional festivals, the origin of Chinese characters and the etiquette of greetings. During the first semester, students will be expected to master Pinyin – the Chinese phonetic spelling system and the major 40 radicals. Students will begin their study of Chinese characters the second semester. By the end of the year, students should be able to read and type about 150 commonly used characters.

### **CHINESE II (Mandarin)**

Grade: 9-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "e" – Language.  
Prerequisite: Satisfactory completion of Chinese I or equivalent.

This course is a continuation of Mandarin Chinese I with a holistic approach to enhance students' reading, writing, speaking and listening skills of Mandarin Chinese and understanding of Chinese culture. The lessons will be conducted in Mandarin most of the time to give students first-hand experience of "living in Chinese". Students will be able to communicate with others about their daily activities, school life, shopping and traveling experiences in Mandarin Chinese through writing and speaking. Students will be able to write short paragraphs and use about 300 new words at ease by the end of the year. Students will be expected to type their writing most of the time.

### **CHINESE III (Mandarin)**

Grade: 9-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "e" - Language.  
Prerequisite: Satisfactory completion of Chinese II or equivalent.

Chinese III is designed for students who have previously studied Mandarin for two or more consecutive years. Students will continue to develop their communication skills in listening, speaking, reading and writing. Rigorous practice of spoken and written Mandarin will be conducted. By the end of the year, students should be able to read and type about 800 high frequency characters. The instruction will be conducted primarily in Mandarin.

**CHINESE IV H (Mandarin)**

Grade: 9-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "e" – Language  
Prerequisite: Satisfactory completion of Chinese III or equivalent.

This is an advanced level course in which students will further develop their listening, speaking, reading and writing skills through the textbook and multimedia resources. Mandarin is the only language used in class. Students are expected to write short essays and express their view of points for different events by the end of the year. Some simplified Chinese literature will be introduced at the second semester to enrich the understanding of Chinese culture. Students will type their writing as homework and in class whenever the computer is available since Chinese typing is expected in work places and for higher education.

**AP CHINESE LANGUAGE AND CULTURE (Mandarin)**

Grade: 10-12  
Duration: Year  
Credits: 10  
UC/CSU: If offered, submission will be completed.  
Prerequisite: Teacher recommendation and completion of Chinese III with an A; or completion of Chinese IV Honors.  
Approximate Homework: 1 hour/day, 5 days/week; extra hours for weekend hw/assignments; summer assignment.

The AP Chinese Language and Culture class will prepare students for the College Board's Advanced Placement examination. The goal of this class is to have students master the material that is equivalent to the second year of college level Chinese. The class will be taught in Mandarin Chinese and students will be expected to use Chinese only in class in order to be fully immersed in Chinese culture. Students will further develop their reading, speaking, listening, writing and critical thinking skill sin Chinese through the year.

**FRENCH I**

Grade: 9-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "e" - Language  
Prerequisite: None.

This beginning course provides students with a general introduction to the French language, its sound system and pronunciation. Introductory topics such as describing oneself, friends, family; school and home life; leisure activities, dining out, shopping, getting around in a city and travel are treated. Through the acquisition of vocabulary and structures based on these themes, students gain basic skills for proficiency in listening, speaking, reading and writing French. Emphasis is given to understanding cultural perspectives, customs, art and music of France.

**FRENCH II**

Grade: 9-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "e" - Language  
Prerequisite: Satisfactory completion of French I or equivalent.

This second year elective course is designed to further develop basic communicative skills through topics such as holidays, cuisine and mealtime, cinema, technology, health and nature. Classroom instruction is designed to engage students in communicative tasks that relate to the present, past and future. Students learn the target language in a contemporary cultural context that supports living in a global society.

### **FRENCH III**

Grade: 10-12 or permission of teacher  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "e" - Language  
Prerequisite: Satisfactory completion of French II or equivalent.  
Summer Assignment

Students improve language skills to a level where they are able to satisfy most survival (not just basic) needs and many social demands. They increase their communicative abilities through personal written narratives, stories, poems and oral presentations in French. There is a strong focus on grammar, including writing and listening. Cultural topics focus on current events with more emphasis on customs and traditions of French speakers beyond France's borders.

### **FRENCH IV H**

Grade: 10-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "e" - Language  
Prerequisite: Satisfactory completion of French III or equivalent.  
Approximate Homework: 30-40 minutes/day, 5 days/week; extra hours for weekend homework and assignments.

Students will continue to build their skills through lessons in advanced structures, vocabulary and idiomatic expressions of the language and cultures of the French speaking world. Use of blogs, journals, realia, authentic texts, social media and assigned projects enhance units of study. The themes of study (global challenges, science and technology, contemporary life, personal and public identities, family and community, beauty/aesthetics) correlate with those presented on the **AP French Language and Culture Exam** which many students opt to take at the end of French IV Honors.

### **AP FRENCH LANGUAGE & CULTURE**

Grade: 10-12  
Duration: Year  
Credits: 10  
UC/CSU: If offered, submission will be completed.  
Prerequisite: Teacher recommendation and completion of French III with an A;  
or completion of French IV Honors

Approximate Homework: 1 hour/day, 5 days/week; extra hours for weekend homework assignments and projects.

Students will conduct an extensive study of French through reading, listening, presenting, and writing about current events, articles, poems and short stories. Students will review and expand their knowledge of advanced grammatical concepts, vocabulary, and idiomatic expressions. They will strengthen their writing and speaking skills. Students will prepare for the AP French Language and Culture exam. Their goal will be to reach a mastery level equivalent to second-year university level French. Students enrolled in this class are encouraged to take the AP exam in May.

### **SPANISH I**

Grade: 9-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "e" - Language  
Prerequisite: None.

Students learn the basic language tools and gain the experience needed for proficiency in using the foreign language for communication. Instruction in grammar, spelling, punctuation and pronunciation will be given as needed to increase proficiency.

### **SPANISH II**

Grade: 9-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "e" - Language  
Prerequisite: Satisfactory completion of Spanish I or equivalent.

Students learn basic survival needs and at least the minimum courtesy requirements. Students are able to maintain simple face-to-face conversations and to ask and answer simple questions. Homework will include practice in reading and writing. Instruction in grammar, spelling, punctuation and pronunciation will be given as needed in order to reach proficiency.

### **SPANISH III**

Grade: 10-12 or permission of teacher  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "e" - Language  
Prerequisite: Satisfactory completion of Spanish II or equivalent.

Students will improve language skills to a level where they are able to satisfy most survival (not just basic) needs and many social demands. There is a strong focus on grammar, including writing and listening. Students are responsible for essays, reports, stories, poems, note-taking and oral summaries in the foreign language.

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

Grade: 9-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "e" - Language  
Prerequisite: Native speaker of Spanish and a writing sample.

This course is designed to meet the needs of students whose home language is Spanish. Students will expand their linguistic abilities in Spanish and develop a deeper understanding of the Spanish-speaking world. This course will also reinforce literacy skills taught in their English classes. Areas of focus include basic and advanced grammatical structure and orthography through reading, writing, speaking and

listening. Through a variety of media, students will explore culture, geography, history, current events and literature of the Spanish-speaking world. Upon completion of this course, instructors will recommend the appropriate subsequent level of Spanish study. This may be Spanish IV H or AP Spanish depending upon student proficiency and advancement.

#### **SPANISH IV H**

Grade: 9-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "e" - Language  
Prerequisite: Satisfactory completion of Spanish III, SNS III or equivalent.

Approximate Homework: 30 minutes/day, 3 days/week + four weekend projects.

Students will strengthen speaking, listening, reading and writing skills using a variety of authentic texts and real-life experiences in the language and cultures of the Spanish speaking world. Students will continue to expand their knowledge of grammar, vocabulary and orthography at an advanced level. Topics of study include Latin American history and archaeology, cultural practices, dialects of the Spanish speaking world, Magical Realism, professions, letter writing and technological innovations of the future.

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

Grade: 10-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "e" - Language  
Prerequisite: Teacher recommendation and completion of Spanish III or SNS III with an A; or completion of Spanish IV Honors.

Approximate Homework: 1 hour/day, 3 days/week; extra hours for weekend hw/assignments; summer reading.

Students will conduct an extensive study of Spanish through reading, writing and speaking about current events, articles, poems and short stories. Students will review advanced grammatical concepts and will strengthen their writing and speaking skills. Students will prepare for the AP Spanish Language and Culture Exam. All students who enroll in this course are expected to take the AP exam in May.

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

Grade: 10-12  
Duration: Year  
Credits: 10  
UC/CSU: Yes; "e" - Language  
Prerequisite: Completion of AP Spanish Language or teacher recommendation with completion of SNS III or Spanish IV Honors; students may enroll in AP Spanish Language simultaneously.

Approximate Homework: 1 hours/day, 6 days/week; extra hours for weekend hw/assignments; summer reading.

The course will be presented with a thematic approach to the study of Spanish literature and culture. This is an opportunity for Spanish speaking students and advanced Spanish as a second language students to participate in college level coursework in Spanish and Latin American literature. Students will read and analyze Spanish literature from a variety of Spanish speaking countries. Besides reading, students will build their cognitive skills of analysis, critique, and justification through their observations of style, theme, and historical influences on the work. Students will also explore the interdisciplinary connections between literary works and other artistic forms of expression such as music, painting, architecture, and film.



## **SPECIAL EDUCATION DEPARTMENT**

San Mateo High School offers a continuum of programs for students with disabilities.

The way Special Education student services are being reported to the State has changed, with the reauthorization of the Individuals with Disabilities Education Act (IDEA). Historically, programs were referred to as “Special Day Classes (SDC)” or “Resource Specialist Programs (RSP)”. Students who required more than half the school day in a Special Education setting were classified SDC and students requiring less than half the day, were classified as RSP. These classifications are no longer being used. Instead, the primary Special Education service is being described as “Specialized Academic Instruction (SAI)”. The Individual Education Plan’s will indicate the amount of time a student requires SAI in terms of daily minutes.

Students enrolled in the programs offered through the Department of Special Education will be assigned a Special Education case manager who schedules classes, implements the student’s IEP (Individualized Education Plan) and acts as the liaison for the student, parent, classroom teacher, administration and academic counselor. The following support services are available: speech/language therapy, vocational assistance and counseling through the District Wellness Program.

Students may be referred for special education assessment by their parent, teacher or school counselor. All requests for an evaluation are processed through the Student Study Team (SST).

State Eligibility criteria must be met for a student to receive special education services. Placement services are determined by the IEP team. All efforts to provide instruction in the least restrictive environment are made.

## **OFF-CAMPUS PROGRAMS**

### **Middle College High School**

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

A student’s schedule consists of three high school courses each semester which adhere to the SMUHSD approved curriculum and satisfy high school graduation requirements, a daily study skills course and a variety of college courses for which they earn high school and college credit. For more information, call 650-558-2257.