# TABLE OF CONTENTS

Expected Schoolwide Learning Results ..................................................... 1  
Mission Statement .................................................................................. 2-3  
Academic Policies ................................................................................ 4-19  
**Athletic Department** ........................................................................ 20-23  
  Co-ed Physical Education ................................................................. 21-22  
  Physical Education Electives ............................................................ 22-23  
    Basketball .......................................................................................... 22  
    Sports and Fitness ........................................................................... 22  
    Weight Training ............................................................................... 22  
    Yoga .............................................................................................. 22-23  
    Bowling ............................................................................................ 23  
**Health** ........................................................................................................ 23  
**Humanities Core** ................................................................................ 24-29  
  Humanities 9 History: The Modern World ....................................... 25  
  Honors Humanities 9 History: The Modern World .......................... 25-26  
  Humanities 9 English: World Literature .......................................... 26  
  Honors Humanities 9 English: World Literature .............................. 26-27  
  Humanities 10 History: Twentieth Century U.S. ......................... 27  
  Honors Humanities 10 History: Twentieth Century U.S. ............... 27-28  
  Humanities 10 English: American Literature ................................. 28  
  Honors Humanities 10 English: American Literature .................... 28-29  
**English Courses Beyond the Core** ...................................................... 30-37  
  European Literature ........................................................................... 30  
  Honors European Literature ............................................................ 30-31  
  Advanced Placement English Literature ........................................... 31  
  Contemporary Literature .................................................................... 31  
  Business Communications ................................................................ 32  
  Speech and Debate ............................................................................ 32  
  Speech and Debate Team ................................................................. 33  
  Journalism ........................................................................................ 33-34  
  NHS Howler ........................................................................................ 34  
  Broadcast Communications ............................................................. 34  
  Flash Fiction ....................................................................................... 34-35  
  Creative Writing ................................................................................ 35  
  Literature and Society A & B............................................................ 36  
  English Language Development 2 ..................................................... 36  
  English Language Development 3 ..................................................... 37  
**History/Social Science Courses Beyond the Core** .................................. 38-44  
  Economics ........................................................................................ 38  
  American Government ....................................................................... 38-39  
  Personal Psychology ........................................................................... 39  
  Psychology ....................................................................................... 39-40  
  Sociology ......................................................................................... 40
<table>
<thead>
<tr>
<th>Course</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Issues</td>
<td>40-41</td>
</tr>
<tr>
<td>World Religions</td>
<td>41</td>
</tr>
<tr>
<td>AP United States History</td>
<td>41-42</td>
</tr>
<tr>
<td>Advanced Placement European History</td>
<td>42-43</td>
</tr>
<tr>
<td>AP American Government and Politics/Honors Political Economy</td>
<td>43</td>
</tr>
<tr>
<td>Model United Nations: International Relations</td>
<td>44</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>45-51</td>
</tr>
<tr>
<td>Basic Algebra A/B/C/D</td>
<td>46</td>
</tr>
<tr>
<td>Algebra 1</td>
<td>46-47</td>
</tr>
<tr>
<td>Geometry</td>
<td>47-48</td>
</tr>
<tr>
<td>Honors Geometry</td>
<td>48</td>
</tr>
<tr>
<td>Algebra 2</td>
<td>48</td>
</tr>
<tr>
<td>Honors Algebra 2</td>
<td>49</td>
</tr>
<tr>
<td>Advanced Placement Statistics</td>
<td>49-50</td>
</tr>
<tr>
<td>Honors PreCalculus</td>
<td>50-51</td>
</tr>
<tr>
<td>Calculus</td>
<td>51</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>52-70</td>
</tr>
<tr>
<td>Science Prerequisites</td>
<td>53</td>
</tr>
<tr>
<td>General Science 1</td>
<td>54-55</td>
</tr>
<tr>
<td>Integrated Science 1</td>
<td>55-56</td>
</tr>
<tr>
<td>Honors Integrated Science 1</td>
<td>56-57</td>
</tr>
<tr>
<td>General Science 2</td>
<td>57-58</td>
</tr>
<tr>
<td>Integrated Science 2</td>
<td>58-59</td>
</tr>
<tr>
<td>Honors Integrated Science 2</td>
<td>59-61</td>
</tr>
<tr>
<td>Anatomy and Physiology</td>
<td>61</td>
</tr>
<tr>
<td>Marine Science</td>
<td>62</td>
</tr>
<tr>
<td>Horticulture 1</td>
<td>62-63</td>
</tr>
<tr>
<td>Horticulture 2</td>
<td>63</td>
</tr>
<tr>
<td>AP Biology</td>
<td>64-65</td>
</tr>
<tr>
<td>Chemistry</td>
<td>65-66</td>
</tr>
<tr>
<td>AP Chemistry</td>
<td>66-67</td>
</tr>
<tr>
<td>AP Environmental Science</td>
<td>67-69</td>
</tr>
<tr>
<td>Physics</td>
<td>69</td>
</tr>
<tr>
<td>AP Physics</td>
<td>69-70</td>
</tr>
<tr>
<td><strong>World Languages</strong></td>
<td>71-79</td>
</tr>
<tr>
<td>Everyday Spanish</td>
<td>72</td>
</tr>
<tr>
<td>Spanish 1</td>
<td>73</td>
</tr>
<tr>
<td>Spanish 2</td>
<td>75</td>
</tr>
<tr>
<td>Spanish 3</td>
<td>73-74</td>
</tr>
<tr>
<td>Honors Spanish 4</td>
<td>74</td>
</tr>
<tr>
<td>Advanced Placement Spanish</td>
<td>74-75</td>
</tr>
<tr>
<td>French 1</td>
<td>75</td>
</tr>
<tr>
<td>French 2</td>
<td>75-76</td>
</tr>
<tr>
<td>French 3</td>
<td>76</td>
</tr>
<tr>
<td>Honors French 4</td>
<td>76-77</td>
</tr>
<tr>
<td>Advanced Placement French</td>
<td>77</td>
</tr>
</tbody>
</table>
American Sign Language I ................................................................. 78
American Sign Language II ............................................................. 78-79
American Sign Language III ............................................................ 79

Visual and Performing Arts ............................................................. 80-112
Creative Drama 1 ........................................................................... 81
Improvisational Theatre ................................................................. 81
Creative Drama 2 ........................................................................... 81-82
Intermediate Drama ..................................................................... 82
Advanced Drama .......................................................................... 83
Technical Theatre A, B ................................................................. 83
Play Production ........................................................................... 83-84
Video Production A, B ................................................................. 84
ROP Advanced Video Production ............................................... 84-85
ROP Video Studio Production .................................................... 85
Advanced Video Production Electronic News Gathering ........ 86
Broadcast Communications ......................................................... 86
The Bass Clef .............................................................................. 86-87
The Treble Clef .......................................................................... 87
Viva Cantar ................................................................................. 87-88
Bel Canto ................................................................................... 88
Concert Chorale ......................................................................... 88-89
Chamber Singers ........................................................................ 89
Studio Piano .............................................................................. 89-90
Studio Guitar 1, 2 ........................................................................ 90
Concert Band ............................................................................. 90
Symphonic Band ....................................................................... 91
Wind Ensemble ........................................................................... 91
Wind Symphony ......................................................................... 92
String Orchestra ......................................................................... 92-93
Symphonic Orchestra ................................................................. 93
Concert Orchestra ................................................................ 94-95
Philharmonic Orchestra ............................................................. 94
Orchestra Winds and Percussion ............................................... 94-95
Jazz Ensemble (I, II, III) ............................................................... 95-96
History of Rock .......................................................................... 96
Music Theory ............................................................................. 96
Advanced Placement Music Theory ........................................... 97
The Marching Timberwolves Band ............................................. 97
Color Guard/Flags .................................................................... 97
Color Guard Dance Technique ................................................... 97-98
Dance Technique Level One ....................................................... 98
Dance Technique Level Two ....................................................... 98-99
Dance Technique Level Three .................................................... 99
Dance Theatre ........................................................................... 99-100
Dance Theatre II ........................................................................ 99-100
Movement for Theatre ............................................................... 100-101
Introduction to Art ............................................................... 101
Cartooning I ........................................................................ 101-102
Painting and Drawing .................................................................. 102
Art Portfolio Prep ................................................................... 102-103
Advanced Placement Studio Art: Drawing........................................ 103
Advanced Placement Art History ........................................ 103-104
College Prep Ceramics............................................................... 104
Intermediate Ceramics A & B .................................................. 105
Advanced Ceramics A & B ................................................... 105-106
Visual Imagery ......................................................................... 106
Personal Photography .......................................................... 106-107
Advanced Visual Imagery .......................................................... 107
Advanced Placement Visual Imagery (AP 2D-Design Photography) 107-108
Introduction to Computer Graphics .............................................. 108
Web Animation and Design ................................................... 108-109
Website Development .................................................................. 109
Advanced Computer Graphics .................................................. 109-110
Yearbook ..................................................................................... 110

**Business and Technology** .......................................................... 111-112
Accounting ........................................................................ 111
Consumer and Personal Finance .......................................... 111-112
AP Computer Science .............................................................. 112
Northwood High School

COURSE DESCRIPTION CATALOG
AND
EDUCATIONAL PLANNING GUIDE
FOR GRADES 9-12
2010-2011
4515 Portola Parkway
Irvine, California 92620
949-936-7200
24-hour Attendance Line
949-936-7201

IRVINE UNIFIED SCHOOL DISTRICT

Board of Education
Sharon Wallin, President
Gavin Huntley-Fenner, Member
Sue Kuwabara, Clerk
Carolyn McInerny, Member
Michael Parham, Member

Superintendent
Dr. Gwen Gross

NORTHWOOD HIGH SCHOOL LEADERSHIP TEAM
Leslie Roach, Principal
Christina Hale, Assistant Principal
Matthew Pate, Assistant Principal
Mike Tague, Assistant Principal
Ann Marie Simmons, Psychologist
Natalie Hamilton, Head Counselor
Leanne Lauritzen, Administrative Assistant
Sandy Banks, Activities Director
Terri Dolan, Assistant Activities Director
Dean Toohey, Athletic Director
Christina Engelerdt-Banagas, Humanities/English
Sheryl Sloate, Humanities/English
Eric Keith, Humanities/History
Alan Simsovic, Library Media
Chris Sharpe, Mathematics
Tim O’Brien, Physical Education and Health
Mickey Dickson, Science
Angie Olivares, Science
Tristan Stegmaier, Special Education
Lois Knudson, Special Education
Christy O’Dwyer, Visual/Performing Arts
Laura Tijerino, World Languages
Northwood High School

*Expected Schoolwide Learning Results*

Northwood High School students will become effective communicators and complex thinkers who produce quality work. They will develop the habits of healthy individuals and life-long learners who will be active community participants.

<table>
<thead>
<tr>
<th>A. EFFECTIVE COMMUNICATORS</th>
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<tbody>
<tr>
<td>Communicate clearly and appropriately for various audiences and purposes</td>
<td></td>
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<tr>
<td>Read, write, listen and speak reflectively, critically and with integrity</td>
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<tr>
<td>Listen with the intent to understand</td>
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<tr>
<td>Utilize multiple forms of communication effectively</td>
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<tr>
<td>Foster understanding and forge connections</td>
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<tr>
<th>B. COMPLEX THINKERS</th>
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<tr>
<td>Ask essential and relevant questions that stimulate dialogue</td>
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<tr>
<td>Access, analyze and synthesize information to formulate conclusions, solve problems and make decisions</td>
<td></td>
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<tr>
<td>Use a logical and effective decision-making process to analyze and understand possible outcomes</td>
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<tr>
<td>Make recommendations based on justifiable rationale</td>
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<tr>
<td>Seek out multiple perspectives</td>
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<tr>
<td>Explore ideas beyond the surface</td>
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<tr>
<td>Consider unconventional ideas and solutions</td>
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<table>
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<tr>
<th>C. PRODUCERS OF QUALITY WORK</th>
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<tbody>
<tr>
<td>Develop, create and support purposeful, intellectual, artistic and practical works</td>
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<tr>
<td>Establish and use rigorous and consistent standards of quality</td>
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<tr>
<td>Accept and provide constructive criticism</td>
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<tr>
<td>Develop a sense of ownership</td>
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<tr>
<th>D. HEALTHY INDIVIDUALS</th>
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<tbody>
<tr>
<td>Practice behaviors that promote physical fitness and emotional and social well-being</td>
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<tr>
<td>Develop self-discipline and accept responsibility</td>
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<td>Prioritize and use time effectively</td>
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<td>Resolve conflicts constructively</td>
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<tr>
<td>Respect, accept and appreciate individual differences</td>
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<tr>
<td>Seek help when necessary</td>
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<tr>
<td>Be flexible and adapt to different situations</td>
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<tr>
<td>Develop positive self-esteem</td>
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<td>Learn from mistakes</td>
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<tr>
<td>Strive for balance</td>
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<table>
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<tr>
<th>E. SELF-DIRECTED, LIFE-LONG LEARNERS WHO ARE ABLE TO:</th>
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<tbody>
<tr>
<td>Assess their strengths and weaknesses realistically</td>
<td></td>
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<tr>
<td>Set and strive toward realistic goals</td>
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<tr>
<td>Assume responsibility for their own learning and employ effective learning strategies</td>
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<tr>
<td>Acquire a body of knowledge, both shared and understood, as a basis for learning</td>
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<tr>
<td>Approach life with intellectual curiosity and be willing to take intellectual risks</td>
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<tr>
<td>Apply knowledge obtained in school to life</td>
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<tr>
<td>Stay informed</td>
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<tr>
<td>Engage in continual self-reflection and assessment</td>
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<tr>
<th>F. COMMUNITY PARTICIPANTS WHO:</th>
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<tbody>
<tr>
<td>Contribute what they have learned to enriching the quality of life in their communities</td>
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<tr>
<td>Effectively collaborate with others toward a common goal</td>
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<tr>
<td>Expand their sense of community to include a global perspective</td>
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<tr>
<td>Understand, recognize, and practice ethical behavior</td>
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<tr>
<td>Appreciate cultural diversity</td>
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<tr>
<td>Anticipate and responsibly address the needs of future generations</td>
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<tr>
<td>Develop a sense of pride and ownership in the school, community and the world</td>
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<tr>
<td>Experience the satisfaction of making a difference in the world</td>
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<tr>
<td>Become positive role models</td>
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</table>
Northwood High School

Northwood High School Mission Statement

Our mission is to enable all students to become contributing members of society empowered with the skills, knowledge, and values necessary to meet the challenges of a changing world, by providing the highest quality educational experience we can envision.

Northwood High School Guiding Document

Pursuing growth is our school wide responsibility.
- We believe all students can learn.
- We believe students learn differently.
- We believe learning is an active and ongoing process.
- We believe collaboration enhances learning.
- We believe through reflection and support, expectations can be met and exceeded.
- We believe in fostering an environment that encourages the balance of academic and extracurricular activities to achieve social, emotional and physical growth.
- We believe we all need to feel emotionally, physically and intellectually safe.
- We believe embracing diversity fosters understanding and strengthens our community.
- We believe making a connection to school is essential.
- We believe in compassion, mutual respect and trustworthiness.

Therefore, in our conversations, our thinking, our teaching and in our decision making, we do what is best for the growth and learning of all students.

Advisement—We believe students receive greater individual attention and security within smaller learning communities; therefore, our teacher advisement program ensures that each Northwood High School student remains with one advisor, and one group of students, for the duration of his or her four years at Northwood High School. Students meet in their advisement four days a week, and during this time frame, students receive important information regarding campus events, discuss school-wide issues, and schedule their biannual advisor/parent conferences. These conferences provide an opportunity for students to work individually with their advisors and their parents to establish their academic and personal goals and to plan their course work.

Tutorial—In order to address individual student needs further, we structured into our bell schedule forty minutes of tutorial time twice a week for students and teachers to meet outside the context of large group instruction. Tutorial provides many opportunities for students to work individually with their teachers, to meet with other students to work on group projects, as well as to engage in many of the other learning opportunities listed below:
  - Making-up exams/ Reviewing exams with teachers
  - Practicing for presentations
  - Participating in post-writing or post-project student/ teacher conferences
  - Engaging in research in the library/computer lab
  - Viewing educational videos
  - Engaging in silent reading
  - Working on homework

Collaboration—Also structured into our bell schedule is an hour of collaboration time once a week. Teachers meet Wednesday mornings to conduct department meetings, to develop and refine curriculum, to examine student work, and to continually revisit and refine instructional methodology. To facilitate this collaboration, every Wednesday the instructional day for students begins at 9:00 AM.

Humanities Core Program—Our Humanities Core Program also facilitates collaboration by pairing 9th and 10th grade English and History teachers together. These teachers share the same students and meet to discuss both curriculum and student achievement. Although humanities teachers teach in separate classrooms, they work together to develop and score interdisciplinary projects that foreground the connections between their disciplines.

Alternating-block schedule—Our ninety minute, alternating block schedule allows teachers the opportunity to structure lessons that move students more deeply into an activity so that they construct meaning without interruption. Students attend
a maximum of four classes daily (see enrollment restrictions) and the sustained time within each class allows students more time to internalize essential concepts and to balance their workload over the course of two nights.

<table>
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<tr>
<th>Odd Day</th>
<th>Even Day</th>
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<tbody>
<tr>
<td>Period One</td>
<td>Period Two</td>
</tr>
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<td>Period Three</td>
<td>Period Four</td>
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<tr>
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<td>Period Seven</td>
<td>Period Eight</td>
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1. COURSE ENROLLMENT EXPECTATIONS

Because most colleges and universities are increasing their admissions requirements, and leaders of business and industry are concerned about the academic preparation of those people entering the workforce, the faculty and administration at Northwood High School expect all students in grades 9-11 to enroll in six courses during each year of high school. Seniors whose plans allow them to meet graduation requirements with room to spare are encouraged to consider a modified program. Seniors planning to pursue a strong college or university program will want to consider the advantages of enrolling concurrently during their senior year in one or two college courses. In addition to getting an early start on college units, early enrollment at local colleges or universities places them in a priority position relative to getting the classes they want in the fall.

2. COURSE ENROLLMENT EXPECTATIONS

Grades 9-11:
- All freshman, sophomores, and juniors must be enrolled in a minimum of six classes on campus to include periods 3-6. ROP courses are considered as an on campus course. However, courses at IVC or other community colleges will not be considered for the 6 class minimum.
- Students will be limited to six classes except a 7th and/or 8th class that must be an Open Enrollment course(s).
- Open Enrollment will include only the following:
  - Athletics
  - Drama
  - Music Performing Groups
  - Model United Nations
  - Yearbook
  - ASB
  - Student/Tech Assistant
  - Speech and Debate Team
  - Directed Studies
  - Newspaper
  - Pep Squad/Color Guard

Grade 12:
- All seniors must be enrolled in a minimum of five classes in the fall and four classes in the spring with at least two classes on campus each day (Special exceptions to this policy can be requested through the Counseling Department for individual approval).
- Senior athletes must take their courses in consecutive periods through period 7/8. (For example: Periods 3, 4, 5, 6, with an open period 1/2). All off campus graduation requirements must be completed by the 31st of December (the December prior to graduation).

3. ATTENDANCE

The staff at Northwood High School believes that regular attendance is essential to learning in the classroom. Parents will be notified by phone and in writing as excessive absences accumulate. The attendance office, counselors, and administrators, as well as the classroom teacher, are all willing to work with parents to improve student attendance.

Parents/Guardians are encouraged to report their student’s absences directly to our 24-hour attendance line. To leave a message, call 936-7201. Absences not cleared within 3 days will be unexcused, and will result in follow-up from the Attendance staff and assignment to detention.

4. PREREQUISITES/PERMISSION

Students should check carefully to see that they have taken the proper prerequisites for courses and have earned the necessary grades. Where a course prerequisite indicates permission, the student should seek approval to take the course from his current teacher in that subject or the respective department chairperson. This permission is documented on the Course Request sheet by a teacher signature.

5. PROGRAM CHANGES

Prior to schedule distribution sufficient time is planned for students to make changes and adjustments to their schedules. Once the year begins, students must follow administrative procedures and time lines for any further changes.
- a. Entry into/exit out of athletics/activities.
- b. Inappropriate class placement not meeting prerequisites, meeting graduation or college entrance requirements.
- c. Accommodating ROP classes.

Changes will NOT be made for teacher preference. If a student alleges a “conflict” with a teacher, consideration for change may be given only if the student’s parents followed the IUSD Complaint Procedure. Specific guidelines are available in the administrative offices.
6. ADD/DROP POLICY

ADDS: Students will be allowed to add a class through the end of week two of quarters 1 and 3 provided space is available. (Since IUSD traditionally begins school on Thursday, the first week of quarter 1 will only have two days.)

Exceptions:
- A student may change levels of a course, i.e. from Honors to College Prep, upon request and teacher approval.
- An athlete qualifying for an “In Season Team Sport” will be added to Athletics period 7 and 8 when the coach presents a team roster to the Assistant Principal or the counseling department.
- An athlete qualifying for a future sport may add “Off Season Team Sport” in periods 7 and 8 providing the change does not impact upon the master schedule. (In some cases a qualifying spring sport athlete must wait until the start of quarter 3 before entering his or her sport. Counselors will not overload class maximums to accommodate an Off Season athlete.)

DROPS: A student may withdraw from a course with parent permission any time through the end of quarters 1 or 3 provided that it does not create an opening in their schedule periods 3, 4, 5, or 6. Understanding that there is no guarantee that a replacement class will be available, a student whose withdrawal would result in an open 3rd, 4th, 5th, or 6th period will not be allowed to withdraw. There will be no withdrawals permitted during quarters 2 or 4.

Transcript notations for dropped courses:
- A student who withdraws by the end of the third week of quarters 1 or 3 will have no notations of the course on their official transcript.
- A student who withdraws from a course between the start of week 4 and the end of the quarter 1 or 3 will receive a “W” next to the course posting on their official transcript.
- A grade of “WF” will be added to the student’s transcript if the course is dropped after the first day of the second or fourth quarter.

7. UNITS OF CREDIT

Northwood High School awards credit for the successful completion of semester courses at the rate of 5 credits per class per semester.

8. CONTRACT COURSES/CREDIT LIMITATIONS

- **Student Assistant:** 10 credits maximum* may be counted towards the 215 required to meet graduation requirements.
- **Teaching Assistant:** 10 credits maximum* may be counted towards the 215 required to meet graduation requirements.
- **Work Experience:** 20 credits maximum* may be counted towards the 215 required to meet graduation requirements.

* A student may count a maximum of 30 credits from the combined experiences in Student Assistant, Teaching Assistant, and Work Experience towards the 215 credit graduation requirement. (I.e. A student could hypothetically use 5 credits Teaching Assistant + 10 credits Student Assistant+ 15 credits Work Experience to reach their maximum of 30 credits.)

9. CREDIT FOR PRIVATE INSTRUCTION

Private Instruction is designed for students who are preparing for national and international competition, who are ranked in their sport on an approved National Registry, who have at least 5 hours per week of private instruction and a demanding practice schedule which precludes them from attempting six subjects at Northwood High School. Maximum number of units available is 10 per year and 20 units maximum toward graduation.

Procedure:
- A student must complete the form “Application for Private Instruction.”
- A student must gain the approval of the administrator in charge of Private Instruction.
- The completed form must be placed on file with the administrator by the second week of each semester for credit to be awarded.
- Pass/Fail marks will be issued for Private Instruction.

10. CONCURRENT INSTRUCTION

Prior approval for courses taken elsewhere must be obtained from your counselor before the start of the course. A student may select to have the grade and units earned applied to the IUSD transcript or select not to have the course appear on the transcript at all.

For units earned through concurrent instruction, no honors or Advanced Placement designation shall be made on IUSD transcripts. Grades may be transferred from Western Association of Schools and Colleges (WASC) or California Department of Education (CDE) accredited institutions only.

Procedure:
- Obtain approval of the principal’s designee within two weeks of the start date of the course.
- For the grade to appear on the transcript, the student must submit an official transcript of completed work to the records clerk at
Northwood High School no later than the end of the quarter immediately following the course enrollment.

Determining Credit

<table>
<thead>
<tr>
<th>College Course</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td># Units Quarter or Semester</td>
<td># Credits</td>
</tr>
<tr>
<td>5, 4 and 3.0</td>
<td>5</td>
</tr>
<tr>
<td>2.0</td>
<td>4</td>
</tr>
<tr>
<td>1.5</td>
<td>3</td>
</tr>
<tr>
<td>1.0</td>
<td>2</td>
</tr>
<tr>
<td>.5</td>
<td>1</td>
</tr>
</tbody>
</table>

Exception: Physical Education credit shall be awarded as follows when available:

<table>
<thead>
<tr>
<th>Community College</th>
<th>NHS Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE Credits</td>
<td></td>
</tr>
<tr>
<td>.5</td>
<td>1.5</td>
</tr>
<tr>
<td>1.0</td>
<td>3.0</td>
</tr>
<tr>
<td>1.5</td>
<td>5.0</td>
</tr>
<tr>
<td>2.0</td>
<td>6.5</td>
</tr>
<tr>
<td>2.5</td>
<td>8.0</td>
</tr>
</tbody>
</table>

This plan assumes continuance of a University of California practice whereby the university will credit the student with having met the year-long Algebra requirement, even though the transcript shows 5 credits, providing the student sends a transcript from community college, or college, to U.C.

Community Colleges
- Students must attend a minimum day at the high school. This means 6 classes for 9-11th graders and 4 classes for seniors.
- Students will be limited to 11 units per semester/summer session at a community college.
- Students must exhaust all opportunities to enroll in equivalent courses at their high school.
- Students must demonstrate adequate preparation for any course.
- 11th and 12th grade students at NHS will have priority for community college enrollment over Freshmen or Sophomores.
- All special Admissions Request forms must be approved by the designated Assistant Principal.

Independent Study/Correspondence
Units earned through Independent Study programs outside the Irvine Unified School District and/or through correspondence schools may be credited on an IUSD transcript as a Pass Grade, providing the granting agency is accredited by an institution recognized by the U.S. Department of Education. Student should contact his/her counselor. A maximum of 20 credits may be earned in this manner.

Religious Credit
No credit for religious training, independent study or otherwise, will be awarded for students during the period of their enrollment in Irvine.

Private Foreign Language
Units of elective credit shall be awarded based on the time spent in class. Pass/Fail grades will be awarded. Approval must be secured prior to beginning the course.

Appropriate transcript entries shall be made. However, the course title used shall not appear on the University of California approved course list.

Adult Education/ San Joaquin H.S. Independent Study
All concurrent independent study enrollment through SJHS requires prior approval of your counselor and the principal.

11. GRADING PROCEDURES

a. GRADING OPTIONS
All courses at NHS are graded on an A to D- scale for the earning of credits. The grade of F receives no credit. Note these exceptions: Teacher’s Asst., Student Asst., Private Instruction, Work Experience and Off Campus Independent Study are Pass/Fail courses.

b. REPORTING PERIODS
1. Progress Reports are issued for those students earning a D or lower in one or more classes at the end of the fourth week of each nine-week period. They are designed to communicate with the parents regarding student progress.
2. Quarter Grade Reports — Mid-term grades are issued at the end of the ninth and twenty-seventh weeks of school. The progress grades show student status in the class at that time. These grade reports carry unit credit only in case of quarter classes.

3. Semester Grade Reports – Final grades are issued twice a year; at the end of the eighteenth and thirty-sixth weeks of school. These grades are recorded on the official transcript/permanent record.

c. GRADE CORRECTION POLICY
When grades are given for any course, the grade given to each student shall be the grade determined by the teacher of the course. The determination of the student’s grade by the teacher, in the absence of error, shall be final. Teacher errors or data entry errors shall be corrected on the proper form, obtainable from the records office, and only by the teacher of the course in question.

d. GRADE POINT AVERAGE
Grade Point Average (GPA) is a term that is used to indicate the average of a student's grades. Principal's Honor Roll: The Principal's Honor Roll is designed to honor those Northwood High School students who, at the end of each semester, have earned 3.5 or above academic grade point average. The School Honor Roll recognizes those students who have earned a 3.0 to a 3.49 academic grade point average.

NHS Academic GPA: For selection of school honors, all grades except P.E./Athletics or any "P" grades from grades 9 through 12 are used.

NHS Activity/Athletics GPA: All grades including P.E. from grades 9 through 12 are used. If full credit is not earned in a variable credit class an F is averaged in for the amount of credit not earned.

Total GPA: All grades including P.E./Athletics from grades 9 through 12.

Grade point average at Northwood High School is computed as follows:
A = 4 points
B = 3 points
C = 2 points
D = 1 points
F = 0 points

We will calculate grade point average according to the more common formula, i.e., summing the total number of honor points earned across all courses (only courses approved by UC to earn the extra grade point will be awarded the extra honor point) and dividing by the number of units attempted.

Cal State Campuses: All grades except P.E. or “P” grades from grades 10 through 12 are used. Grades in up to four AP or designated honors courses taken in the last two years of high school are given extra weight: A = 5 points, B = 4 points, C = 3 points. U.C. Campuses: The only grades used by U.C. are those grades in classes used to make up the pattern required for admission from grades 10 through 12. Grades in up to four AP or designated honors courses taken in the last three years of high school are given extra weight: A = 5 points, B = 4 points, C = 3 points.

12. NHS ACADEMIC HONESTY POLICY
Students at Northwood High School are expected to demonstrate honesty and integrity. Each student is expected to do his or her own work. This includes homework, test taking, class assignments and the original creation of essays, compositions, term papers, and scientific research. Sharing work with another student during tests, on in-class essays or assignments, or on homework is considered cheating. Having unwarranted access to answers, calculators, or computer information constitutes intent to cheat. All work submitted by students should be a true reflection of their effort and ability. The following behaviors are considered cheating:

- Claiming credit for work not the product of one’s own honest effort
- Providing unwarranted access to materials or information so that credit may be dishonestly claimed by others
- Knowledge and tolerance of either of the foregoing

Any behavior that can be defined as cheating represents a violation of mutual trust and respect essential to an education at Northwood High School. (Academic Honesty Policy BP 6010). Consequences for cheating will include:

- **First Offense** – Parent contact, zero on assignment, signing an academic honesty contract, and the option of either attending Saturday School or watching a film that depicts the consequences of unethical behavior and completing an assignment based on the film.
- **Second Offense** – Student will be dropped from the class with an “F” unless student completes the following:
  Student assigned to one evening (1.5 hours) Project Success small group intervention session with a follow up written reflection that must be turned into the Assistant Principal within one week of the intervention session. The reflection will include why the student violated the Academic Honesty policy and how he/she will endeavor to abide by the academic honesty
code in the future. When the student has completed both requirements, the student will receive a zero on the assignment and signs a second contract. If the student elects either not to attend the session or not to turn in the reflection, student will be dropped from the course with an “F”.

**Third or subsequent offenses** – Student will be dropped from the class with an “F”.

**A. DEFINITIONS:**

**CHEATING:** the use of notes, documents, or answers during a test, or the copying of one student’s completed assignments or answers by another; allowing another to do the same, or having access to information such as formulas or calculations.

Giving or receiving limited help in trouble-shooting a part of an assignment is not normally considered cheating. However, allowing another student to write any part of an assignment, copying another’s file or assignment, and excessive collaboration on assignments: all these are considered cheating (unless specifically approved otherwise). The student providing such assistance is considered to be cheating as well. Never allow another student to look at your assignment nor to borrow your electronic file.

**STOP & THINK!**

**PLAGIARISM:** the use of another’s words, ideas, or creative productions without assigning credit to the original source.

To plagiarize is to take ideas or words of another person and pass them off as one’s own. In short, it is stealing something intangible rather than an object. Obviously, it is not necessary to state the source of well known or easily verifiable facts. But students are expected to acknowledge the sources of ideas and expressions they use in their written work, whether those expressions are quoted directly or paraphrased. To provide adequate documentation is not only an indication of academic honesty, but also a courtesy which enables the reader to consult your sources with ease. Failure to do so constitutes plagiarism.

It is also considered plagiarism and/or cheating if a student submits a paper written in whole or in part by someone other than himself or herself, or copies the answer or answers of another student in any test, examination or take-home assignment.

**13. INCOMPLETE GRADE (I)**

A grade of incomplete is given by a teacher only when a student misses a final examination or does not turn in compulsory work due to illness or a reason beyond the student’s control. The student must complete the course work to remove the incomplete within a period of time that equals the duration of the absence. When the absence is due to an extended illness, the student has the nine weeks following the absence to complete the required work. If the course work is not completed in the allotted time during the nine weeks after which it is assigned, the incomplete is converted to a Failure (F).

Procedure: Student/parent should contact the teacher who assigned the incomplete for assignments necessary to complete the work. The awarding of an incomplete (I) grade must be approved by the Principal or designee. For extremely long periods of illness, a separate plan will be developed between the student/parent and the school.

**14. ATHLETIC AND EXTRA CURRICULAR ELIGIBILITY**

CIF stipulates that to be eligible for athletics, a student must have earned the equivalent of 20 semester credits of new work the previous reporting period. No more than 5 credits may be counted from Physical Education and athletics combined together.

Students changing schools without changing primary residences may jeopardize athletic eligibility. California Interscholastic Eligibility policies will govern the participation of all students in athletic programs in the Irvine Unified School District. Students participating in any school sponsored activity which requires extensive time outside of the regular school day shall also comply with eligibility requirements of the Irvine Unified School District.

Eligibility requirements for activities are:

**Participation:**
- Previous Quarter GPA 2.0
- Pass 4 classes Previous Quarter (no more than 5 credits can be from PE/Athletics)
- Enrollment in at least 5 classes

Participants who do not maintain the required GPA and pass 4 classes are placed on academic probation for the subsequent quarter. Students on academic probation will work with school staff to monitor progress and provide guidance and support. Two consecutive quarters of failure to meet the GPA requirement for participation will result in ineligibility for the subsequent quarter. Ineligible status will continue until eligibility requirements are met.

During the four high school years, no student will be placed on academic probation more than once. Students that do not pass 4 classes are not eligible for probation and are ineligible.
15. CALIFORNIA SCHOLARSHIP FEDERATION REGULATIONS

The California Scholarship Federation (CSF) (grades 10-12) is an academic honor organization that meets on campus. Students who meet all the requirements are eligible for special honors at commencement. The following information is excerpted from the California Scholarship Federation State By-Laws.

Membership shall be based on scholarship in academic subjects and citizenship only.

Membership is for the semester following the one in which the qualifying grades were earned, and is for one semester only. In order to become a member the student must submit an application with the previous semester's report card (not a transcript) for each semester for which he/she is eligible. Grades earned in the second semester of the twelfth grades will count toward Life Seal bearer membership but no application is necessary at that time.

Semester Membership is by application only and shall not be automatic or compulsory. Neither may retroactive membership be granted to any student who has failed to avail themselves of the opportunity to become a member.

Semester membership shall be granted as follows: A student carrying 4 or 5 subjects not counting Physical Education and repeated subjects must earn a minimum of 20 CSF points. A Northwood High School course list has been approved by CSF with courses designated according to lists I, II, and III. (Refer to the club advisor for course lists and specific course values.)

CSF points shall be calculated as follows:

**List 1 Classes:**
- A in AP Class: 6 points
- A in Honors/non-Honors class or B in AP Class: 5 points
- B in Honors class: 4 points

List 2 or 3 Classes:
- A: 2 points
- B: 1 point

(A grade of B shall be interpreted to mean that lowest grade which recommends to the University of California)

Additional questions should be addressed to the current CSF Advisor.

16. GRADUATION REQUIREMENTS

THERE ARE THREE BASIC REQUIREMENTS FOR HIGH SCHOOL GRADUATION:

A. CREDITS

Students must complete a total of **215 credits. Each course taken for a semester earns 5 credits. Students must be enrolled in 6 courses each semester in grades 9-11.

**TOTAL CREDITS REQUIRED – 215**

CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE)

All students must pass the CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE) in order to obtain a diploma. Students will take the test in the spring of their Sophomore year. Thereafter they will have two available testing dates a year to work on passing test.

C. SPECIFIC COURSE REQUIREMENTS

There are specific course requirements that must be met by all students to obtain a high school diploma. These course requirements are listed on the next page titled minimum High School Graduation Requirements.
Graduation Requirements

Graduation will be authorized by the Board of Education and a diploma will be granted to all students who have earned a minimum of 215 semester units of credit during grades 9-12, pass the California High School Exit Exam, and meet Irvine Unified School District diploma requirements.

Note: A course taken for a single block for a semester, or a double block every other day for a semester, normally earns five semester units of credit. A course taken for a double block every day for a semester, normally earns ten semester units of credit. A course counts in only one category. For planning purposes, the following is provided.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>High School Diploma Requirements</th>
<th>UC/CSU Minimum Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May include 10 units of ELD 2</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>Must Include Algebra I</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>20</td>
<td>20*</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td>30</td>
<td>30*</td>
</tr>
<tr>
<td>Social Science units must include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Studies</td>
<td>[10]</td>
<td>[10]*</td>
</tr>
<tr>
<td>American History</td>
<td>[5]</td>
<td>[5]*</td>
</tr>
<tr>
<td>Economics</td>
<td>[5]</td>
<td>[5]*</td>
</tr>
<tr>
<td><strong>Foreign Language</strong></td>
<td>20*</td>
<td></td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10*</td>
<td></td>
</tr>
<tr>
<td><strong>Foreign Language or Fine Arts</strong></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>(10 units of one or 10 of the other)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classes of 2007-2011 = 2.5</td>
<td></td>
<td>2.5</td>
</tr>
<tr>
<td>Effective Class of 2012 = 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>U.C. Elective</strong></td>
<td></td>
<td>10*</td>
</tr>
<tr>
<td><strong>Elective</strong></td>
<td>82.5</td>
<td>32.5</td>
</tr>
<tr>
<td>Effective Class of 2012 = 70</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td>215</td>
<td>215</td>
</tr>
</tbody>
</table>

*U.C. Approved Courses
16. COMMUNITY SERVICE

The benefits of a community service experience for high school students are well known and include not only significant contributions to the community, but personal growth rewards that cannot be achieved in other ways. During the last several years, there has been an increased interest in high school community service. Many high school students make special note of volunteer experiences on their college applications. This background is well received by college admissions officers in the case of students who have made substantial contributions of time and talent to charitable organizations.

Irvine Unified high schools recognize graduates who voluntarily engage in at least 25 hours of community service in any given year prior to graduation. Services will be noted on student transcripts each year that a student completes 25 hours. Forms are available in the Student Services Office and are due in May of each year.

17. COLLEGE/CAREER RESOURCES

The Career Center at Northwood High School provides students and parents with a wealth of free resources relative to both career pursuits and college admission. Below are listed some of the materials and activities that are found in our Career Center.

A. COMPUTERIZED GUIDANCE PROGRAMS
   • Choices - includes interest and skills inventories, reports on occupations with links to post-secondary education.
   • College View - includes multimedia presentations of many colleges and universities, a scholarship module, and career information.

B. CAREER RESOURCES
   • Occupational Outlook handbook
   • Occupational Guidance Series
   • Encyclopedia of Careers
   • Interest Surveys
   • Dictionary of Occupational Titles
   • Periodicals on occupational trends and individual careers
   • Speakers on individual careers (scheduled periodically through year)
   • Careers Research Monographs

C. COLLEGE RESOURCES
   • College brochures, catalogs, viewbooks
   • Guides to colleges (Peterson's, etc.)
   • College ranking publications (Gourmans Report, Ruggs, etc.)
   • Applications
   • Video cassettes and CD-ROM presentations of individual colleges
   • College admissions representative (scheduled throughout the year)
   • Admissions testing information and applications
   • Admissions test preparation materials
   • Financial aid applications and information
   • Summer enrichment and college programs information

D. SCHOLARSHIP INFORMATION
   • Brochures and flyers
   • Weekly College and Career newsletter emailed

E. REGIONAL OCCUPATIONAL PROGRAM
   • Coastline ROP course descriptions and schedules
   • ROP Specialists on campus

F. MILITARY INFORMATION
   • Brochures and catalogs
   • Representatives from academies and recruiting centers (scheduled throughout year)

G. EMPLOYMENT INFORMATION
   • Job Board lists part-time employment opportunities
   • Recruiting for post-high school employment
   • Work Permit applications

18. COASTLINE REGIONAL OCCUPATIONAL PROGRAM (ROP)

ROP is a unique educational program designed to provide students with the opportunity to explore, discover or confirm their career interests. Choosing the right job, the right college or the right career path can be a long and difficult endeavor. Education, experience and exposure can make this process easier. Early exposure, preparation and experimentation by taking classes specific to a career pathway are solid steps toward future success.
ROP classes are offered in each of the five career pathway areas: Arts and Communication, Business and Marketing, Health Sciences and Science and Technology. **Classes are held at various high school and business sites throughout Orange County.** Students are responsible for their own transportation, including to and from internship sites. Most classes are held outside of the NHS Bell schedule. Classes with an (unpaid) internship or cooperative arrangement earn 10 credits per semester, and classes without an internship or cooperative arrangement earn 5 credits per semester. ROP semesters run concurrent to the NHS calendar. Credits are shown on the transcript as elective units. Classes are open to students 16 years of age, juniors and seniors. For additional information, contact your ROP Career Specialist on campus at 936-7376.

**ROP CLASSES OFFERED**

**ARTS AND COMMUNICATIONS**
- 3-D Media Design
- Computer Graphics
- Desktop Publishing
- Digital Imaging
- Floral Design Internship
- Interior Design
- Multimedia Communications
- Music Technology
- Theater Technology
- Video/Television Production
- Video Technology
- Advanced Video/TV Production
- Advanced Photography
- Visual Communication
- Website Development
- Website Management

**BUSINESS AND MARKETING**
- Banking/Financial Services
- Business Internship
- Business Technology
- Business Technology Cooperative
- Computer Basics
- Computerized Accounting
- Entrepreneurship
- E-Marketing
- Marketing Principles
- Internet
- Microsoft Office
- Office Technology
- Retail Sales/Merchandising Internship
- Retail Sales/Merchandising Cooperative

**HEALTH SCIENCES**
- Animal Health Care Internship
- Dental Assistant/Front Office
- Dental Assistant Internship
- Emergency Medical Technician (EMT)
- First Responder
- Hospital Clerical Internship
- Intro to Medical Careers
- Medical Terminology
- Medical Office Management
- Optical Assistant Internship
- RDA Preparation Cooperative
- CNA Internship
- Sports Medicine Internship

**PUBLIC SERVICES**
- Administration of Justice
- Baking and Pastry
- Crime Scene Investigation
- Culinary Arts Internship
- Careers with Children Internship
- Careers in Education
- Careers with Children - Cooperative
Cosmetology
Food Service – Cooperative
Esthetician
Hotel and Tourism Careers
Manicuring
Service Careers – Cooperative

SCIENCE AND TECHNOLOGY
Automotive Technology
Automotive Technology II
A+ Certification Prep.
Net+ Certification Prep.
Cisco Academy (All levels)
Computer Aided Drafting
Construction Technology
Solar Technology

20. POST HIGH SCHOOL INFORMATION

COLLEGE ENTRANCE REQUIREMENTS
Below are listed minimum entrance requirements for the public supported post-high school institutions. Private school and programs or conditions within the institutions listed may require more specific requirements. Admission to most colleges and universities is partly dependent on entrance examinations taken late in the junior year or during the senior year. Please see the Northwood website for more information.

COMMUNITY COLLEGE
All graduates of Northwood High School are eligible for admission to a public community college. Students 18 years of age may enroll without a diploma.

A. Transfer Program
A high school student who meets the university eligibility requirements will simply take courses which parallel those which would have been completed at the university. Community colleges and the universities work closely together to ensure the transition from the sophomore year at the community college to the junior year at the university. Again, students must discuss their plans with the community college counselor to match their courses with the college or university to which they will transfer. Students who have not met university requirements at high school graduation will have an opportunity to make them up at the community college in addition to pursuing a transfer program.

B. Vocational Program
The community colleges provide a variety of vocational programs lasting from six months to two years. Students earn certificates upon completion of programs.

C. Matriculation
California's community colleges have instituted a required procedure which will help assure students of receiving any assistance they may need. Matriculation includes placement testing in English, college reading, and mathematics. Orientation helps students read the catalog and class schedule, understand the transfer process, and select appropriate classes. The advisement portion of matriculation allows students to work directly with counselors to plan their programs for the current semester.

There are five steps to enrolling at the Community College:

1. Apply: pick up application in Career Center in the Spring of Senior year.
2. Testing: make an appointment for placement testing as soon as application is submitted.
3. Orientation/advisement: after testing is completed, make an appointment for orientation/advisement.
4. Registration: you will be given an appointment card for registration. You may register on that date or any time afterward.
5. Counseling: Make an appointment for counseling to discuss career goals, transfer programs, or to update your program. A hint for easier registration: by taking a summer school course at the community college, a student will be given an earlier registration appointment as a continuing student and avoid the later registration "crush" with all new students. Students who participate in special programs provided by the community colleges will also receive priority registration.

CALIFORNIA STATE UNIVERSITY

A. REQUIREMENTS – all courses must be completed with a “C” or higher

1. A high school diploma
2. SUBJECTS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years</td>
</tr>
<tr>
<td>Mathematics (Algebra, Geometry, Algebra 2)</td>
<td>3 years</td>
</tr>
<tr>
<td>U.S. History and/or Government</td>
<td>1 year</td>
</tr>
<tr>
<td>Science (Including laboratory)</td>
<td>2 year</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2 years (In the same language subject to waiver for applicants who demonstrate equivalent competence)</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>1 year</td>
</tr>
<tr>
<td>Electives</td>
<td>3 years (Courses selected from English, advanced mathematics, social studies, laboratory science, agriculture, foreign language, and the visual and performing arts.)</td>
</tr>
</tbody>
</table>

3. Scholarship Requirements

Eligibility for admission is determined by a weighted combination of GPA and a score on either the ACT or SAT. A GPA above 3.00 in grades 10-12 (all classes except P.E.) meets eligibility requirements regardless of test scores. Eligibility for students with grade point averages between 2.00 and 3.00 depends upon satisfactory SAT or ACT scores. Please note that eligibility and admissibility will both impact a student’s application.

UNIVERSITY OF CALIFORNIA

A. REQUIREMENTS – all courses must be completed with a C or higher

1. A high school diploma

2. Subjects

   To satisfy the Subject Requirement, students must complete the high school courses listed below with a grade point average defined by the Scholarship Requirement. This sequence of courses is also known as the "a-g" subjects or requirements. Students must take 15 units of high school courses to fulfill the Subject Requirement seven units of which must be taken in the last two years of high school. A unit is equal to an academic year, or two semesters, of study. To be acceptable to the University, the courses must appear on a list certified by the high school principal as meeting the University's minimum admissions requirements.

   A. HISTORY/SOCIAL SCIENCE - 2 years required
   Two years of history/social science, including one year of U.S. History or one-half year of U.S. History and one half year of Economics or American Government and one year of World History, Cultures, and Geography

   B. ENGLISH – 4 years required
   Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature, poetry, and drama. Not more than two semesters of 9th grade English can be used to meet this requirement.

   C. MATHEMATICS-3 years required (4 years recommended)
   Three years of college preparatory mathematics that includes the topics of elementary and advanced algebra and three dimensional geometry. Math courses in the 7th and 8th grades may be used to fulfill this requirement.

   D. LABORATORY SCIENCE- 2 years required (3 years recommended)
   Two years of laboratory science providing fundamental knowledge in at least two of these three areas: biology, chemistry, and physics. Laboratory courses in earth/space sciences are acceptable if they have as prerequisites or provide basic knowledge in biology, chemistry, or physics. Please note that IS or HIS1 is an elective requirement for the UCs.

   E. LANGUAGE other than ENGLISH -2 years required (3 years recommended)
   Two years of a language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading and composition.

   F. VISUAL AND PERFORMING ARTS – 1 year long of coursework in Visual & Performing Arts

   G. COLLEGE PREPARATORY ELECTIVES - 1 year required
   One units year (2 semesters) in addition to those required in "a-f" above, chosen from the following areas: visual and performing arts, history, social science, English, advanced mathematics, laboratory science, and a 3rd year in languages other than English.

Documentation of formal instruction in a school where a language other than English was used for two years beyond 6th grade for UC system or three years after age 7 for CSU system. Check each school's criteria.
COURSE LIST FOR 2010-2011
Courses to meet requirements for admission:
Underlined courses denote extra honors credit: a=5, b=4, c=3.

a-HISTORY
World History – Sheltered A, B
Humanities Core 9: World History A, B
Humanities Core 9: World History A, B (H)
US History – Sheltered A, B
Humanities Core 10: U.S. History A, B
Humanities Core 10: U.S. History A, B (H)
European History A, B (AP)
U.S. History A, B (AP)
American Government
American Government (AP)
Model United Nations: American Government
Survey U.S. History (semester)
Survey World History (semester)

b-ENGLISH
Humanities Core 9: English A, B
Humanities Core 9: English A, B (H)
Humanities Core 10: English A, B
Humanities Core 10: English A, B (H)
European Literature A, B
European Literature A, B (H)
English Literature A, B (AP)
Contemporary Literature A, B
English Language Development 3A, 3B
(*1 year maximum)

c-MATHEMATICS
*(May only be used for the C requirement)
*Algebra 1A, 1B
*Geometry A, B
*Geometry A, B (H)
*Algebra 2A, 2B
*Algebra 2A, 2B (H)
Functions, Statistics and Trigonometry A,B
Pre-Calculus A, B (H)
Statistics A, B (AP)

d-LABORATORY SCIENCE
Integrated Science 2A, 2B
Integrated Science 2A, 2B (H)
Anatomy & Physiology A, B
Biology A, B (AP)
Chemistry A, B
Chemistry A, B (AP)
Environmental Science A, B (AP)
Physics A, B
Physics A, B (AP)
Marine Science A,B

e-FOREIGN LANGUAGE
French 1A, 1B
French 2A, 2B
French 3A, 3B
French 4A, 4B (H)
French A, B (AP)
Spanish 1A, 1B
Spanish 2A, 2B
Spanish 3A, 3B
Spanish 4A, 4B (H)
Spanish A, B (AB)
American Sign Language 1A, 1B
American Sign Language 2A, 2B
American Sign Language 3A, 3B
f-VISUAL/PERFORMING ARTS
  Advanced Ceramics A, B
  Advanced Drama A, B
  Art History A, B (AP)
  Art Portfolio Prep A, B
  Bass Clef A, B
  Beginning Instruments A, B
  Chamber Singers A, B
  Computer Graphics A, B
  Concert Band A, B
  Concert Orchestra A, B
  Concert Chorale A, B
  CP Ceramics A, B
  Intermediate Ceramics A, B
  Colorguard Dance
  Creative Drama A, B
  Dance Technique 3A, 3B
  Dance Technique 1A, 1B
  Dance Technique 2A, 2B
  Dance Theatre A, B
  Dance Theatre 2A, 2B
  Piano Studio A, B
  Guitar 1, 2
  Intermediate Drama A, B
  Introduction to Art
  Jazz Ensemble 1A, 1B
  Jazz Ensemble 2A, 2B
  Jazz Ensemble 3A, 3B
  Movement for Theatre A, B
  Music Theory A, B (AP)
  Orchestra Winds and Percussion A, B
  Painting/drawing A, B
  Philharmonic Orchestra A, B
  Photographic Arts A, B
  Advanced Photographic Arts A, B
  String Orchestra 2A, 2B
  Studio Art A, B (AP)
  Advanced Ceramics A, B
  Studio Art: Drawing A, B (AP)
  Studio Art: 2D Design A, B (AP)
  Studio Painting/Drawing A, B
  Symphonic Band A, B
  Symphonic Orchestra A, B
  Treble Clef A, B
  Visual Imagery
  Advanced Visual Imagery
  Viva Cantar A, B
  Wind Ensemble A, B
  Wind Symphony A, B
  Bel Canto A, B
  Wind Symphony A, B

  **g-ELECTIVE COURSES (All courses listed under a-e with the exception of *math courses, plus the following:)**

  g-ENGLISH
  Beginning Journalism A, B
  NHS Newspaper A, B
  Creative Writing 1
  Creative Writing 2
  Speech/Debate 1A, 1B
  Speech/Debate 2A, 2B

  g-MATH
3. ADMISSION GUIDELINES
To be eligible for admission, applicants must meet the University's undergraduate admission requirements. The following guidelines provide the framework within which the campuses establish procedures for selecting applicants when the number of eligible applicants exceeds the places available. Each campus, in consultation with the Office of the President, develops enrollment targets that specify the number of new freshman and advanced standing students expected to enroll. Campuses that receive more applications than the number required to meet their enrollment target admit students using the criteria described below. Please refer to www.ucop.edu for specifics regarding eligibility and admissibility.

INDEPENDENT COLLEGES AND UNIVERSITIES
The hundreds of independent (privately supported) institutions in the United States have a wide range of characteristics. Since the tuition is paid by the student rather than public tax dollars, the cost to the family may be greater than the cost in a public university. Financial aid is more readily available than at a public university. While some independent colleges are in the most competitive category of admission competition, others are looking for students in the top half of the graduating class. In addition to the typical admission requirements of subjects, grades, and test scores, the independent colleges often take a closer look at individual students by requiring letters of recommendation and, sometimes, personal interviews. Most college-prep students will meet the admission criteria of one or more campuses. There are great differences in size, educational purpose, and emphasis among these institutions. Some are large and offer both undergraduate and graduate programs; most are relatively small and offer students a personalized campus community life. Some campuses may stress a particular vocation or religious emphasis. Specific information about the requirements and educational opportunities available at many independent colleges in the United States is available in the Career Resource Center.

TRADE AND TECHNICAL SCHOOLS
Over 10,000 private vocational schools teach a variety of careers, and choosing a school is no easy matter. Admission requirements for these schools vary, and the tuition ranges from approximately $500 to more than $20,000 per year.

CHOOSING
Choosing a private vocational school is a big decision. You will probably want to know:
* What is the cost? How hard is it?
* How long does it take? These are some important facts you should consider before making your decision.

GET MORE FACTS
TALK TO SCHOOL REPRESENTATIVES TO LEARN:
* Is the school accredited?
* What percentage of the students finish the course?
* Is placement included as a service of the school?
* Will a refund be given if the course is not completed?

TALK TO PROSPECTIVE EMPLOYERS AND ASK:
* Would you hire graduates of the school?
* How many have you actually hired?
* Were they hired because of school training?
* Did training make any difference in starting salary?
* Will there be jobs available for the skills taught at the trade school?

OTHER IMPORTANT INFORMATION CAN BE OBTAINED FROM VARIOUS SOURCES
* Read the Handbook of Trade and Technical Careers and Training available in the Career Center
* Talk to former vocational school students.
* Visit the school itself.
* Ask the community college if similar training is available at a lower cost.
ACCREDITATION is an important indicator because an accredited school has passed a thorough examination of its business practices and teaching ability by an accrediting agency.

MILITARY OPPORTUNITIES
Some of the advantages of military service include educational and career training (technical and professional); travel; medical and dental care; guaranteed pay; promotion opportunities; and access to a cadre of trained consultants and counselors, with wide resources and references.

Scholarships and Student Aid Programs
If you are willing to serve for a period of time in the U.S. Army, Navy, Air Force, or Marine Corps, you will find that some very generous scholarships and student aid programs are available to you. In some cases, you can receive an education first, and serve an equivalent amount of time in the military after you graduate. There are also programs that permit you to enter the service first, and accumulate money for an education while you complete your enlistment period.

All of the military services participate in the GI Bill Program, under which servicemen and women on active duty can save up to $10,800 toward future college or technical training costs. Under the Army College Fund, the U.S. Army will add up to $14,400 to the basic GI Bill Program for qualified enlistees in specific job categories. The services will pay up to 75-90% of tuition cost (depending on the rate and length of service) when qualified servicemen/women take approved college courses. This includes academic, vocational, technical, and independent study.

For more information, contact your local recruiting office.

MILITARY ACADEMY APPLICATION GUIDELINES

UNITED STATES MILITARY LOCATION:
- Air Force Academy: Colorado Springs, Colorado 80840
- Coast Guard Academy: New London, Connecticut 06320
- Merchant Marine Academy: Kings Point, New York 10996
- Naval Academy: Annapolis, Maryland 21402
- U.S. Military Academy, West Point, New York 10996

LETTERS OF APPLICATION FOR NOMINATION
Except Coast Guard Academy
Write three letters of application. Send them to the U.S. Senators and the Congressman from your District. The letter should state your strong desire to attend an academy and a listing of your academy selections. It is to your advantage to list several choices.

ACADEMY LETTERS
Write to each of the academies that you are considering for your admission, and request a catalog and all other general information be sent to you. Include a copy of your high school transcript, PSAT, SAT, and three SAT II score results. Alert the academy admissions office that you have written to your three government representatives (except Coast Guard).

TEST REQUIREMENTS
The PSAT should be taken in October of your junior year. Take the SAT and three SAT II’s during the second semester of your junior year. You may retake the SAT early in your senior year if needed.

ACADEMIC PROGRAM
Your academic program in high school should be rigorous. You will be competing with students throughout the United States and the State of California for acceptance. It is recommended that the following program be taken:

1. Four years college preparatory English.
2. Four years college preparatory mathematics (Algebra I, Geometry, Algebra II, Math Analysis, Calculus recommended).
3. Three to four years college preparatory science (Biology, Chemistry, Anatomy/Physiology, Physics).
4. Participation in school/community extracurricular activities.
5. Maintain a high grade point average and class rank in the top 20%. Honors or Advanced Placement courses are recommended.

APPLICATION DATES
1. Apply for nomination at the beginning of the second semester of your junior year in high school.
2. Congressional screening will occur in September-October of your senior year. Interviews in November and December.
3. The physical examinations will be held in November – February of your senior year.
4. Class selection will be made in mid January – April of your senior year.
   Reporting to an academy will be early July following high school graduation.

ROTC SCHOLARSHIPS
As a back-up, you should apply for a ROTC scholarship if you are applying to an academy. You must apply to and be accepted by the college of your choice offering ROTC.
Contact an academy liaison officer (9th grade is NOT too early) to develop appropriate plans to meet all academy requirements and timelines for admission. The names of local liaison officers may be obtained from the Irvine Unified School District or Guidance Specialist at your high school. Academy liaison officers will also be available at California College Night and College and Career Night. For additional information, see your Career Resource Specialist.
ATHLETIC AND PHYSICAL EDUCATION DEPARTMENTS

ATHLETICS INFORMATION

The athletic program is designed for those students who wish to participate in interscholastic competition. There is a tremendous time commitment on the part of the student-athlete. Practices are held after school in addition to Saturdays. There are also costs associated with each sport. Please refer to the Athletic Eligibility Checklist for requirements for an athlete to become eligible. The goals of the athletic department are as follows:

1. To build student responsibility and self-discipline
2. To develop good sportsmanship among students
3. To develop in each individual a competitive team spirit to teach the athletic skills of specific sports
4. To teach the athletic skills of specific sports

Athletes must participate the entire season and/or quarter in order to receive full credit. A student may withdraw from the Athletics without penalty before the end of the first 3 weeks from the official start of practice. Athletes that drop their sport after the first 3 weeks are not allowed to return to another sport until the sport that they withdrew from has completed its season. Freshman will be placed in a regular PE class.

Sports Seasons: The “season of sport” is that time period between the first practice and the final contest for that particular sport. The basic seasons are:
- Fall: August through November
- Winter: November through February
- Spring: February through June

Credit Awarded: Five units of PE credit is awarded to the student upon successful completion of one full quarter of athletics / organized P.E. activities. “Successful completion” includes meeting the time commitment stated above, as well as, full participation in the physical activities during the time the sport is in season.

PARTICIPATION REQUIREMENTS

1. Have a “C” (2.0) grade point average and have earned at least 20 units of new work during the quarter grading period preceding participation. For eligibility calculations all courses are treated as 5 unit classes and no more than 5 units can be from PE/Athletics.
2. Maintain a “C” (2.0) average during the team’s competitive season. All students must be enrolled in at least 5 classes.
3. Be successful in the team’s try-out procedures.
4. Adhere to the Northwood High School athletic code and meet all other eligibility requirements as established by the athletic department.

PROCEDURES TO REGISTER FOR ATHLETICS

If a student is interested in trying out in a cut sport for an athletic team, he/she must first register for a physical education class. Once the team has been posted, the student will be added to the athletic class for that respective sport. Athletes going out for a non-cut sport may register for that sport during the registration process for classes. Please refer to the following information in this section for sports that cut versus sports that have a no-cut policy.
ATHLETIC DEPARTMENT COURSE LISTINGS

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>ENTRY: FALL</th>
<th>ENTRY: SPRING</th>
<th>TRY-OUTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL SPORTS:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys &amp; Girls Cross Country</td>
<td>X</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Girls Tennis</td>
<td>X</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Girls Volleyball</td>
<td>X</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Girls Golf</td>
<td>X</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Boys Water Polo</td>
<td>X</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Football</td>
<td>X</td>
<td>X</td>
<td>No</td>
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<tr>
<td>WINTER SPORTS:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Girls Basketball</td>
<td>X</td>
<td>X</td>
<td>Yes</td>
</tr>
<tr>
<td>Boys Basketball</td>
<td>X</td>
<td></td>
<td>Yes</td>
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<tr>
<td>Boys Soccer</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>Girls Soccer</td>
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<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Girls Water Polo</td>
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<td></td>
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</tr>
<tr>
<td>Wrestling</td>
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<td></td>
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</tr>
<tr>
<td>SPRING SPORTS</td>
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<td></td>
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<tr>
<td>Boys &amp; Girls Track &amp; Field</td>
<td>X</td>
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<tr>
<td>Boys &amp; Girls Swimming</td>
<td>X</td>
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<tr>
<td>Softball</td>
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<tr>
<td>Baseball</td>
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<td>Yes</td>
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<tr>
<td>Golf</td>
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<tr>
<td>Boys Tennis</td>
<td>X</td>
<td></td>
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<tr>
<td>Boys Volleyball</td>
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<tr>
<td>Pep Squad</td>
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<td></td>
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</tr>
<tr>
<td>Boys &amp; Girls Lacrosse</td>
<td>X</td>
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<td>Yes</td>
</tr>
</tbody>
</table>

COED PHYSICAL EDUCATION

Required of all freshman with the exception of those involved in athletics year round.

This is a yearlong comprehensive physical education course consisting of all eight components outlined on the California State Framework. Instruction will be presented in the following areas: Team sports, fitness, tumbling/gymnastics, aquatic safety, dance, self-defense, dual/individual sports and biomechanics. Students are expected to participate in each unit to the fullest extent of their capabilities. Students may expect to be given written quizzes, physical skill tests, fitness tests and research assignments for selected units. Homework is minimal, except in the case of repeated absences/medical excuses where physical work will be assigned for completion at home under parental supervision.

Understanding and Knowledge:
- The fundamentals of movement
- The aesthetics of creative movement
- Historical perspectives, terminology, rules and strategies for various sports and games.

Skills: Students will be able to…
- Move in a variety of ways.
- Develop a practice plan for learning a new skill.
- Select appropriate activities to develop and maintain a high level of health-related physical fitness.
- Develop a positive self-image and strive to become the best they can be through planned physical activities.
- Develop appropriate social behaviors by working independently and with others during planned physical activity.
- Use available technology to research topics related to sport and physical activity.

Skills: Students will be able to…
- Move in a variety of ways.
- Develop a practice plan for learning a new skill.
- Select appropriate activities to develop and maintain a high level of health-related physical fitness.
- Develop a positive self-image and strive to become the best they can be through planned physical activities.
- Develop appropriate social behaviors by working independently and with others during planned physical activity.
- Use available technology to research topics related to sport and physical activity.

Assessments & ESLRs: Students will…
- Become effective communicators through situations where teamwork is vital to success.
- Ask essential and relevant questions pertaining to movement skills and strategies.
• Practice behaviors that promote physical fitness.
• Respect and accept individual differences in levels of skill and ability to perform physical tasks.
• Seek help of instructors and peers when necessary.
• Lend help and/or constructive criticism to those who seek it.
• Develop self-discipline and accept responsibility as a member of a group or a team.
• Assess their strengths and weaknesses in performing physical tasks and apply strategies for improving their skills.
• Set and strive toward realistic goals for their own health-related physical fitness.

PHYSICAL EDUCATION ELECTIVES

Prerequisite: Completion of Coed Physical Education; sophomore or above standing.

Successful completion of 20 credits of physical education is required for graduation. Each elective course is worth 5 credits. Students may take these courses during their sophomore, junior or senior year. The following courses are offered on a rotating basis and are a semester in length:

• Basketball
• Sports & Fitness
• Weight Training
• Yoga

The course objectives parallel those outlined for Coed Physical Education.

BASKETBALL

This course will emphasize individual basic skills in dribbling, passing, and shooting. Defense will also be addressed. Team skills, offense patterns, and defensive combinations will be put into practice. Emphasis will be placed on the transition game, as well. Rules of the game, game strategies, and competition will be a part of each class. Full and half court games will be played daily throughout the semester.

SPORTS AND FITNESS

Prerequisite: Sophomores, Juniors and Seniors Only
Class fulfills PE Requirement or Elective Credit

Class combines daily aerobic fitness training activities along with student participation in individual and team sports that vary throughout the year.

WEIGHT TRAINING

This course will emphasize stretching, cardiovascular fitness, muscular strength, and endurance. Students will learn the proper techniques for using weight room equipment, and they will learn the benefits of a healthy diet and lifelong fitness. The instructor will monitor student progress through the use of charts and frequent testing. Students will also develop individualized circuits and programs.

YOGA

Prerequisite: None

Class will combine the power of the mind, body, spirit in yoga and the strength building core exercises and breathing techniques of Pilates. The course will teach meditation, concentration, improve skeletal alignment, and increase muscular strength and increase flexibility.

Understanding and Knowledge:
• A strong appreciation of the ancient discipline of yoga
• An understanding of the Pilates technique.

Skills: Students will be able to…
• Execute a series of physical postures.
• Execute strong body alignment.
• Execute proper breathing methods.
• Execute a strong core.

Assessment and ESLRS:
• Students will learn how to strive for balance.
• Students will learn how to develop self-discipline.
• Students will develop a strong emotional well-being.

BOWLING

Prerequisite: Junior or Senior Standing
Cost: There will be a cost associated with this class for use of the bowling alley, shoes and equipment.

This course introduces the fundamentals of bowling for use as a lifetime activity. Emphasis is placed on ball selection, grips, stance and delivery, rules, scoring, handicapping, equipment recommendation, and etiquette. Upon completion, students should be able to participate in recreational bowling. Classes stress individualized correction of the approach and delivery; and an introduction to league bowling. Students are responsible for providing their own transportation to and from Tustin Lanes Bowling Alley. Students need to come to class dressed appropriately for this activity and adhere to the participation policies of the physical education department. This course does not meet P.E. graduation credit.

HEALTH

Health is a one semester course required for graduation from high school. Students will receive information on current health problems such as alcoholism, drug use, fitness, mental unless and a unit on family life education including values clarification, decision making skills, teenage pregnancy, parenting, birth control and sexually transmitted disease. The first-aid portion of this course emphasizes CPR and basic first aid techniques.

Understanding and Knowledge:
• Discuss the meaning of substance dependence.
• The qualities of drug addiction.
• Understand the effects of substance abuse on the individual and society.
• Understand the symptoms, causes, and prevention of sexually transmitted diseases.
• Recognize his own values as they relate to family and human sexuality, while developing respect for the values of others.
• Understand the decision-making process as it relates to substance and rarely life education
• Understand the principles of nutrition as they apply to a healthful diet.

Skills: Students will be able to…
• Identify available health services in the community
• Perform lifesaving techniques, including mouth to mouth resuscitation, the Heimlich Maneuver, and other standard emergency techniques for burns, bleeding, broken bones, poisoning, and traumatic shock.
• Describe the responsibilities involved in parenting and the impact of children on one's lifestyle.
• Recognize the value of exercise in promoting cardiovascular fitness and weight control.
• Define and learn how to deal with stress.
• Understand the factors which contribute to the secrecy/stigma surrounding suicide. National and international awareness.

Assessment and ESLRs:
• Personal and social development.
• Critical thinking-problem solving.
• Communication and interpretation.
THE HUMANITIES CORE

An Introduction to Humanities Core

Humanities Core is required of all 9th and 10th grade students. It is designed to provide the richness of a traditional English Language Arts program and a traditional History program combined with an emphasis on art and culture. Northwood High's Humanities curriculum accentuates the interrelatedness of these sometimes isolated disciplines and, in so doing, advances a holistic view of knowledge.

Humanities 9 is a one year course devoted to the exploration of the geography, history, literature and art of the modern world. The History component and the English Language Arts component are taught in separate classrooms by different teachers, but the course contents are coordinated in order to emphasize context and interrelationships.

Humanities 10 is a one year course devoted primarily to the exploration of the history, geography, literature and art of the United States in the 20th Century. In terms of skill development Humanities 10 will reinforce and refine what was learned in Humanities 9. Again, the History Component and the English Language Arts Component are taught in separate classrooms by different teachers, but with coordinated course contents.

A typical schedule would have Humanities 9 or 10 taught in complementary periods on alternating days for an entire year. The schedule below illustrates how this might look for a typical freshman.

<table>
<thead>
<tr>
<th>ODD DAY</th>
<th>EVEN DAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Humanities 9 World History</td>
<td>2. Humanities 9 World Literature</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
</tr>
<tr>
<td>8.</td>
<td>8.</td>
</tr>
</tbody>
</table>

The student above would have Humanities first period. In this case the ODD class covers the History Component and the EVEN class covers the English Language Arts component. Though the teachers will differ by subject area, the student will benefit from a collaborative approach implemented by teachers who share the same students.
HUMANITIES 9 HISTORY

History Component: The Modern World
Required of all freshmen

Students in grade nine will study major turning points that shaped the modern world mostly from the late 18th century through the 20th. Students will examine patterns of global change in Africa, Asia, Europe, Latin America, the Middle East, North America, and South Asia. Units of study will focus on such topics as: the development of nationalism and imperialism; the influence of the Enlightenment on revolutions in North America, France and South America; and the evolution of Democratic traditions. Throughout the course we will trace the development of culture through examination of art and music. Writing skill development will take place within the context of these historical and cultural studies.

Understanding and Knowledge:
- Learn to identify assumptions which underlie various historical interpretations
- Develop the ability to analyze and discuss, in writing, significant themes in modern world history

Skills: Students will be able to...
- Develop the ability to read a variety of materials effectively.
- Understand tools of analysis, such as charts, graphs, maps and statistics.
- Apply their knowledge of history to class discussions and class assignments.
- Apply the writing process to task of understanding history.
- Demonstrate such by producing analytical, interpretive and evaluative essays.
- Apply their awareness of history and culture to the development of various levels of identity

Assessment & ESLRs: Students will...
- Students will demonstrate critical and creative thinking in class discussions and written assignments by learning to focus on analysis, interpretation and evaluation.
- Students will be self-directed and assume responsibility for reading beyond the school day and regularly reflecting on their progress.
- Students will demonstrate complex thought by learning to access, analyze and synthesize information in order to draw conclusions.
- Students will expand their sense of being part of a global community by developing an increased understanding of historical patterns and cultural diversity.

HONORS HUMANITIES 9 HISTORY

History Component: The Modern World
Prerequisite: CST- ELA Total score of 5 and teacher recommendation

Students in grade nine will study major turning points that shaped the modern world mostly from the late 18th century through the 20th. Students will examine patterns of global change in Africa, Asia, Europe, Latin America, the Middle East, North America, and South Asia. Units of study will focus on such topics as: the development of nationalism and imperialism; the influence of the Enlightenment on revolutions in North America, France and South America; and the evolution of Democratic traditions. Throughout the course we will trace the development of culture through examination of art and music. Writing skill development will take place within the context of these historical and cultural studies. Honors courses are designed to prepare students for college level work. By definition they are more challenging. It is expected that students in such courses will take a more scholarly approach to the material as well as demonstrate a high level of motivation, engagement, and creativity.

Understanding and Knowledge:
- Learn to identify assumptions which underlie various historical interpretations
- Develop the ability to analyze and discuss, in writing, significant themes in modern world history

Skills: Students will be able to...
- Develop the ability to read a variety of materials effectively.
- Understand tools of analysis, such as charts, graphs, maps and statistics.
- Apply their knowledge of history to class discussions and class assignments.
- Apply the writing process to task of understanding history.
- Demonstrate such by producing analytical, interpretive and evaluative essays.
- Apply their awareness of history and culture to the development of various levels of identity

Assessment & ESLRs: Students will...
- Demonstrate critical and creative thinking in class discussions and written assignments by learning to focus on analysis, interpretation and evaluation.
• Be self-directed and assume responsibility for reading beyond the school day and regularly reflecting on their progress.
• Demonstrate complex thought by learning to access, analyze and synthesize information in order to draw conclusions.
• Expand their sense of being part of a global community by developing an increased understanding of historical patterns and cultural diversity.
• Support their learning

HUMANITIES 9 ENGLISH

Language Arts Component: World Literature
Required of all Freshmen

Students in grade nine will study world literature, art, and culture in the context of concurrent historical movements and events. They will study plays from the Greek, Renaissance, and modern periods. The development of thinking and writing skills based on this literary content is the focus of the course, which includes correct grammar and language usage, vocabulary enrichment, and development of reading habits characteristic of lifelong learners.

Understanding and Knowledge:
• Understand how expression of ideas through literature and art reflects the historical context of the time period
• Be able to generate and respond to essential questions that make learning meaningful
• Know the characteristics of drama from the major periods: Greek, Renaissance, and modern periods.
• Appreciate American literary contributions of the 18th, 19th, and 20th centuries from a global historical perspective
• Know the characteristics of literary genres, literary devices and conventions, and the basic vocabulary of the visual and performing arts

Skills: Students will be able to...
• Apply the writing process to creative and expository writing.
• Demonstrate clear and creative thinking in writing analytical, interpretive, and evaluative compositions.
• Read a text critically, creating meaning and appreciating the elements of language.
• Apply their knowledge of literary and artistic elements to class discussions and written assignments.

Assessment & ESLRs: Students will...
• Demonstrate critical and creative thinking through writing and class discussions, focusing on analysis, interpretation, and evaluation.
• Communicate ideas effectively in written and oral expression, taking the initiative to anticipate reader and audience needs.
• Be self-directed, assuming responsibility for reading beyond the school day and regularly reflecting in writing on their progress.
• Accept responsibility for ethical behavior in their use of research to support their learning.

HONORS HUMANITIES 9 ENGLISH

Language Arts Component: World Literature
Prerequisite: CST – ELA total score of 5 and teacher recommendation

Students in grade nine will study world literature, art, and culture in the context of concurrent historical movements and events. They will study plays from the Greek, Renaissance, and modern periods. The development of thinking and writing skills based on this literary content is the focus of the course, which includes correct grammar and language usage, vocabulary enrichment, and development of reading habits characteristic of lifelong learners. The honors course will approach the core content with greater depth and complexity. The accelerated pace may allow inclusion of supplemental readings. Honors students are expected to demonstrate a high level of motivation, engagement, and creativity.

Understanding and Knowledge:
• Understand how expression of ideas through literature and art reflects the historical context of the time period
• Be able to generate and respond to essential questions that make learning meaningful
• Know the characteristics of drama from the major periods: Greek, Renaissance, and modern periods.
• Appreciate American literary contributions of the 18th, 19th, and 20th centuries from a global historical perspective
• Know the characteristics of literary genres, literary devices and conventions, and the basic vocabulary of the visual and performing arts

Skills: Students will be able to...
• Apply the writing process to creative and expository writing.
• Demonstrate clear and creative thinking in writing analytical, interpretive, and evaluative compositions.
• Read a text critically, creating meaning and appreciating the elements of language.
• Apply their knowledge of literary and artistic elements to class discussions and written assignments.
Assessment & ESLRs: Students will...

- Demonstrate critical and creative thinking through writing and class discussions, focusing on analysis, interpretation, and evaluation.
- Communicate ideas effectively in written and oral expression, taking the initiative to anticipate reader and audience needs.
- Be self-directed in assuming responsibility for reading beyond the school day and regularly reflecting in writing on their progress.
- Accept responsibility for ethical behavior in their use of research to support their learning.

HUMANITIES 10 HISTORY

History Component: Twentieth Century United States
Required of all Sophomores

Students in grade ten will examine the events that shaped this country as well as the influence that the United States has had on the rest of the world. Students will examine the cultural and political evolution of modern society. Units of study will include: the Twentieth Century rise of the United States to global power, American participation in World Wars, the Cold War and the end of the Cold War. Throughout the course we will trace the development of culture through the examination of art and music. Writing skill development will take place within the context of these historical and cultural studies.

Understanding and Knowledge:

- Learn to identify assumptions which underlie various historical interpretations
- Develop the ability to analyze and discuss, in writing, significant themes in the history of the Twentieth Century

Skills: Students will be able to...

- Develop the ability to read a variety of materials effectively.
- Understand tools of analysis, such as charts, graphs, maps and statistics.
- Apply their knowledge of history to class discussions and class assignments.
- Apply the writing process to task of understanding history.
- Demonstrate such by producing analytical, interpretive and evaluative essays.
- Apply their awareness of history and culture to the development of various levels of identity.

Assessment & ESLRs: Students will...

- Students will demonstrate critical and creative thinking in class discussions and written assignments by learning to focus on analysis, interpretation and evaluation.
- Students will be self-directed and assume responsibility for reading beyond the school day and regularly reflecting on their progress.
- Students will demonstrate complex thought by learning to access, analyze and synthesize information in order to draw conclusions.
- Students will expand their sense of being part of a national and global community by developing an increased understanding of historical patterns and cultural diversity.

HONORS HUMANITIES 10 HISTORY

History Component: Twentieth Century United States
Prerequisite: A grade of “B” or better in Honor Humanities 9, no less than a “B” essay average, and a teacher recommendation. A grade of “A” in CP Humanities 9, no less than a “B” essay average and a strong teacher recommendation.

Students in grade ten will examine the events that shaped this country as well as the influence that the United States has had on the rest of the world. Students will examine the cultural and political evolution of modern society. Units of study will include: the Twentieth Century rise of the United States to global power, American participation in both World Wars, the Cold War and the end of the Cold War. Throughout the course we will trace the development of culture through the examination of art and music. Writing skill development will take place within the context of these historical and cultural studies. Honors courses are designed to prepare students for college level work. By definition they are more challenging. It is expected that students in such courses will take a more scholarly approach to the material as well as demonstrate a high level of motivation, engagement, and creativity.

Understanding and Knowledge:

- Learn to identify assumptions which underlie various historical interpretations
- Develop the ability to analyze and discuss, in writing, significant themes in the history of the Twentieth Century

Skills: Students will be able to...
• Develop the ability to read a variety of materials effectively.
• Understand tools of analysis, such as charts, graphs, maps and statistics.
• Apply their knowledge of history to class discussions and class assignments.
• Apply the writing process to the task of understanding history.
• Demonstrate such by producing analytical, interpretive and evaluative essays.
• Apply their awareness of history and culture to the development of various levels of identity.

Assessment & ESLRs: Students will…
• Will demonstrate critical and creative thinking in class discussions and written assignments by learning to focus on analysis, interpretation and evaluation.
• Will be self-directed and assume responsibility for reading beyond the school day and regularly reflecting on their progress.
• Will demonstrate complex thought by learning to access, analyze and synthesize information in order to draw conclusions.
• Students will expand their sense of being part of a national and global community by developing an increased understanding of historical patterns and cultural diversity.

HUMANITIES 10 ENGLISH

Language Arts Component: American Literature
Required of all Sophomores

Students will study 19th and 20th century American literature, art, and culture as an expression of the ideas of the time. Students will understand that artistic expression occurs within an historical context that has shaped national identity. The course content will reflect the multicultural dimensions of American literature. The development of thinking and writing skills begun in Humanities 9 will continue to be the focus of this course, which reinforces the grammar mastery, vocabulary enrichment, and reading habits established in the freshman year.

Understanding and Knowledge:
• Study the movements and themes that have defined 20th century American literature.
• Study the American experience through multiple perspectives expressed in a variety of genres, art, and music.
• Become aware of American contributions to contemporary theatre.

Skills: Students will be able to …
• Expand their repertoire of writing domains.
• Extend their ability to write and speak to different audiences.
• Demonstrate their understanding of multiple perspectives by writing in different voices.
• Read a text critically, creating meaning and appreciating the elements of language.
• Understand how the choice of genre shapes the expression of ideas.
• Select the reading they choose beyond the school day to reflect variety in genre, cultural and gender perspective, and historical period.
• Refine their command of language through more sophisticated grammatical structure and usage.

Assessment & ESLRs: Students will be able to…
• Select, analyze, and synthesize information to form conclusions about American culture as it is reflected in American art and literature.
• Communicate ideas effectively in written and oral expression, anticipating reader and audience needs.
• Assume responsibility for reading beyond the school day and regularly reflecting in writing on their progress.
• Take responsibility for ethical behavior in their use of research to support their learning.

HONORS HUMANITIES 10 ENGLISH

Language Arts Component: American Literature
Prerequisite: A grade of “B” or better in Honors Humanities 9, no less than a B-essay average, and a teacher recommendation. A grade of “A” in CP Humanities 9, no less than a B essay average and a strong teacher recommendation.

Students will study 19th and 20th century American literature, art, and culture as an expression of the ideas of the time. Students will understand that artistic expression occurs within an historical context that has shaped national identity. The course content will reflect the multicultural dimensions of American literature. The development of thinking and writing skills begun in Humanities 9 will continue to be the focus of this course, which reinforces the grammar mastery, vocabulary enrichment, and reading habits established in the freshman year.
The honors course will approach the core content with greater depth and complexity. The accelerated pace may allow inclusion of supplemental readings. Honors students are expected to demonstrate a high level of motivation, engagement, and creativity.

**Understanding and Knowledge:**
- Study the movements and themes that have defined 20th century American literature
- Study the American experience through multiple perspectives expressed in a variety of genres, art, and music
- Become aware of American contributions to contemporary theatre

**Skills: Students will be able to...**
- Expand their repertoire of writing domains.
- Extend their ability to write and speak to different audiences.
- Demonstrate their understanding of multiple perspectives by writing in different voices.
- Read a text critically, creating meaning and appreciating the elements of language.
- Understand how the choice of genre shapes the expression of ideas.
- Select the reading they choose beyond the school day to reflect variety in genre, cultural and gender perspective, and historical period.
- Refine their command of language through more sophisticated grammatical structure and usage.

**Assessment & ESLRs: Students will be able to...**
- Select, analyze, and synthesize information to form conclusions about American culture as it is reflected in American art and literature.
- Communicate ideas effectively in written and oral expression, anticipating reader and audience needs.
- Assume responsibility for reading beyond the school day and regularly reflecting in writing on their progress.
- Take responsibility for ethical behavior in their use of research to support their learning.
ENGLISH COURSES
BEYOND THE CORE

EUROPEAN LITERATURE

Prerequisite: A grade of “C” or better in Humanities 10. College prep full year course for juniors, designed for students planning to attend a four year school after graduation.

In this college preparatory course, students will study significant works of British and European literature chronologically from Anglo-Saxon times to the present. They will study the major literary forms and periods, their authors, themes, and issues. Students will refine their composition skills to include more extended writings with attention to developing voice, style, and mature handling of ideas. Students will also express their ideas through oral and multi-media presentations.

Understanding and Knowledge:
- Know the major literary movements as expressed in British literature and other literatures in English
- Understand historical and cultural influences on the literature studied.
- Continue their study of genres to include subgenres such as satire and parody
- Study more advanced literary and rhetorical devices, in order to recognize them in significant works of literature and to incorporate them into their own writing

Skills: Students will be able to...
- Read and understand challenging literary works.
- Demonstrate clear, creative thinking and greater stylistic maturity in writing analytical, interpretive, and evaluative compositions.
- Present research findings, incorporating primary and secondary sources correctly and effectively.
- Deliver effective oral presentations in class, integrating multi-media elements to enhance communication.

Assessment & ESLRs: Students will...
- Analyze challenging literary works and synthesize ideas into effective written interpretations.
- Ask essential questions about literature and consider its personal and social relevance.
- Assume a high level of responsibility for their own learning, including effective time management, organization of materials, and conscientious fulfillment of assignments.
- Assume a level of personal responsibility commensurate with the rigors of a college-level course, including effective management of time and resources for academic success and personal well-being.

HONORS EUROPEAN LITERATURE

Prerequisite: A grade of “B” or better in Honors Humanities 10, no less than a “B” essay average, and a teacher recommendation. A grade of “A” in CP Humanities 10, no less than a “B” average, and a strong teacher recommendation.

Students will study significant works of British and European literature from the late Middle Ages to the present. Through writing and class discussions, students will analyze complex literary works within their historical context. The course content will represent major literary genres, movements, and writers in a chronology that complements AP European History.

Understanding and Knowledge: Students will...
- Understand how historical context and genre shape content and expression of ideas.
- Appreciate how rhetorical style affects the meaning and impact of literature.
- Know the major literary movements as expressed in British literature and other literatures in English.
- Understand how significant European literary works represent the cultural values and political milieu of their times.

Skills: Students will be able to...
- Read, understand, and appreciate content and style of complex literary works.
- Demonstrate clear, creative thinking and stylistic maturity in writing analytical, interpretive, and evaluative compositions.
- Analyze textual detail and consider historical context to interpret literary works.
- Apply literary analysis effectively in timed, in-class writings.
- Present an analysis or develop an argument at length, employing primary and secondary sources correctly and effectively.

Assessment & ESLRs: Students will...
- Analyze complex literary works and synthesize ideas into compelling written interpretations.
- Take the initiative to ask essential questions about literature and consider its application to life-long learning.
• Assume a high level of responsibility for their own learning, including effective management of time and resources for their well-being and success in a rigorous course.

ADVANCED PLACEMENT ENGLISH LITERATURE

Prerequisite: A grade of “B” or better in Honors European Literature, no less than a “B” essay average, and a teacher recommendation. A grade of “A” in CP European Literature, no less than a “B” essay average, and a strong teacher recommendation.

In this college-level course, students will study complex works of recognized literary merit. Through close reading of the texts, students will deepen their understanding of the ways writers use language to create meaning. Students will consider genre, structure, style, theme, literary devices, and historical context in their written analyses and class discussions. Genres of focus will include the novel, poetry, drama, essay, satire, and short story. Though most of the analyses will be based on original thinking, students will also learn to use literary theory as a focus for their perspectives. Literary selections and class discussions may reflect mature themes. Analytical writing will require original, college-level scholarship. Students will assume a high level of responsibility for their own learning and for that of their learning community.

Understanding and Knowledge:
• Understand how historical context and genre shape content and expressions of ideas.
• Appreciate how rhetorical style affects the meaning and impact of literature.
• Recognize how critical theories influence the interpretation of literature.

Skills: Students will be able to...
• Demonstrate clear, creative thinking and stylistic maturity in writing analytical, interpretive, and evaluative compositions.
• Analyze textual detail and consider historical context to interpret literary works.
• Analyze literary works cogently and concisely on timed, in-class writings similar to those on the AP English exams.

Assessment & ESLRs: Students will...
• Analyze complex literary works and synthesize ideas into compelling written interpretations.
• Take the initiative to ask essential questions about literature and consider its application to life-long learning.

CONTEMPORARY LITERATURE

Prerequisite: A grade of “C” or better in European Literature. College prep full year course for seniors, designed for students planning to attend a four year school after graduation.

In this college preparatory course, students will study significant works of American, British, and world literature, focusing primarily on works of the 20th century. They will recognize how issues of the time and author’s style affect both form and content of literature. Students will continue to refine their composition skills to include more extended writings with attention to developing voice, style, and mature handling of ideas. In addition, students will express their ideas through oral and multi-media presentations.

Understanding and Knowledge:
• Know the major literary movements as expressed in 20th century literature.
• Study new forms of expression unique to the 20th century.
• Appreciate how historical context and genre shape content, form, and expression of ideas.
• Understand how significant literary works represent the cultural values and socio-political views of the time.

Skills: Students will be able to...
• Read and understand challenging literary works.
• Demonstrate clear, creative thinking and stylistic maturity in writing.
• Analyze textual detail and synthesize historical context to interpret literature.
• Deliver effective oral presentations in class, integrating multi-media elements to enhance communication.

Assessment & ESLRs: Students will...
• Analyze challenging literary works and synthesize ideas into effective written interpretations.
• Ask essential questions about literature and consider its personal and social relevance as well as its application to life-long learning.
• Assume a high level of responsibility for their own learning including effective time management, organization of materials, and conscientious fulfillment of assignments.
BUSINESS COMMUNICATIONS

Prerequisite: Successful completion of Humanities 9 English and Humanities 10 English and junior or senior standing.

In this college preparatory course, students will develop professional communications skills, including: interviewing, public speaking, and presenting; writing emails, press releases, and business proposals; and networking, collaborating, and decision-making. The inclusion of guest speakers from a range of professions will emphasize the importance of communicating professionally and effectively, while giving students the opportunity to explore possible career options.

Understanding and Knowledge:

- Understand the processes of persuasion and its effects, including non-verbal communication through body language, appearance, and the environment.
- Study the function of communications in a range of settings, including: between cultures, in virtual groups, and throughout various business environments.
- Appreciate the effects of new media and communication technologies on business organizations. Consider the importance of clear communication, professional behavior, and ethical conduct in business settings.

Skills: Students will be able to...

- Apply persuasive techniques to professional situations, including interviews and new business proposals.
- Deliver effective oral presentations, integrating technology and public speaking skills.
- Develop clear writing skills for resumes, business letters, emails, memos, press releases, etc.
- Rehearse skills and behavior necessary to succeed in a competitive professional environment.

Assessment & ESLRs: Students will...

- Communicate clearly and appropriately, through multiple forms, for professional audiences and purposes.
- Use logical and effective decision-making processes to analyze and understand possible outcomes, particularly regarding business ethics and professional integrity.
- Establish and use rigorous and consistent standards of quality, from developing a resume, to performing on the job.
- Apply knowledge obtained in school to future career goals.

SPEECH AND DEBATE

Prerequisite: Completion of, or concurrent enrollment in, Humanities 9 and/or 10.

In this college preparatory class, students will learn the attributes of effective public speaking. They will learn to organize presentations within a given time frame and to consider appropriateness of content, tone, and diction to the intended audience. They will also learn the process and language of debate: how to structure and present arguments.

Understanding and knowledge:

- Know the elements of effective oral communication: voice projection and inflection, posture, gestures, and facial expressions.
- Understand the logic of organizing material for oral presentation.
- Acknowledge the importance of anticipating audience needs and questions.
- Develop the ability to use multiple sources of information and to cite them correctly.
- Know the rules of Lincoln-Douglas, Public Forum and Congress.
- Learn to deliver both prepared and extemporaneous speeches.
- Practice effective listening skills and note-taking.

Skills: Students will be able to...

- Write and deliver effective oral presentations.
- Participate confidently in debates.
- Think, write, and speak in logical patterns.
- Listen effectively in order to understand oral communication.
- Use research techniques to prepare material for oral presentations.
- Speak extemporaneously.

Assessment & ESLRs: Students will...

- Employ a logical and effective thinking process to prepare presentations and debates.
- Communicate clearly and appropriately for various audiences.
- Listen reflectively and critically.
- Assess their strengths and weaknesses in order to improve effectiveness.
SPEECH AND DEBATE TEAM

Prerequisite: Completion of Speech and Debate I and/or English teacher recommendation.

Students will continue working on and understanding the attributes of effective public speaking. They will organize presentation within a given time frame and consider appropriateness of content, tone and diction to the intended audience. They will continue to develop their skills in the process and presentation of debate. Students will compete in local Forensics competitions. It is strongly recommended that students purchase business/performance attire. Students are required to compete in two tournaments per semester.

Students are expected to purchase tournament transportation.

Understanding and knowledge:
- Know the elements of effective oral communication: voice projections and inflection, posture, gestures, and facial expressions and use them effectively to convey their points.
- Convey the significance of literature through oral interpretation and dynamics.
- Anticipate audience needs and questions and address them within the presentation.
- Use multiple sources of information and cite them correctly.
- Continue the practice and understanding of Lincoln-Douglas and Public Forum debates and further explore Student Congress debate.
- Practice effective listening skills and note taking.
- Learn to deliver both prepared and extemporaneous speeches.

Skills: Students will be able to…
- Write and deliver effective oral presentations.
- Participate confidently in debates: both informally and competitively.
- Think, write, and speak in logical patterns.
- Listen effectively in order to understand oral communication.
- Use research techniques to prepare material for oral presentations.

Assessment & ESLRs: Students will…
- Employ a logical and effective thinking process to prepare presentations and debates.
- Communicate clearly and appropriately for various audiences.
- Listen reflectively and critically.
- Assess their strengths and weaknesses in or to improve effectiveness.
- Develop responsibility and self-discipline.
- Expand their abilities to communicate effectively both verbally and in writing.

JOURNALISM

Length: 1 Semester
An English elective for Juniors and Seniors or concurrent enrollment with Humanities 9 or 10

In this college preparatory class, students will be given an overview of mass communication as it exists in America today: how it shapes our beliefs and how we can contribute to that discussion. Students will analyze media with the intent of writing appropriately for its various forms (print, broadcast, Internet) and its many subdivisions (news, sports, features, opinion). Although the course will be writing-intensive, it will also call upon students to contribute to vigorous class discussions of ethical situations facing working journalists.

Understanding and knowledge:
- Know the origins and development of journalism.
- Develop an in-depth understanding of the 1st Amendment and how it informs a journalist’s decisions in both national and high school publications.
- Have a working knowledge of libel law and the journalist’s Code of Ethics.
- Become familiar with specific stylistic concerns of the print medium; use of AP Stylebook and Libel Manual.
- Learn effective interviewing skills.
- Appreciate the different forms of mass communication: TV, cable, radio, and the Internet.

Skills: Students will be able to…
- Write effective, publishable news, sports, and feature stories.
- Construct informed opinion pieces.
- Recognize the effective elements of design and layout.
- Discuss the importance of photojournalism in shaping the news.
- Edit and proofread articles in accordance with standard Associated Press protocol.
- Recognize bias in media.
- Compile a portfolio of their work.
Assessment & ESLRs: Students will…

- Employ a logical and effective thinking process in their writing.
- Communicate clearly and appropriately for various audiences and purposes.
- Utilize multiple forms of communication effectively.
- Develop, create and support purposeful, intellectual, artistic and practical works.
- Explore ideas beneath the surface.
- Stay informed.
- Understand, recognize, and practice ethical behavior.

NHS HOWLER

Prerequisite: Successful completion of Journalism 1 and/or permission of the instructor and written recommendations from two teachers.

In this college preparatory course, students will study the types of writing specific to the print media. They will learn to write, edit, and publish a school newspaper. Students will learn to be part of a team that works well together.

Understanding and knowledge:

- Understand the function of a free press in a democratic society
- Know the rights and responsibilities of publications
- Understand the process of publishing a newspaper
- Know the different types of writing represented in a newspaper and the function of each

Skills: Students will be able to…

- Generate ideas, research and evaluate background information, and conduct interviews.
- Write editorials, opinions, sports, news, and feature articles.
- Work effectively as part of a team to plan the layout, edit copy, and meet deadlines.
- Use current technology and publishing software effectively.

Assessment & ESLRs: Students will…

- Communicate clearly and appropriately for the intended audience.
- Produce a practical product, adhering to rigorous standards of quality.
- Ask essential questions to generate relevant articles.
- Develop responsibility and self-discipline.
- Contribute positively to the team and to the greater community.

BROADCAST COMMUNICATIONS

Broadcasting Course Description

Broadcasting is a full year college prep English elective course which meets high school graduation requirements. This class will prepare students to write, produce, and present news and commentary through our Timberwolf Television Studio. Students will analyze media, and develop thoughtful and informal news, sports, feature, and opinion pieces. Students will also develop effective communication and camera skills that enable them to produce and present professional quality broadcasts for the Northwood High School students and faculty.

FLASH FICTION

Prerequisite: Junior non college prep full year course, designed for students planning on attending community college after high school graduation. Students earning below a 70% in Humanities 10 English should be enrolled in this course.

This course offers students the opportunity to study various genres depending on the fall or spring semester. Genres include flash fiction, short stories, graphic novels (similar to comic books), and science fiction novels. We also discuss magazines, newspapers, and other forms of printed material. The course readings offer students the opportunity to discuss the issue of political structures, propaganda, and persuasion. Students will continually write critically as the above mentioned issues are discussed. Writing assignments focus on communicating critical thinking in varying formats. Students will write multi-paragraph essays, persuasive pieces, creative stories, and quick responses to thought provoking questions. All students are expected to participate in meaningful class discussions that focus on the main issues reviewed within this class. In addition, students will reflect on their growth as writers when reviewing their portfolio work.

Understanding and Knowledge:

- Clearly communicate an opinion (through both written and oral language) when discussing the issue of political structures, propaganda, and persuasion.
- Know how to respond to literature in a persuasive or expository manner.
• Know how to respond to a variety of literary genres.
• Know the varying roles and purposes of literary genres.

Skills: Students will be able to...
• Understand how to interact with various genres.
• Generate thoughtful and critical questions regarding a piece of literature.
• Communicate an opinion clearly and articulately with both written and oral language.
• Write persuasive and thoughtful pieces of varying lengths.
• Reflect on their growth as readers, writers, and critical thinkers.

Assessment and ESLRs: Students will...
• Read, listen and speak reflectively and intelligently.
• Explore ideas beyond the surface when analyzing propaganda and advertising.
• Provide constructive criticism for their own growth as well as the growth of others in the class.
• Respect, accept, and appreciate varying opinions and interpretations.
• Apply issues discussed in class to outside experiences.
• Work collaboratively on project and group assignments, contribute to class discussions.

CREATIVE WRITING

Prerequisite: Completion of Humanities English 9 and 10 or concurrent enrollment in Humanities 10 and a teacher recommendation. Students may take this course for one semester or two semesters.

In this college preparatory class, students will express their written ideas through various perspectives, genres, and manners of expression. Through close analysis of different forms of creative writing (short stories, novel excerpts, poetry, essays, and memoirs), students will transpose their reading knowledge to their own creative writing. Using these skills the students will create a portfolio of writings in each genre, which will be used in creating a final version worthy of being published. Selected works will be featured in a site-based literary magazine.

Understanding and Knowledge:
• Study the differences of each genre.
• Understand how to express ideas and thoughts through creative expression.
• Realize the potential to publish individual creative writing and the impact of publication on society.
• Understand both self-directed and collaborative mechanisms of writing, evaluation, sharing ideas, and developing insight and perspective.

Skills: Students will be able to...
• Write with meaning and purpose in each genre.
• Write with the intent to communicate effectively and entertainingly.
• Think, understand, and write from various perspectives.
• Realize the differences between the styles of all genres of creative writing and adapt those to their writing.
• Use music, art, social, and personal commentary to facilitate ideas and writing.
• Capably write with such literary devices as metaphor, extended metaphor, simile, oxymoron, and hyperbole; incorporate humor, opinion, and rhetorical devices.
• Understand and apply thorough use of the writing process: generating ideas, pre-writing, writing, peer-response, editing, evaluation, questioning, and final drafts.
• Work collaboratively for the benefit of all.
• Develop into full-fledged writers, capable of being published.

Assessment & ESLRs: Students will...
• Create a writing portfolio with examples of poetry, memoirs, short stories, essays, editorials, and possible ideas for novels, plays, and screenplays.
• Self-select their best writing for a final written portfolio, representing their greatest efforts, abilities, and writing.
• Generate a literary magazine to be published.
• Take responsibility for the ethics behind each creative expression.
• Understand the lifelong purpose of creative written expression, clear and creative communication, and continuing to read and write various genres of literature.
LITERATURE AND SOCIETY A & B

Prerequisite: Senior non college prep full year course, designed for students planning on attending community college after high school graduation. Students taking Flash Fiction or earning below a 70% in European Literature English should be enrolled in this course.

Students will study various genres of literature and discuss how these texts are connected thematically. Specifically, students will be encouraged to make connections between literature and the real world while engaging in discussions of universal themes and authors’ intents. Writing assignments will focus on communicating critical thinking in varying formats. In addition, students will reflect on their growth as writers when reviewing their portfolio work. All students will be expected to participate in meaningful class discussions which focus on the important relevant social issues highlighted in this class.

Understanding and Knowledge: Students will…
- Clearly communicate an opinion (through both written and oral language).
- Know how to respond to literature in a persuasive and expository manner.
- Know how to respond to a variety of literary genres.
- Know the varying roles and purposes of literary genres.

Skills: Students will…
- Understand how to interact with various genres.
- Generate thoughtful and critical questions regarding a piece of literature.
- Communicate an opinion clearly and articulately with both written and oral language.
- Utilize multiple forms of communication.
- Reflect on their growth as readers, writers, and critical thinkers.

Assessment & ESLRs: Students will…
- Read. Listen, and speak reflectively and intelligently.
- Explore ideas beyond the surface when analyzing various literary works.
- Provide constructive criticism for their own growth as well as the growth of others in the class.
- Respect, accept, and appreciate varying opinions and interpretations.
- Apply issues discussed in class to outside experiences.
- Work collaboratively on projects and group assignments.
- Contribute to class discussions.

ENGLISH LANGUAGE DEVELOPMENT 2

Students enrolled in English Language Development 2 will transition from learning social language to incorporating higher academic language skills. This course is designed to equip non-native English speakers with the reading, writing, speaking, and listening skills needed to successfully communicate in English while developing critical thinking skills which could be utilized in other academic courses. Through use of methods of English language development and specially designed academic instruction in English, students in this class will continue enriching their vocabulary, reading a variety of materials through multitudes of genres, gaining practice in listening and speaking academic English, and will continue the process of writing to express their ideas, to communicate to an audience, and continue to practice grammatical rules and principles.

Understanding and Knowledge:
- Be able to generate and respond to essential questions that make learning meaningful
- Be able to effectively communicate through written and spoken English

Skills: Students will be able to…
- Develop the ability to read a variety of materials effectively.
- Apply the writing process to creative and expository writing.
- Read a text critically, creating meaning and appreciating the elements of language.
- Demonstrate clear and creative thinking in writing compositions and through verbal communication.
- Read a text critically, creating meaning and appreciating the elements of language.

Assessment & ESLRs: Students will…
- Students will demonstrate critical and creative thinking in class discussions and written assignments by learning to focus on comprehension, analysis, interpretation and evaluation.
- Communicate ideas effectively in written and oral expression, taking the initiative to anticipate reader and audience needs.
- Be self-directed in assuming responsibility for reading beyond the school day and regularly reflecting in writing on their progress.
- Accept responsibility for ethical behavior in their use of research to support their learning.
ENGLISH LANGUAGE DEVELOPMENT 3

Students enrolled in English Language Development 2 will transition from learning social language to incorporating higher academic language skills. This course is designed to equip non-native English speakers with the reading, writing, speaking, and listening skills needed to successfully communicate in English while developing critical thinking skills which could be utilized in other academic courses. Through use of methods of English language development and specially designed academic instruction in English, students in this class will continue enriching their vocabulary, reading a variety of materials through multitudes of genres, gaining practice in listening and speaking academic English, and will continue the process of writing to express their ideas, to communicate to an audience, and continue to practice grammatical rules and principles.

Understanding and Knowledge:
- Be able to generate and respond to essential questions that make learning meaningful.
- Be able to effectively communicate through written and spoken English.

Skills: Students will be able to...
- Develop the ability to read a variety of materials effectively.
- Apply the writing process to creative and expository writing.
- Read a text critically, creating meaning and appreciating the elements of language.
- Demonstrate clear and creative thinking in writing compositions and through verbal communication.
- Read a text critically, creating meaning and appreciating the elements of language.

Assessment & ESLRs: Students will... 
- Students will demonstrate critical and creative thinking in class discussions and written assignments by learning to focus on comprehension, analysis, interpretation and evaluation.
- Communicate ideas effectively in written and oral expression, taking the initiative to anticipate reader and audience needs.
- Be self-directed in assuming responsibility for reading beyond the school day and regularly reflecting in writing on their progress.
- Accept responsibility for ethical behavior in their use of research to support their learning.
HISTORY/SOCIAL SCIENCE COURSES
BEYOND THE CORE

ECONOMICS

One Semester, College Prep
Prerequisite: Junior or Senior standing

This course satisfies the California high school graduation requirement in Economics. Economics is a college prep course and is recommended for all Northwood High students. **Honors students can also satisfy the state Economics requirement by taking Honors Political Economy which will be taught as the second semester of AP Government.**

This course is designed to introduce students to basic economic concepts. It focuses on both economic and political issues that are domestic, regional and global. Units of study will include: The Historical development of Economic thought; Micro and Macro Theories; Money and Banking; Supply, Demand and Price; Economic Growth and Inequality; Government Spending; Business, Labor and Consumers; Externalities and Environmental Policy; Globalization and Wages; and the WTO. Issues will be studied through multiple perspectives in order to provide students with the tools necessary to understand and compare various economic points of view.

**Understanding and Knowledge:**
- Learn to identify assumptions which underlie economic theories.
- Obtain the ability to analyze and discuss significant economic and political themes.
- Understand how economic problems and conflicts have changed since the time of Adam Smith.
- Understand various factors that influence such things as: income and wealth.
- Develop the ability to discuss the interrelationships among government regulations, taxes, government spending, democracy and economic freedom.

**Skills: Students will be able to...**
- Develop the ability to read about economics and politics effectively.
- Understand tools of analysis, such as charts, graphs and statistics.
- Apply their knowledge of political economy to class discussions and class assignments.
- Apply the writing process to task of understanding economic problems.
- Demonstrate such by producing analytical, interpretive and evaluative projects or essays.
- Demonstrate an awareness of how historical change has altered economic questions.

**Assessment & ESLRs: Students will...**
- Be self-directed and assume responsibility for completing assignments beyond the school day.
- Regularly reflect on what is learned.
- Demonstrate complex thought by learning to access, analyze.
- Demonstrate critical and creative thinking in class discussions and written assignments by learning to focus on analysis, interpretation and evaluation.
- Expand their sense of being part of a global community by developing an increased understanding of the factors that contribute to the expanding global marketplace.

AMERICAN GOVERNMENT

One Semester, College Prep
Prerequisite: Senior standing

American Government is a semester course, which examines the purpose, structure and operations of various levels of official decision making in the United States. The emphasis is placed on developing an understanding of how the American Constitutional system works. The course includes study of significant elements in U.S. politics.

**Understanding and Knowledge:**
- Better understand “who gets what, when and how.” How is control over national life exercised? Who rules and why do they rule? What kinds of power do participants possess to solve the problems they face?
- Demonstrate understanding of the following: The Constitutional underpinnings of U.S. Government and the institutions of National Government.
- Demonstrate an understanding of the political beliefs and behaviors of various individuals and groups including such groups as Political Parties; Interest Groups and members of the Mass Media.

**Skills: Students will be able to...**
• Identify the responsibilities of the different branches of government.
• Explain various methods by which one might affect decisions.
• Identify the values inherent in political and economic questions.

Assessment & ESLRS: Students will…
• Demonstrate critical and creative thinking in class discussions and written assignments by learning to focus on analysis, interpretation and evaluation.
• Expand their abilities to communicate effectively both verbally and in writing.
• Be self-directed and assume responsibility to manage their after school time effectively in order to keep up with their school work.
• Be expected to produce a level of work that exceeds normal high school standards.
• Apply their increased understanding of government and politics to help become more knowledgeable and sympathetic global citizens.

PERSONAL PSYCHOLOGY

One Semester, No Prerequisite
Personal Psychology is a non-college prep course.

This introductory course is designed to help students understand and use basic psychological principles in everyday life situations. The course emphasizes ways to understand oneself as well as interpersonal relationships; it includes the study of personality development, group and personal communication skills and human behavior in our society. Class activities include student projects, experiential activities and directed discussion. Although this course does not carry college prep credit it will provide valuable background for a course in college prep psychology.

Understanding and Knowledge:
• Understand the various stages of personality development.
• Identify assumptions which often lead to misunderstanding.
• Understand and use good listening techniques.
• Understand how to become compassionate and communicate more effectively.

Skills: Students will…
• Apply knowledge of human behavior to class discussions and assignments.
• Develop the ability to describe, explain, and predict given human behaviors.
• Apply the writing process to the task of understanding psychological motivation.
• Demonstrate the ability to analyze, interpret, and evaluate selected behavior.
• Formulate personal goals and objectives.

Assessment and ESLRs: Students will be able to…
• Demonstrate complex thought by learning to access, analyze and synthesize information in order to draw conclusions.
• Demonstrate complex thought in class discussions and class projects by learning to focus on listening, analysis, interpretation, and valuation.
• Be self-directed and assume responsibility for completing group projects outside the regular school day and coming to class prepared to present their work to their peers.
• Expand their sense of being participants in a global community by developing an increased understanding of individual difference and cultural diversity.

PSYCHOLOGY

One Semester, College Prep
Prerequisite: Junior or Senior standing

This course focuses on introducing students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. This course is intended to provide an academic introduction to the field. Students will study each of the major sub-fields within psychology and will also learn about the methods that psychologists use. The course format is lecture and discussion. It will also require reading, observation and writing. Students will also conduct and present their own research projects at the end of the course.

Understanding and Knowledge:
• Understand the following topics of study: Methods, Approaches, and History of Psychology, Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Learning, Cognition, Motivation and Emotion, Developmental Psychology, Personality, Psychological Disorders, and Social Psychology.
Skills: Students will be able to...
- Apply knowledge of psychology to the process of psychological research and the presentation of findings through a student-conducted research project and APA style research paper.
- Identify various methods and approaches in the field of psychology.
- Identify, understand, and compare major theories that attempt to explain human and animal thought and behavior.

Assessment & ESLRs: Students will...
- Demonstrate critical and creative thinking in class discussions and written assignments by learning to focus on analysis, interpretation, and evaluation.
- Expand their abilities to communicate effectively both verbally and in writing.
- Be self-directed and assume responsibility to manage their after-school time effectively in order to keep up with their schoolwork.
- Be expected to produce a level of work that exceeds normal high school standards.
- Apply their increased understanding of psychology to help them be knowledgeable and sympathetic global citizens.
- Be more self-aware and able to understand their emotions and behaviors.
- Be able to apply their knowledge for more effective inter-personal interactions

SOcioLOGY

One Semester, College Prep
Prerequisite: Junior or Senior standing

Sociology is the study of society. It provides us with tools to better understand the world we live in. While Psychology is the study of individuals, sociology is the study individuals within a social context. As an academic field, sociology analyzes why society exists, how society continues to exist, how it changes, and why. In order to fully explore these questions, this course will provide students with a sociological perspective. In class, we will strive to see the world, sociologically, through reading, asking questions and engaging in discussions. Much of the course will focus on social problems; we will investigate where these problems come from, why they continue to exist, and how they might be overcome. During the semester you will complete several very interesting projects which will provide you with greater insight into your own lives and the society in which you live.

Understanding and Knowledge:
- Understand and explain the question “What is Sociology.”
- Understand the history and development of the field of Sociology, including several major theories and theorists.
- Understand the methods of exploring sociological questions.
- Understand the inequalities that exist within our society.
- Understand several social institutions such as religion, education and economy.
- Understand how social change happens.

Skills: Students will be able to...
- Identify and utilize sociological methodology to study society.
- Identify various theorists and their methods, research, findings and influence on modern sociology.
- Create their own basic overview of society, based on previous research and theories.

Assessment & ESLRs: Students will...
- Develop their abilities to analyze and synthesize information from prior research.
- Analyze and synthesize their own ideas about modern society based on observation and research.
- Work individually and in groups on projects utilizing various types of sociological methods.
- Utilize multiple forms of communication effectively.
- Consider unconventional ideas and solutions while respecting, accepting, and appreciating individual difference
- Establish and use rigorous and consistent standards of quality.

Current Issues

Exposing the Roots of Today’s Global Issues

One semester - College Prep
Prerequisite: Junior or Senior Standing

In this course, students employ an investigative approach to gain a global and ethical understanding of today’s most pressing issues. The subheading is the most descriptive of what we will do, that is, we will investigate the causes of a selection of today’s global issues. So if you often wonder what lies behind the headlines this is the course for you. In a formal sense it is designed to give students meaningful real world learning intended to increase their development as global citizens. In a series of thematic units implementing a problem based learning approach students will develop a concise historical background and understanding of a subject as they explore the causes and
consequences of contemporary issues. By the end of the semester students will implement these investigative skills when they design and complete an independent project on a current issue of their choosing.

Understanding and Knowledge:
- Recognize the complex issues facing today’s world and connect these problems to past events and conditions.
- Understand the integrated nature of today’s global world and its impact on the societies who live in it.
- Consider and analyze the various approaches governments, NGOs, and other organizations employ to combat these problems.

Skills, Students will be able to…
- Expand their research skills, using the Internet, news journals, books, and other sources.
- Develop critical thinking skills and increase their ability to evaluate various arguments and perspectives.
- Compare an issue’s often divergent impact on the diverse populations of the world.
- Demonstrate independent thinking and self-directed learning skills.

Assessment & ESLRS: Students will…
- Ask essential and relevant questions that stimulate dialogue.
- Access, analyze and synthesize information to formulate conclusions, solve problems and make decisions.
- Assume responsibility for their own learning and employ effective learning strategies.
- Acquire a body of knowledge, both shared and understood, as a basis for learning.
- Effectively collaborate with others toward a common goal.
- Expand their sense of community to include a global perspective.

WORLD RELIGIONS

One Semester, College Prep
Prerequisite: Junior or Senior standing

This semester course is designed to introduce students to major elements in the world’s most significant religions and philosophies. Students will study aspects of Christianity, Judaism, Islam, Hinduism, Buddhism, Native American spiritual beliefs and the secular traditions of Humanism. The course format will include student discussion and guest lectures. World Religions will also require a reasonable amount of reading and writing.

This course can be used to satisfy one semester of the World History high school graduation requirement. However, it does not satisfy one semester of the World History requirement for admission to California State Universities.

Understanding and Knowledge:
- Demonstrate understanding of the basic philosophical tenants of the philosophies under study.
- Recognize common philosophical and spiritual elements present in more than one of the philosophies under study.

Skills: Students will be able to…
- Apply an understanding of the various philosophies studied to moral and ethical issues
- Identify various applications of religious philosophies to laws that have provided order to human societies
- Compare major religious and philosophical traditions in their attempts to explain human behavior.

Assessment & ESLRS: Students will…
- Demonstrate critical and creative thinking in class discussions and written assignments by learning to focus on analysis, interpretation, and evaluation.
- Expand their abilities to communicate an understanding of a variety of philosophies both religious and secular.

AP UNITED STATES HISTORY

This is a one-year course
Prerequisite: Junior or Senior standing with a letter grade of at least a B in both sections of Honors Humanities 10, or an A in CP Humanities 10 is highly recommended along with recommendations from both the History and English teachers.

This course focuses upon the political, economic, social, and cultural history of the United States from the Colonial Period to present. It is taught at the level of an introductory college course and requires a considerable amount of reading and writing. The course format is lecture, discussion, examinations and in-class essays. AP US History is designed to provide the tools necessary to do well on the very rigorous AP exam by developing a student’s historical knowledge base while improving his or her thinking and writing skills. There will also be a summer reading and writing assignment that will be due on the first day of class.

Understanding and Knowledge:
- Demonstrate knowledge of the chronology of United States History from the beginning of the Colonial Period to present.
• Understand the importance of each of the following major units of United States History: the Colonial Period, Revolutionary America, Jeffersonian Era, Nationalism/Sectionalism, Age of Jackson, Manifest Destiny, Civil War and Reconstruction, Age of Big Business, Age of Imperialism, World War I & the 1920’s, the Great Depression, World War II, the Cold War, Civil Rights, American Foreign Policy to present.

Skills: Students will be able to...
• Expand their abilities to use and understand maps, graphs, charts and statistics.
• Develop their reading abilities to be able to comprehend a college level history text, as well as primary source documents from various periods of history.
• Demonstrate their abilities to identify and analyze different historical interpretations.
• Recognize the complexities of history and view them from multiple perspectives.
• Demonstrate their abilities to write college level essays on historical topics and try to incorporate primary source materials into their writing.
• Develop the methodology needed to be successful on the AP United States History exam.

Assessment & ESLRS: Students will...
• Demonstrate critical and creative thinking in class discussions and written assignments by learning to focus on analysis, interpretation and evaluation.
• Expand their abilities to communicate effectively both verbally and in writing.
• Be self-directed and assume responsibility to manage their after school time effectively in order to keep up with their school work.
• Be expected to produce a level of work that exceeds normal high school standards.
• Apply their increased understanding of historical developments and cultural diversity to help them be knowledgeable and sympathetic global citizens.

ADVANCED PLACEMENT EUROPEAN HISTORY

This is a one-year course.
Prerequisite: Junior or Senior standing with a letter grade of at least a B in both sections of Honors Humanities 10, or an A in CP Humanities 10 is highly recommended along with recommendations from both the History and English teachers.

This course focuses on the political, economic, social, and cultural history of Europe from the Late Middle Ages to the present. It is taught at the level of an introductory college course and requires a considerable amount of reading and writing. The course format is lecture, discussion, examinations and in-class essays. AP European History is designed to provide the tools necessary to do well on the very rigorous AP exam by developing a student's historical knowledge base while improving his or her thinking and writing skills. There will also be a summer reading and writing assignment that will be due on the first day of class.

Understanding and Knowledge:
• Demonstrate a knowledge of the chronology of European History from the beginning of the Late Middle Ages to the present
• Understand the importance of each of the following major units of European History: the Middle Ages, Renaissance, Reformation, Age of Discovery, the Scientific Revolution, the Enlightenment, the French Revolution, the Napoleonic period, the Metternich period, the Industrial Revolution, Imperialism, the World Wars, the Cold War, and Post World War II European economic and political development.
• Compare the European development of a variety of governmental structures: absolute monarchies; limited monarchies; Parliamentary democracies; Authoritarian; Dictatorial; and Totalitarian Systems.
• Trace European economic developments from the Medieval barter system to mercantilism to pre-industrial capitalism to the present day systems of capitalism and democratic socialism

Skills: Students will be able to...
• Expand their abilities to use and understand maps, graphs, charts, and statistics.
• Develop their reading abilities to be able to comprehend a college level history text, as well as primary source documents from various periods of history.
• Demonstrate their abilities to identify and analyze different historical interpretations
• Recognize the complexities of history and view them from multiple perspectives
• Demonstrate their abilities to write college level essays on historical topics and to incorporate primary source materials into their writing.
• Develop the methodology needed to be successful on the AP European History exam.

Assessment & ESLRS: Students will...
• Demonstrate critical and creative thinking in class discussions and written assignments by learning to focus on analysis, interpretation, and evaluation.
• Expand their abilities to communicate effectively both verbally and in writing.
• Be self-directed and assume responsibility to manage their after-school time effectively in order to keep up with their school work.
• Be expected to produce a level of work that exceeds normal high school standards,
• Apply their increased understanding of historical developments and cultural diversity to help them be knowledgeable and sympathetic global citizen.

AP AMERICAN GOVERNMENT AND POLITICS/
HONORS POLITICAL ECONOMY

AP American Government and Politics/Honors Political Economy is a one-year course consisting of two integrated semesters and students must enroll in both semesters of the course. Students must also complete both semesters successfully in order to receive a weighted grade point for AP Government. Students completing only the first semester will result in receiving credit for College Prep American Government without the bonus point.

Prerequisite: Senior standing with a letter grade of at least a B in both sections of Honors Humanities 10 or an A in CP Humanities 10 is highly recommended along with recommendations from both the History and English teachers.

AP American Government is a college level introductory course in Political Science. It examines the philosophical basis of United States Government as well as the structure and operations of various levels of policy formation. It is designed to give students an analytical perspective on political power in this country and requires familiarity with the various institutions, groups and ideas that constitute significant elements in U.S. politics. AP American Government and Politics is also designed to provide a student with the knowledge and skills necessary to succeed on the AP Government test.

Honors Political Economy, the second half of this course will be devoted to the study of Economics. This second semester satisfies the state requirement in Economics. The course will begin with a look at the history of economic society: Adam Smith, Karl Marx, John Stuart Mill and John Maynard Keynes. The development of the global market and its influence on International Politics will also be included. The course is designed to give students a perspective on how politics and economics interact by examination of Capitalism after WWII; Multinational Corporations and the end of the Cold War. Also included are issues like nationalism; sub-nationalism; human rights; NAFTA and the WTO.

Understanding and Knowledge:
• Who gets what, when and how? How is control over national life exercised? Who rules and why do they rule? What kinds of power do participants possess to solve the problems they face?
• Demonstrate understanding of the following: The Constitutional underpinnings of U.S. Government and the institutions of National Government.
• Demonstrate understanding of the political beliefs and behaviors of various individuals and groups: Political Parties; Interest Groups and members of the Mass Media.

Understanding and Knowledge in the second half of the course:
• Demonstrate understanding of the ideological assumptions which underlie various interpretations of contemporary economic developments
• Demonstrate understanding of international economic and political events.

Skills: Students will be able to...
• Identify what part of the government is responsible for what.
• Explain various methods by which one might affect decisions
• Identify the values inherent in political and economic questions.
• Develop the tools necessary to be successful on the AP Government and Politics Exam and to continue the study of International Economic at the college level.

Assessment & ESLRs: Students will...
• Demonstrate critical and creative thinking in class discussions and written assignments by learning to focus on analysis, interpretation and evaluation.
• Expand their abilities to communicate effectively both verbally and in writing.
• Be self-directed and assume responsibility to manage their after school time effectively in order to keep up with their school work.
• Be expected to produce a level of work that exceeds normal high school standards.
• Apply their increased understanding of politics, government and economics to help them become more knowledgeable and sympathetic global citizens
• Be self-directed and assume responsibility to manage their after-school time effectively in order to keep up with their schoolwork.
• Be expected to produce a level of work that exceeds normal high school standards.
• Apply their increased understanding of religions to help them become more sympathetic global citizens.
This is a one-year honors level course
Prerequisite: Teacher Recommendation and Junior or Senior Standing

This one year course introduces the students to the nature of international relations, the governments and politics of foreign countries, and role of United Nations. It is designed to provide students with a better understanding the causes and effects of world events and class will be based around the question: What is nature of world politics in the post-Cold War era? Students will learn about the role of state and non-state players; the historical struggle for power between the countries of the East and West (the Cold War) and the North and the South (developed and developing countries); the causes and prevention of war and civil strife; international law and organizations, including international human rights laws and norms; international political economy, including control of the world’s resources and multinational corporations; and the foreign policy process both in the United States and various countries from around the globe. As part of the class the students will participate in Model United Nations (MUN). MUN is an international organization, affiliated with the United Nations Association in New York. Participating schools send delegations of students to MUN conferences held all over California and the U.S. As a member of the class you must participate in at least three of these conferences. This course will fulfill the one semester economics graduation requirement and the one semester American Government graduation requirement.

Understanding and Knowledge:
• Explain how the international environment defines, limits or facilitates the relations among and between nations, as well their domestic politics.
• Trace the historical development of the international system, including the role of the nation-state and the impact of non-state actors.
• Recognize and define the components, limits and use of power. Know and identify the basic causes of war and other armed conflicts.
• Describe the historical East-West conflict and its impact on international politics; understand the dynamics of current North-South relations; and identify and evaluate the current problems of developing nations.
• Identify areas of global cooperation and how nations work through the United Nations and other international organizations such as the NATO, EU, OAS, etc.
• Explain how countries around the world define their national interests, and how they then determine and implement domestic and foreign policies to achieve these.
• By comparing and contrasting the politics of other nations, develop an understanding of America’s role in the world.
• Synthesize what the course has offered to pose creative, but practical solutions to international, regional or foreign policy problems through role-playing as part of MUN simulations.

Skills: Students will be able to...
• Read, interpret, debate, and criticize works on international events.
• Explain the methods of foreign policy making and the impact of international organizations.
• Identify the ideological assumptions which underlie various interpretations world events.
• Analyze and discuss in writing significant problems in world politics.
• Develop original and creative proposals for dealing with current international problems.
• Develop the research, writing, public speaking and debate skills necessary to successfully participate in MUN simulations and conferences.

Assessment & ESLRS: Students will...
• Demonstrate critical and creative thinking in class discussions and written assignments by learning to focus on analysis, interpretation and evaluation.
• Expand their abilities to communicate effectively both verbally and in writing.
• Be self-directed and assume responsibility to manage their after school time effectively in order to keep up with their school work.
• Apply their increased understanding of world events to help them become more knowledgeable and sympathetic global citizens.
• Be self-directed and assume responsibility to manage their after-school time effectively in order to keep up with their schoolwork.
• Be expected to produce a level of work that exceeds normal high school standards.
The mathematics curriculum at Northwood High School is balanced and rich in both concept and skill development. It is designed to lead all students to genuine understanding of mathematical relationships and how these relationships apply to their daily lives as we enter the 21st century. It provides access to powerful mathematics imbedded in problems from all disciplines. Proficiency in computation, reasoning, seeing connections, and communicating mathematical understanding is the intended outcome for all students in all courses. Students will be placed in the curriculum at their appropriate mathematical level.

A variety of math sequences are illustrated. Students are placed according to teachers recommendations.

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
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<tbody>
<tr>
<td>*Basic Algebra A/B (high school credit only)</td>
<td>*Basic Algebra C/D (high school credit only)</td>
<td>Electives</td>
<td>Electives</td>
</tr>
<tr>
<td>*Consumer and Personal Finance</td>
<td>*Accounting</td>
<td>*Consumer and Personal Finance</td>
<td>*Accounting</td>
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<tr>
<td>*Basic Algebra A/B (high school credit only)</td>
<td>*Algebra I</td>
<td>*Geometry</td>
<td>*Algebra</td>
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<tr>
<td>*Algebra 1</td>
<td>*Geometry</td>
<td>*Algebra 2</td>
<td>*Algebra 2</td>
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<tr>
<td>*Honors Algebra 2</td>
<td>*Honors Algebra 2</td>
<td>*Geometry</td>
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<tr>
<td>*Geometry</td>
<td>*Honors Geometry</td>
<td>*Functions, Statistics and Trigonometry</td>
<td>*AP Statistics</td>
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<tr>
<td>*Algebra 2</td>
<td>*Honors Algebra 2</td>
<td>*AP Statistics</td>
<td>*Honors Pre Calculus</td>
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<tr>
<td>*Honors Algebra 2</td>
<td>*Honors Algebra 2</td>
<td>*AP Statistics</td>
<td>*Honors Pre Calculus</td>
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<td>*AP Statistics</td>
<td>*Calculus</td>
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A typical schedule would include an appropriate level Mathematics course taught on alternating days for an entire year. The schedule below illustrates how this might look for a typical sophomore who is also enrolled in Humanities Core 10.

<table>
<thead>
<tr>
<th>ODD DAY</th>
<th>EVEN DAY</th>
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<tbody>
<tr>
<td>1. Humanities 10</td>
<td>2. Humanities 10</td>
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<td>3.</td>
<td>4.</td>
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<td>5.</td>
<td>6. Geometry</td>
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<td>7.</td>
<td>8.</td>
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</tbody>
</table>
BASIC ALGEBRA A/B/C/D

Prerequisite: Freshman or Sophomore standing and Teacher recommendation.

This course is for the student who has developed a mathematical base of knowledge but is not yet ready for the abstractness and the pace of College Prep Algebra. This two-year Basic Algebra course will build on and extend skills learned in middle school while developing mastery and understanding of fundamental algebraic concepts, properties, and skills. The focus will be on developing topics through a wide-variety of teaching strategies that will begin with concrete experiences leading to the understanding of more abstract representations in realistic settings. Passing Basic Algebra D will be considered completion of Algebra as required by the state for diploma purposes; however, it does not meet the prerequisite for enrolling in Geometry.

Understanding and knowledge:
- Students will explore algebra content over a two-year period with a focus on conceptual understanding and symbolic reasoning as well as procedural knowledge and symbolic manipulation.
- Students will understand, model and apply this content to solve significant quantitative problems.
- Students will master basic Algebra concepts necessary for the successful passage of the proposed California High School Exit Exam.

Skills: Students will be able to . . .
- Explore mathematics in real world situations through the development and critique of mathematical models.
- Use appropriate technology to develop and extend earning, understanding, and applying course content.
- Experiment with many different approaches to a task.
- Develop proficiently in basic Algebra A/B by…
  - Exploring the central concepts and processes of mathematical modeling
    - identifying variables and relationships among them
    - representing the relations among variables in numerical, graphical and symbolic forms
    - drawing inferences about modeled relations
    - recognizing limitations in application of these models to real-life situations
  - Increasing “symbol sense” – an understanding of graphical, numerical, and symbolic meaning for the algebraic symbols
  - Applying the fundamental operations, the order of operations, the distributive property, and rules for exponents to integers and rational numbers
  - Analyzing and interpreting functions and their graphs as the basis for writing equations as well as for applications of direct and inverse variations
  - Writing and solving linear equations and interpreting meanings; using formulas to solve contextual problems
  - Reviewing and practicing computational basic skills
- Develop proficiency in Basic Algebra C/D by . . .
  - Exploring and extending the skill of solving linear equations to solving linear systems of equations as well as linear inequalities
  - Applying proportional thinking through ratios, percents, similar figures and scaling, and fractional equations
  - Exploring and applying the fundamental operations to fractions and irrational numbers to develop the concepts of rational and square root functions
  - Working with polynomials to simplify, multiply, factor, and apply them to contextual situations
  - Exploring non-linear functions (quadratic, absolute value, exponential), their graphs, equations, and methods for finding solutions.

Assessments and ESLRS: Students will . . .
- Progress as Complex Thinkers by acquiring skills for solving problems and making predictions.
- Progress as Effective Communicators both orally and in written form by regularly communicating mathematical ideas clearly.
- Progress as Self-Directed, Life-Long Learners by actively participating in the learning process to acquire a body of knowledge that is fundamental to all subsequent math courses.

Passing Basic Algebra D will be considered completion of Algebra as required by the state for diploma purposes; however, it does not meet the prerequisite for enrolling in Geometry.

ALGEBRA I

Prerequisite: A grade of “A” in Basic Algebra A/B and teacher recommendation; or a grade of “C” or better in Basic Algebra C/D.

This course is the first course in the college-preparatory sequence. Successful completion is required for admission to all four-year colleges and universities.
Understanding and Knowledge:
- Students will develop an understanding of the symbolic language of mathematics.
- Students will investigate and explore problems that develop algebraic skills, concepts, and relationships.
- Students will study functions in context to develop a conceptual foundation for the abstract nature of algebra.
- Students will develop mastery of the California Math Standards in Algebra.

Skills: Students will...
- Gather data, interpret and analyze the data, and find and apply appropriate algebraic models to solve problems in authentic settings.
- Use appropriate technology to enhance learning, understanding, and applying course content.
- Communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models, tables, graphs, and symbols.
- Develop proficiency by:
  - Exploring data, relationships, and numerical patterns through tables, graphs and trends.
  - Representing change through variable expressions, order of operations, distributive property, direct and inverse variation, and recursively defined models; applying proportional thinking through ratios, percents, similar figures and scaling, and geometric reasoning.
  - Analyzing and interpreting functions as well as their graphs and tables as the basis for equations; writing and solving linear equations and inequalities, and interpreting meanings.
  - Solving and applying systems of linear equations and inequalities including special cases involving parallel and perpendicular lines.
  - Using the concept of distance to explore absolute value, operations with roots, and area and perimeter.
  - Working with polynomials to simplify, multiply, factor, and extend the properties of exponents.
  - Exploring non-linear functions (absolute value, exponential, and rational) through functional notation, interpreting graphs, transforming graphs and equations, modeling, and finding solutions.

Assessments and ESLRS: Students will...
- Progress as Complex Thinkers by acquiring skills for solving problems and making predictions.
- Progress as Effective Communicators by utilizing multiple forms of communications to express understanding of content.
- Progress as Self-Directed, Life-Long Learners by actively participating in the learning process to acquire a body of knowledge that is fundamental to all subsequent math courses.

GEOMETRY

Prerequisite: A grade of “C” or better in Algebra I

This course is the second course in the college-preparatory sequence. Successful completion is required for admission to all four-year colleges and universities.

Understanding and Knowledge:
- Students will investigate and explore problems that develop geometric skills, concepts, and relationships.
- Students will determine, understand, apply, and justify properties involving geometric figures.
- Students will extend their ability to reason mathematically and problem solve by posing, testing and justifying conjectures and developing logical arguments and proofs in geometric settings.
- Students will build on topics from algebra to enhance understanding and application of geometric concepts and procedures.
- Students will develop mastery of the California Math Standards in Geometry and some in Probability & Statistics.

Skills: Students will be able to...
- Reason inductively to make conjectures through guided investigations about geometric properties and principles.
- Reason deductively by developing logical arguments and proofs in a variety of formats with the emphasis on understanding, communication, and appropriateness.
- Enhance and extend spatial visualization and drawing skills.
- Use appropriate technology to enhance learning, understanding, and applying course content.
- Develop concepts and understanding through geometric constructions (compass and straightedge) and use of manipulatives.
- Model and solve real-world problems algebraically and geometrically.
- Communicate mathematical understanding and problem solving through the use of coordinate, transformation, and vector approaches to key concepts.
- Develop proficiency by:
  - Incorporating precise use of language and terms, exploring the fundamental components, properties, and relationships of angles and lines, triangles, quadrilaterals and other polygons, circles, and common three-dimensional solids.
  - Using the concept of measure to explore area, perimeter, and volume for two- and three-dimensional figures.
  - Applying proportional thinking through congruence and similarity of figures, similarity ratios for perimeter, area, and volume, and right triangle trigonometry.
• Extending and enhancing use of problem solving strategies and reasoning skills.
• Determining and applying geometric probabilities.
• Reviewing and practicing fundamental skills from prior courses.

Assessments and ESLRs: Students will...
• Progress as Complex Thinkers by asking essential and relevant questions to arrive at logical and justifiable conclusions.
• Progress as Effective Communicators by reading, writing, listening, and speaking reflectively and critically.
• Progress as Self-Directed, Life-Long Learners by actively participating in the learning process to acquire a body of knowledge as a basis for learning.

HONORS GEOMETRY

Prerequisite: A grade of "A" in Algebra 1 and a teacher recommendation.

Honors Geometry is designed primarily for the 9th grader who is accelerated and highly motivated. The course content is similar to Geometry; however topics are explored in greater depth. Additional topics and projects are included as time permits.

ALGEBRA 2

Prerequisite: Completion of Geometry with a grade of 'C' or better.

This course is the third course in the college-preparatory sequence. Successful completion is required for admission to all four-year colleges and universities.

Understanding and Knowledge:
• Build on and expand mathematical content and concepts from algebra 1, geometry and discrete mathematics to enhance understanding and application of advanced algebraic concepts and procedures.
• Investigate and explore problems that develop and extend algebraic skills, concepts, and relationships.
• Extend knowledge of function families and become familiar with new ones to provide models in applied settings.
• Develop mastery of the California Math Standards in algebra 2 and the remaining Standards in probability & statistics.

Skills: Students will be able to...
• Gather data, interpret and analyze the data, and find and apply appropriate algebraic models to solve problems in authentic settings.
• Use appropriate technology to enhance learning, understanding, and applying course content
• Communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models, tables, graphs, and symbols.
• Develop proficiency by:
  • Determining lines of best fit, writing and solving linear equations and inequalities
  • Exploring inequalities of linear and non-linear functions including absolute value and quadratics.
  • Solving systems of linear equations and inequalities symbolically, graphically, and with matrices to solve problems such as linear programming (optimization).
• Analyzing patterns and structures in algebra with arithmetic and geometric sequences and series, real numbers (and its subsets), and complex numbers.
• Exploring quadratic models by using significant features of their graphs to develop models, finding solutions through graphing, factoring, and using the quadratic formula, and extending these concepts to other conic sections and quadratic systems.
• Exploring power models through properties of exponents, solution of radical equations, and analysis of composite functions and functions of variation (inverse, combined, and joint).
• Exploring polynomial functions to determine significant features of their graphs, solve problems in context, and observe their relationship to rational functions, their properties and graphs.
• Extending the concept of change with exponential and logarithmic functions, their properties, solutions, and applications.
• Extending the study of probability to include permutations, combinations, compound events, and the Binomial Theorem.
• Exploring the six trigonometric ratios of a right triangle and their related Pythagorean identities
• Reviewing and practicing fundamental skills from prior courses and designing statistical projects to explore sampling techniques and concepts involving normal distribution.

Assessments and ESLRs: Students will...
• Progress as Complex Thinkers by learning to access, analyze, interpret, and synthesize information to formulate conclusions and solve problems.
• Progress as Effective Communicators by utilizing multiple forms of communications to express understanding of content.
• Progress as Producers of Quality Work by developing, creating, and supporting their work.
HONORS ALGEBRA 2

Prerequisite: A grade of “A” in geometry with teacher recommendation. A grade of “B” or better in Honors Geometry is recommended and/or a teacher recommendation.

Honors Algebra 2 is designed as the second year course for the honors student who has successfully mastered Geometry. The course content is similar to Algebra 2; however, topics are explored in greater depth. Additional topics and projects are included as time permits.

FUNCTIONS, STATISTICS, AND TRIGONOMETRY

Prerequisite: Teacher recommendation and completion of Algebra 2 or Honors Algebra 2 with a grade of “C” or better.

This course is a college-preparatory mathematics elective. It is designed to follow Algebra 2 with extended mathematical concepts that enhance critical thinking skills and prepare students for PreCalculus and the SAT II Mathematics Test.

Understanding and knowledge:
- Build on and expand mathematical content and concepts from Algebra 2 coursework to enhance understanding and application of advanced algebraic concepts and procedures.
- Extend knowledge of function families and be familiarized with new ones to provide models in applied settings.
- Investigate, explore and conjecture topics from statistics.
- Investigate topics in trigonometry in preparation for the SAT II Mathematics Test.
- Investigate connections and relationships with appropriate use of technology.
- Explore and apply data to extend and develop problem solving and algebraic thinking.

Skills: Students will be able to . . .
- Communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models, tables, graphs, and symbols.
- Apply verbal, analytical, graphical, and numerical approaches to problem solving in authentic settings.
- Use appropriate technology to enhance learning, understanding, and applying course content.
- Develop proficiency by analyzing characteristics of models, graphs, and properties of a variety of function families—linear, polynomial, rational, exponential, logarithmic, and trigonometric.
- Extending understanding of statistics: graphical representation of data, normal approximations, simulations, and binomial probabilities.
- Investigating transformations of graphs.
- Exploring trigonometric functions, identities, graphs and applications.

Assessments and ESLRS: Students will . . .
- Progress as Complex Thinkers by strengthening their ability to investigate, analyze, interpret, and apply information and concepts to formulate conclusions and solve problems.
- Progress as Effective Communicators by fostering understanding and forging connections with applications beyond the classroom.
- Progress as Self-Directed, Life-long Learners who are able to approach life with intellectual curiosity and be willing to take intellectual risks.
- Participate successfully in the SAT II Mathematics Test.

ADVANCED PLACEMENT STATISTICS

Prerequisite: Grade of “B” or higher in Honors Algebra 2, Honors Precalculus, or Functions, Statistics and Trigonometry recommended and teacher recommendation. A grade of “A” both semesters of Algebra 2 and teacher recommendation.

This course is a college-preparatory mathematics elective. It is equivalent to a one-semester, introductory college Statistics course that does not require Calculus as a prerequisite. Students who successfully complete the course and pass the College Board’s Advanced Placement Statistics Examination may receive credit and/or advanced placement for a one-semester introductory college Statistics course. Successful completion is encouraged for admission to the most competitive four-year colleges and universities.

Understanding and knowledge:
- Students will build on and expand content and concepts pertaining to Discrete Mathematics from prior college-preparatory math coursework.
- Students will develop strategies to collect, analyze, interpret, and conjecture about data.
- Students will produce and confirm mathematical models using probability theory and simulations.
Students will demonstrate use of higher-level critical thinking and problem solving.

Students will develop mastery of the California Math Standards in Advanced Statistics.

Skills: Students will be able to . . .

- Analyze data by observing patterns and departures from patterns in data.
- Create a strategic plan for a study.
- Anticipate & predict the distribution of data under a given model using probability.
- Determine the selection of appropriate models through statistical inferences.
- Use appropriate technology to enhance learning, understanding, and applying course content.

Develop proficiency by:

- Interpreting graphical displays of distributions of univariate data and explore bivariate data.
- Summarizing and comparing univariate distributions by measuring central tendencies, spread, and position
- Exploring bivariate data with the Least Squares Regression Line
- Planning and conducting surveys and experiments
- Investigating a variety of distributions—probability distributions, normal distributions, and sampling distributions
- Utilizing confidence intervals and tests of significance appropriately

Assessments and ESLRS: Students will…

- Progress as Complex Thinkers by asking essential and relevant questions and deciding upon a method of data collection and analysis.
- Progress as Effective Communicators by making recommendations based on justifiable rationale.
- Progress as Self-Directed, Life-Long Learners by setting and striving toward realistic goals, as demonstrated by successful participation in the national Advanced Placement Examination conducted by the College Board.

HONORS PRECALCULUS

Prerequisite: Grade of “B” or higher in Honors Algebra 2 or Functions, Statistics and Trigonometry is recommended and teacher recommendation. Grade of “A” in Algebra 2 both semesters and teacher recommendation.

This course is a college-preparatory mathematics elective. It is designed to introduce mathematical concepts and to extend critical thinking skills and rigor to prepare a student for success in Calculus. Successful completion is encouraged for admission to the most competitive four-year colleges and universities.

Understanding and knowledge:

- Students will build on and expand mathematical content and concepts from prior college-preparatory math coursework to enhance understanding and application of advanced algebraic concepts and procedures.
- Students will extend knowledge of prior function families and become familiar with new ones to provide models in applied settings.
- Students will build upon fundamental trigonometric ideas learned earlier to complete the broad range of right triangle and circular trigonometry concepts and applications.
- Students will investigate connections and relationships among the mathematical concepts.
- Students will explore mathematical proof and higher-level critical thinking and problem solving.
- Students will develop mastery of the California Math Standards in Pre-Calculus and in Trigonometry.

Skills: Students will be able to . . .

- Communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models, tables, graphs and symbols.
- Apply verbal, analytical, graphical, and numerical approaches to problem solving in authentic settings.
- Develop strategies to transition from knowledge of concepts and skills to theoretical reasoning and application of concepts.
- Use appropriate technology to enhance learning, understanding, and applying course content.
- Develop proficiency by analyzing characteristics of models, graphs, and properties of a variety of function families—linear, polynomial, rational, exponential, logarithmic, and trigonometric.
- Exploring applications involving these function families from a variety of academic disciplines.
- Acquiring familiarity with strategies for mathematical proof.
- Investigating the concept of limit and its implications for Calculus.
- Extending understanding of topics such as systems of equations and inequalities, matrices, conic sections, sequences and series, probability and statistics.
- Investigating the graphs of Complex numbers with polar graphing.
- Working with concepts from three-dimensional analytic geometry involving vectors.

Assessments and ESLRS: Students will…
Progress as Complex Thinkers by strengthening their ability to analyze, interpret, and synthesize information to formulate conclusions and solve problems.

Progress as Effective Communicators by reading, writing, and speaking reflectively to express understanding of content.

Progress as Producers of Quality Work by creating, and supporting their work with appropriate rigor.

CALCULUS

Prerequisite: Grade of “B” or higher in Honors PreCalculus recommended and teacher recommendation.

This course is the first year of a college-level Calculus course, through California State University Fullerton, taught on our own campus. Required CSUF placement test is given in June. It is designed to foster both conceptual understanding and facility with appropriate skills in developing differential and integral calculus. Successful completion is desirable for admission to the most competitive four-year colleges and universities.

Understanding and knowledge:

- Students will build on and expand mathematical content and concepts from Honors PreCalculus.
- Students will extend knowledge of prior function families to provide models in applied settings.
- Students will investigate the concept of change and interpret and apply it to physical phenomena, economics, and science.
- Students will explore the central concept of limit.
- Students will investigate connections and relationships among the mathematical concepts.
- Students will explore mathematical proof and higher-level critical thinking and problem solving.
- Students will develop mastery of the California Math Standards in Calculus.

Skills: Students will be able to . . .

- Communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models, tables, graphs and symbols.
- Apply verbal, analytical, graphical, and numerical approaches to problem solving in authentic settings.
- Develop and extend strategies to transition from knowledge of concepts and skills to theoretical reasoning and application of concepts.
- Use appropriate technology to enhance learning, understanding, and applying course content.

Develop proficiency by . . .

- Analyze characteristics of models, graphs, and properties of a variety of function families—linear, polynomial, rational, exponential, logarithmic, and trigonometric.
- Explore applications involving these function families from a variety of academic disciplines.
- Develop and synthesize understanding of the key concepts of the derivative and the integral and how they are inter-related.
- Acquire skills & strategies to problem solve with the processes of differentiation and integration.
- Investigate the concept of limit and its implications for Calculus.
- Develop and apply differential equations.
- Broaden the understanding of sequences and series to the use of Taylor and Fourier Series as approximations for functions.

Assessments and ESLRS: Students will . . .

- Progress as Complex Thinkers by strengthening their ability to analyze, interpret, and synthesize information to formulate conclusions and solve problems.
- Progress as Effective Communicators utilizing multiple forms of communication to express understanding of course content and supporting their work with appropriate rigor.
- Progress as Self-Directed, Life-Long Learners by acquiring, applying, and appreciating the richness of the mathematics that integrates academic disciplines.
The Science program at Northwood High School will give students an important foundation in all of the sciences by using an integrated approach. The students will be provided with an in-depth exposure to concepts from biology, physics, chemistry and earth / space sciences, with particular focus on the interrelationships among these disciplines. The Integrated Science program will emphasize critical thinking skills.

Integrated Science will consist of two year-long courses. College preparatory Integrated Science 1 and Honors Integrated Science 1 will be offered at the freshmen level, and college preparatory Integrated Science 2 and Honors Integrated Science 2 will be offered at the sophomore level. Throughout the year, rigorous scientific investigations will be performed which cover important concepts and issues in the sciences. Students will investigate the role of biological systems in sustaining human life, the underlying chemistry of everyday materials and the world around us, and the energy that must be applied to meet human needs. Students completing the Integrated Science sequence will be prepared to enroll in additional science courses, such as AP Biology, AP Chemistry, AP Physics, AP Environmental Science, Chemistry, Marine Science, and Anatomy and Physiology. Upon graduation, students will possess the skills and abilities to make informed decisions regarding important public issues with respect to energy, the environment and medical advances in a scientific context.

A typical schedule would include an Integrated Science course taught on alternating days for an entire year. The schedule below illustrates how this might look for a typical freshman who is also enrolled in Humanities Core 9 and Algebra 1.

<table>
<thead>
<tr>
<th>ODD DAY</th>
<th>EVEN DAY</th>
</tr>
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<tbody>
<tr>
<td>1 Humanities 9</td>
<td>2 Humanities 9</td>
</tr>
<tr>
<td>World History</td>
<td>World Literature</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5 Integrated Science 1</td>
<td>6  Algebra 1</td>
</tr>
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<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

Science Class Sequence

<table>
<thead>
<tr>
<th>Honors Focus</th>
<th>College Prep Focus</th>
<th>Non-College Prep Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>9th</td>
<td>9th</td>
</tr>
<tr>
<td>Honors Integrated Science 1</td>
<td>Integrated Science 1</td>
<td>General Science 1</td>
</tr>
<tr>
<td>10th</td>
<td>10th</td>
<td>10th</td>
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<tr>
<td>Honors Integrated Science</td>
<td>Integrated Science 2</td>
<td>General Science 2 or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Integrated Science 1</td>
</tr>
<tr>
<td>11th</td>
<td>11th</td>
<td>11th</td>
</tr>
<tr>
<td>Physics</td>
<td>Marine Science</td>
<td>Horticulture or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Integrated Science 2</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Anatomy/Physiology</td>
<td></td>
</tr>
<tr>
<td>AP Biology</td>
<td>Physics</td>
<td></td>
</tr>
<tr>
<td>AP Environmental Science</td>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>AP Physics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12th</td>
<td>12th</td>
<td>12th</td>
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<tr>
<td>AP Physics</td>
<td>Anatomy/Physiology</td>
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</table>
### Science – PREREQUISITES 2010-201

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Prerequisite</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>*General Science 1</td>
<td>Concurrent enrollment in Basic Algebra</td>
<td>9+</td>
</tr>
<tr>
<td>*Integrated Science 1</td>
<td>Concurrent enrollment in Algebra 1</td>
<td>9+</td>
</tr>
<tr>
<td>*Honors IS1</td>
<td>Concurrent enrollment in Geometry</td>
<td>9+</td>
</tr>
<tr>
<td>* GS2</td>
<td>Concurrent enrollment in Basic Algebra or Algebra 1 and recommended by current science teacher</td>
<td>10+</td>
</tr>
<tr>
<td>*IS2</td>
<td>Concurrent enrollment in Geometry</td>
<td>10+</td>
</tr>
<tr>
<td>*Honors IS2</td>
<td>Concurrent enrollment in Algebra 2 Or current science teacher recommendation</td>
<td>10+</td>
</tr>
<tr>
<td>*Horticulture 1</td>
<td>None</td>
<td>11-12</td>
</tr>
<tr>
<td>*Horticulture 2</td>
<td>None</td>
<td>11-12</td>
</tr>
<tr>
<td>*Anatomy &amp; Physiology</td>
<td>C in IS1 and IS2</td>
<td>11-12</td>
</tr>
<tr>
<td>*Marine Science</td>
<td>C in IS1 and IS2</td>
<td>11-12</td>
</tr>
<tr>
<td>*Chemistry</td>
<td>C in IS1 and IS2 B in Algebra 1</td>
<td>11-12</td>
</tr>
<tr>
<td>*Chemistry AP</td>
<td>3.5 in Chemistry 3.5 GPA in Honors IS1 and HIS 2 Concurrent enrollment in H PreCalculus Current science teacher recommendation</td>
<td>11-12</td>
</tr>
<tr>
<td>*Biology AP</td>
<td>3.5 GPA in HIS 1 and HIS2 or 4.0 GPA in IS1 and IS2 Current science teacher recommendation</td>
<td>11-12</td>
</tr>
<tr>
<td>*Environmental Science AP</td>
<td>4.0 in IS2 and Geometry Current science teacher recommendation</td>
<td>11-12</td>
</tr>
<tr>
<td>*Physics</td>
<td>C in IS1 and IS2 Concurrent enrollment in Algebra 2</td>
<td>11-12</td>
</tr>
<tr>
<td>*Physics AP</td>
<td>3.5 HIS1 and HIS2 Concurrent enrollment in H PreCalculus Current science teacher recommendation</td>
<td>11-12</td>
</tr>
</tbody>
</table>
GENERAL SCIENCE 1

Prerequisite: Freshman concurrently enrolled in Basic Algebra

General Science 1 is a full-year class which meets high school graduation requirements. GS-1 is the first of a two year course in general science. This course prepares students for the second year of our general science program or for Integrated Science 1 if a student enrolls in Algebra 1. It is a thematic approach to learning Biology, Chemistry, Physics and Earth/Space Science with an emphasis on evolution, problem solving and critical thinking.

Student participation in laboratory exercises and the development of critical thinking and problem-solving skills will be stressed in this course.

It is strongly recommended that students purchase a lab manual each semester.

Understanding and Knowledge: Students will understand and know:

- The role of science in our daily lives.
- Scientific Progress is made by asking meaningful questions and conducting careful investigations.
- Newton’s laws predict the motion of most objects.
- The laws of conservation of energy and momentum provide a way to predict and describe the movement of objects.
- Energy cannot be created nor destroyed, although in many processes energy is transferred to the environment as heat.
- Waves have characteristic properties that do not depend on the type of wave.
- The periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure.
- Biological, chemical, and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules.
- The kinetic molecular theory describes the motion of atoms and molecules and explains the properties of gases.
- Solutions are homogenous mixtures of two or more substances.
- Energy is exchanged or transformed in all chemical reactions and physical changes of matter.
- Nuclear processes are those in which an atomic nucleus changes, including radioactive decay of naturally occurring and human-made isotopes, nuclear fission, and nuclear fusion.
- Mutation and sexual reproduction lead to genetic variation in a population.
- A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization.
- Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism.
- Evolution is the result of genetic changes that occur in constantly changing environments.
- Astronomy and planetary exploration reveal the solar system's structure, scale, and change over time.
- Earth-based and space-based astronomy reveal the structure, scale, and changes in stars, galaxies, and the universe over time.
- Plate tectonics operating over geologic time have changed the patterns of land, sea, and mountains on Earth's surface.
- Energy enters the Earth system primarily as solar radiation and eventually escapes as heat.
- Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents.
- Climate is the long-term average of a region's weather and depends on many factors.
- Each element on Earth moves among reservoirs, which exist in the solid earth, in oceans, in the atmosphere, and within and among organisms as part of biogeochemical cycles.
- Life has changed Earth's atmosphere, and changes in the atmosphere affect conditions for life.
- The geology of California underlies the state's wealth of natural resources as well as its natural hazards.

Skills and Assessment: Students will be able to:

- Develop their own questions and perform investigations.
- Select and use appropriate tools and technology to perform tests, collect data, analyze relationships, and display data.
- Identify and communicate sources of unavoidable experimental error.
- Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
- Formulate explanations by using logic and evidence.
- Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.
- Distinguish between hypothesis and theory as scientific terms.
- Recognize the usefulness and limitations of models and theories as scientific representations of reality.
- Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem.)
- Recognize the issues of statistical variability and the need for controlled tests.
- Recognize the cumulative nature of scientific evidence.
- Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
- Investigate science-based societal issues by researching the literature, analyzing data, and communicating the findings.
Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets.)

Communicate effectively and appropriately in oral and written form.

Demonstrate complex thinking through a variety of expressive forms, including but not limited to tests, quizzes, lab practices, lab write-ups, oral presentations, individual and group projects, model building, and debates.

Produce quality work.

Become healthy individuals.

Become self-directed, life-long learners.

Become community participants.

INTEGRATED SCIENCE 1

Prerequisite: Concurrent enrollment in Algebra 1.

Integrated Science 1AB satisfies part of the IUSD graduation requirement in the sciences and is a full-year college preparatory class that meets part of the University of California and California State University entrance requirements. IS-1 is the first of a two-year course in integrated science. This course prepares students for the second year of our integrated program. It is designed to integrate Biology, Chemistry, Physics and Earth/Space Science in a thematic approach with an emphasis on evolution, problem solving and critical thinking. Student participation in laboratory exercises and the development of critical thinking and problem-solving skills will be stressed in this course. It is strongly recommended that students purchase a lab manual each semester.

Understanding and Knowledge: Students will understand and know:

- The role of science in our daily lives.
- Scientific Progress is made by asking meaningful questions and conducting careful investigations.
- Newton’s laws predict the motion of most objects.
- The laws of conservation of energy and momentum provide a way to predict and describe the movement of objects.
- Energy cannot be created nor destroyed, although in many processes energy is transferred to the environment as heat.
- Waves have characteristic properties that do not depend on the type of wave.
- The periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure.
- Biological, chemical, and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules.
- The kinetic molecular theory describes the motion of atoms and molecules and explains the properties of gases.
- Solutions are homogenous mixtures of two or more substances.
- Energy is exchanged or transformed in all chemical reactions and physical changes of matter.
- Nuclear processes are those in which an atomic nucleus changes, including radioactive decay of naturally occurring and human-made isotopes, nuclear fission, and nuclear fusion.
- Mutation and sexual reproduction lead to genetic variation in a population.
- A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization.
- Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism.
- Evolution is the result of genetic changes that occur in constantly changing environments.
- Astronomy and planetary exploration reveal the solar system's structure, scale, and change over time.
- Earth-based and space-based astronomy reveal the structure, scale, and changes in stars, galaxies, and the universe over time.
- Plate tectonics operating over geologic time have changed the patterns of land, sea, and mountains on Earth's surface.
- Energy enters the Earth system primarily as solar radiation and eventually escapes as heat.
- Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents.
- Climate is the long-term average of a region's weather and depends on many factors.
- Each element on Earth moves among reservoirs, which exist in the solid earth, in oceans, in the atmosphere, and within and among organisms as part of biogeochemical cycles.
- Life has changed Earth's atmosphere, and changes in the atmosphere affect conditions for life.
- The geology of California underlies the state's wealth of natural resources as well as its natural hazards.

Skills and Assessment: Students will be able to:

- Develop their own questions and perform investigations. Select and use appropriate tools and technology to perform tests, collect data, analyze relationships, and display data.
- Identify and communicate sources of unavoidable experimental error.
HONORS INTEGRATED SCIENCE 1

Prerequisite: Concurrent enrollment in Geometry or above.

Integrated Science 1AB satisfies part of the IUSD graduation requirement in the sciences and is a full-year college preparatory class that meets part of the University of California and the California State University entrance requirements. IS-1 is the first of a two-year course in integrated science. This course prepares students for the second year of our integrated program. It is designed to integrate Biology, Chemistry, Physics, and Earth/Space Science in a thematic approach with an emphasis on evolution, problem solving, and critical thinking. Student participation in laboratory exercises and the development of critical thinking and problem-solving skills will be stressed in this course. This course content is similar to Integrated Science 1, but topics are explored in greater depth. Students will be expected to take a more scholarly approach to the material as well as demonstrate a high level of motivation, engagement, and creativity.

It is strongly recommended that students purchase a lab manual each semester.

Understanding and Knowledge: Students will understand and know:

- The role of science in our daily lives.
- Scientific Progress is made by asking meaningful questions and conducting careful investigations.
- Newton’s laws predict the motion of most objects.
- The laws of conservation of energy and momentum provide a way to predict and describe the movement of objects.
- Energy cannot be created nor destroyed, although in many processes energy is transferred to the environment as heat.
- Waves have characteristic properties that do not depend on the type of wave.
- The periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure.
- Biological, chemical, and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules.
- The kinetic molecular theory describes the motion of atoms and molecules and explains the properties of gases.
- Solutions are homogenous mixtures of two or more substances.
- Energy is exchanged or transformed in all chemical reactions and physical changes of matter.
- Nuclear processes are those in which an atomic nucleus changes, including radioactive decay of naturally occurring and human-made isotopes, nuclear fission, and nuclear fusion.
- Mutation and sexual reproduction lead to genetic variation in a population.
- A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization.
- Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism.
- Evolution is the result of genetic changes that occur in constantly changing environments.
- Astronomy and planetary exploration reveal the solar system’s structure, scale, and change over time.
- Earth-based and space-based astronomy reveal the structure, scale, and changes in stars, galaxies, and the universe over time.
- Plate tectonics operating over geologic time have changed the patterns of land, sea, and mountains on Earth’s surface.
- Energy enters the Earth system primarily as solar radiation and eventually escapes as heat.
• Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents.
• Climate is the long-term average of a region's weather and depends on many factors.
• Each element on Earth moves among reservoirs, which exist in the solid earth, in oceans, in the atmosphere, and within and among organisms as part of biogeochemical cycles.
• Life has changed Earth's atmosphere, and changes in the atmosphere affect conditions for life.
• The geology of California underlies the state's wealth of natural resources as well as its natural hazards.

Skills and Assessment: Students will be able to:
• Develop their own questions and perform investigations.
• Select and use appropriate tools and technology to perform tests, collect data, analyze relationships, and display data.
• Identify and communicate sources of unavoidable experimental error.
• Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
• Formulate explanations by using logic and evidence.
• Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.
• Distinguish between hypothesis and theory as scientific terms.
• Recognize the usefulness and limitations of models and theories as scientific representations of reality.
• Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem.)
• Recognize the issues of statistical variability and the need for controlled tests.
• Recognize the cumulative nature of scientific evidence.
• Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
• Investigate science-based societal issues by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.
• Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g. the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets.)
• Communicate effectively and appropriately in oral and written form.
• Demonstrate complex thinking through a variety of expressive forms, including but not limited to tests, quizzes, lab practices, lab write-ups, oral presentations, individual and group projects, model building, and debates.
• Produce quality work.
• Become healthy individuals.
• Become self-directed, life-long learners.
• Become community participants.

GENERAL SCIENCE 2

Prerequisite: Sophomores recommended by current science teacher and not enrolled in Algebra 1

General Science 2 is a full-year class which meets high school graduation requirements. GS-2 is the second year of a two year course in general science. It is a continuation of the thematic approach to learning Biology, Chemistry, Physics and Earth/Space Science encountered in GS-1, with an emphasis on environmental sustainability, problem solving and critical thinking. Student participation in laboratory exercises and the development of critical thinking and problem-solving skills will be stressed in this course.

It is strongly recommended that students purchase a lab manual each semester.

Understanding and Knowledge: Students will understand and know:
• The role of science in our daily lives.
• Scientific Progress is made by asking meaningful questions and conducting careful investigations.
• The laws of conservation of energy and momentum provide a way to predict and describe the movement of objects.
• Energy cannot be created nor destroyed, although in many processes energy is transferred to the environment as heat.
• Electric and magnetic phenomena are related and have many practical applications.
• The conservation of atoms in chemical reactions leads to the principle of conservation of matter and the ability to calculate the mass of products and reactants.
• The kinetic molecular theory describes the motion of atoms and molecules and explains the properties of gases.
• Acids, bases, and salts are three classes of compounds that form ions in water solutions.
• Energy is exchanged or transformed in all chemical reactions and physical changes of matter.
• Chemical reaction rates depend on factors that influence the frequency of collision of reactant molecules.
• Chemical equilibrium is a dynamic process at the molecular level.
• The bonding characteristics of carbon allow the formation of many different organic molecules of varied sizes, shapes, and chemical properties and provide the biochemical basis of life.
• The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells.
• Mutation and sexual reproduction lead to genetic variation in a population.
• A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization.
• Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism.
• The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells.
• Stability in an ecosystem is a balance between competing effects.
• The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time.
• Evolution is the result of genetic changes that occur in constantly changing environments.
• As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment.
• Organisms have a variety of mechanisms to combat disease.
• Energy enters the Earth system primarily as solar radiation and eventually escapes as heat.
• Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents.
• Each element on Earth moves among reservoirs, which exist in the solid earth, in oceans, in the atmosphere, and within and among organisms as part of biogeochemical cycles.

Skills and Assessment: Students will be able to:
• Develop their own questions and perform investigations.
• Select and use appropriate tools and technology to perform tests, collect data, analyze relationships, and display data.
• Identify and communicate sources of unavoidable experimental error.
• Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
• Formulate explanations by using logic and evidence.
• Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.
• Distinguish between hypothesis and theory as scientific terms.
• Recognize the usefulness and limitations of models and theories as scientific representations of reality.
• Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem.)
• Recognize the issues of statistical variability and the need for controlled tests.
• Recognize the cumulative nature of scientific evidence.
• Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
• Investigate science-based societal issues by researching the literature, analyzing data, and communicating the findings.
• Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.
• Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g. the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets.)
• Communicate effectively and appropriately in oral and written form.
• Demonstrate complex thinking through a variety of expressive forms, including but not limited to tests, quizzes, lab practices, lab write-ups, oral presentations, individual and group projects, model building, and debates.
• Produce quality work.
• Become healthy individuals.
• Become self-directed, life-long learners.
• Become community participants.

INTEGRATED SCIENCE 2

Prerequisite: Concurrent enrollment in Geometry or above.

Integrated Science 2 AB satisfies part of the IUSD graduation requirement in the sciences and is a full-year college preparatory class that meets part of the University of California and California State University entrance requirements. IS-2 is the second year of a two year course in integrated science. This course prepares students for advanced courses in the science department. It is designed to integrate Biology, Chemistry, Physics and Earth/Space Science in a thematic approach with an emphasis on environmental sustainability, problem solving and critical thinking. Student participation in laboratory exercises and the development of critical thinking and problem solving skills will be stressed in this course. It is strongly recommended that students purchase a lab manual each semester. Students should also save their lab manual from IS-1 for further reference, since IS-2 is a continuation of IS-1.

Understanding and Knowledge: Students will understand and know:
• The role of science in our daily lives.
• Scientific Progress is made by asking meaningful questions and conducting careful investigations.
The laws of conservation of energy and momentum provide a way to predict and describe the movement of objects.
Energy cannot be created nor destroyed, although in many processes energy is transferred to the environment as heat.
Electric and magnetic phenomena are related and have many practical applications.
The conservation of atoms in chemical reactions leads to the principle of conservation of matter and the ability to calculate the mass of products and reactants.
The kinetic molecular theory describes the motion of atoms and molecules and explains the properties of gases.
Acids, bases, and salts are three classes of compounds that form ions in water solutions.
Energy is exchanged or transformed in all chemical reactions and physical changes of matter.
Chemical reaction rates depend on factors that influence the frequency of collision of reactant molecules.
Chemical equilibrium is a dynamic process at the molecular level.
The bonding characteristics of carbon allow the formation of many different organic molecules of varied sizes, shapes, and chemical properties and provide the biochemical basis of life.
The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells.
Mutation and sexual reproduction lead to genetic variation in a population.
A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization.
Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism.
The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells.
Stability in an ecosystem is a balance between competing effects.
The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time.
Evolution is the result of genetic changes that occur in constantly changing environments.
As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment.
Organisms have a variety of mechanisms to combat disease.
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Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents.
Each element on Earth moves among reservoirs, which exist in the solid earth, in oceans, in the atmosphere, and within and among organisms as part of biogeochemical cycles.

Skills and Assessment: Students will be able to:

- Develop their own questions and perform investigations.
- Select and use appropriate tools and technology to perform tests, collect data, analyze relationships, and display data.
- Identify and communicate sources of unavoidable experimental error.
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- Communicate effectively and appropriately in oral and written form.
- Demonstrate complex thinking through a variety of expressive forms, including but not limited to tests, quizzes, lab practices, lab write-ups, oral presentations, individual and group projects, model building, and debates.
- Produce quality work.
- Become healthy individuals.
- Become self-directed, life-long learners.
- Become community participants.

HONORS INTEGRATED SCIENCE 2

Prerequisite: Concurrent enrollment in Algebra 2 or current science teacher recommendation.
Integrated Science 2 AB satisfies part of the IUSD graduation requirement in the sciences and is a full-year college preparatory class that meets part of the University of California and California State University entrance requirements. IS-2 is the second year of a two year course in integrated science. This course prepares students for advanced courses in the science department. It is designed to integrate Biology, Chemistry, Physics and Earth/Space Science in a thematic approach with an emphasis on environmental sustainability, problem solving and critical thinking. Student participation in laboratory exercises and the development of critical thinking and problem-solving skills will be stressed in this course. This course content is similar to Integrated Science 2, but topics are explored in greater depth.

Students will be expected to take a more scholarly approach to the material as well as demonstrate a high level of motivation, engagement, and creativity.

It is strongly recommended that students purchase a lab manual each semester. Students should also save their lab manual from IS-1 for further reference, since IS-2 is a continuation of IS-1.

**Understanding and Knowledge: Students will understand and know:**

- The role of science in our daily lives.
- Scientific Progress is made by asking meaningful questions and conducting careful investigations.
- The laws of conservation of energy and momentum provide a way to predict and describe the movement of objects.
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**Skills and Assessment: Students will be able to:**

- Develop their own questions and perform investigations.
- Select and use appropriate tools and technology to perform tests, collect data, analyze relationships, and display data.
- Identify and communicate sources of unavoidable experimental error.
- Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
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- Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.
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- Recognize the issues of statistical variability and the need for controlled tests.
- Recognize the cumulative nature of scientific evidence.
- Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
- Investigate science-based societal issues by researching the literature, analyzing data, and communicating the findings.
- Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.
Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g. the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets.)

- Communicate effectively and appropriately in oral and written form.
- Demonstrate complex thinking through a variety of expressive forms, including but not limited to tests, quizzes, lab practices, lab write-ups, oral presentations, individual and group projects, model building, and debates.
- Produce quality work.
- Become healthy individuals.
- Become self-directed, life-long learners.
- Become community participants.

**ANATOMY AND PHYSIOLOGY**

**Prerequisite: Completion of Integrated Science 1 and Integrated Science 2 with a grade of or better.**

Anatomy and Physiology is a full-year college preparatory class that meets the University of California and the California State University requirement for laboratory science. Anatomy and Physiology emphasizes the integrative nature of the systems of the human body, pathologies related to these systems, maintenance of healthy systems, analytical thinking, laboratory skills (particularly dissection skills), research of current topics, and effective and creative presentation of information. Main topics include Levels of Organization, Support and Movement, Integration and Coordination, Transport, Absorption and Excretion, and the Human Life Cycle. Students are required to pass the first semester in order to enroll in the second semester. Dissections are required; no alternative assignments will be given. It is strongly recommended that students purchase a lab manual.

**Understanding and Knowledge:**

- **Levels of Organization**
  - Anatomical Directions and Terms
  - Review of Organic Molecules of Life, Cell Structures, Glycolysis, Cellular Respiration and Lactic Acid Fermentation, and Tissues
- **Support and Movement**
  - Integumentary, Skeletal, and Muscular Systems
- **Integration and coordination**
  - Nervous System, Sensory and Motor Systems, and the Endocrine System
- **Transport**
  - Chemistry and Components of Blood, Cardiovascular and Lymphatic Systems
  - Immunity
- **Absorption and Excretion**
  - Digestion and Nutrition
  - Respiratory and Urinary Systems
  - Water, Electrolyte and Acid-Base Balance
- **The Human Life Cycle**
  - Reproductive Systems
  - Growth and Development

**Skills: Students will be able to:**

- Apply the scientific process (observe, research, hypothesize, collect and organize data, draw conclusions, and communicate).
- Conduct laboratory investigations according to protocol.
- Write qualitative descriptions and take and record quantitative metric measurements.
- Develop proportional representations of dissected organs and organisms (scale).
- Use technology to effectively communicate results and conclusions of experiments and research.
- Demonstrate proficiency in the use of laboratory equipment, particularly dissecting utensils.
- Analyze case studies of human pathologies.

**Assessment and ESLRs: Students will...**

- Demonstrate complex thinking by making hypotheses, drawing conclusions, and making predictions that are consistent with evidence, all the while, continually re-evaluating those hypotheses, conclusions, and predictions as new evidence is discovered or presented.
- Demonstrate effective communication skills by using multiple forms of communication to express understanding of course content and by involvement in class or group discussions and activities.
- Demonstrate that they are producers of quality by working toward standards expressed in various grading rubrics.
MARINE SCIENCE

Prerequisite: Completion of IS1 and IS2 with a C or better

Marine Science is designed to be an in-depth study of the physical and biological properties of the world’s oceans. Topics covered include physical oceanography, which covers plate tectonics, seawater chemistry, currents, tides, beach processes, sand, waves, marine pollution and marine biology including marine habitats, classification, evolution, marine ecology, and marine mammals.

It is strongly recommended that students purchase a lab manual each semester.

Understanding and Knowledge:

Physical Oceanography
- Plate tectonics
- Beach processes
- Tides
- Waves
- Marine Pollution

Marine Biology
- Marine Habitats
- Classification
- Evolution
- Marine Ecology
- Marine Mammals

Skills: Students will be able to...
- Use the scientific process.
- Use the scientific method to solve problems.
- Use the metric system.
- Design and conduct research through scientific and laboratory investigations using qualitative and quantitative measurements.
- Exhibit, organize and present the results and conclusions of experiments and research.
- Use problem-solving skills to conduct laboratory investigations, and incorporate research of current scientific literature and other sources of information into these projects.
- Use scientific equipment.
- Demonstrate proficiency in the usage of laboratory equipment.
- Demonstrate the usage of technological equipment.
- Analyze and understand scientific concepts.
- Apply critical thinking and problem-solving skills in order to analyze mathematical, statistical and scientific data.
- Identify objective scientific evidence and evaluate the advantages and disadvantages of different solutions to a problem.
- Demonstrate, analyze and reflect upon personal and social responsibility to the world as an informed and conscientious citizen.
- Identify and explain science as a human endeavor wherein teams of scientists work.
- Work together on personal and social perspectives in an effort to understand the world around them.
- Communicate effectively and appropriately in oral and written form.

Assessment & ESLRs: Students will...
- Students will form hypotheses and conclusions based on observations, explanations, models and predictions consistent with evidence while continually re-evaluating those hypotheses as new evidence is discovered.
- Design and use tables, graphs, charts and written analyses to communicate findings and conclusions obtained from collected data while comparing and contrasting other conclusions based on the same data.
- Investigate scientific phenomena through laboratory investigations and research done independently and as a group by identifying variables which could affect experimental results.
- Appropriately demonstrate and use scientific instruments and technology to collect, organize, and analyze date.
- Study and evaluate various solutions to challenges facing communities, using concepts of chemistry and distinguish between opinions and appropriate scientific data.

HORTICULTURE 1

Prerequisite: Non-college prep course open to Juniors and Seniors
Completion of General Science 1 and 2 with a grade of “C” or better.
Horticulture 1 is a one-semester, hands-on course providing an introduction to horticulture practices. This course is designed for the responsible, self-motivated student who wants to actively participate in the design and maintenance of school gardens while learning basic principles of horticulture science. Horticulture 1 content includes: plant growth, soils, plant propagation, plant diseases, and gardening tools and techniques.

Understanding and Knowledge:
- Understand the botany of plant structures and cells
- Explain plant classifications.
- Discuss the importance of soils, to include understanding soil texture and structure, and soil amendments.
- Understand basic gardening activities such as seed planting, watering schedules, and careful use of fertilizers.
- Identify common plant pests and diseases.

Skills: Students will be able to …
- Identify conditions required for good plant growth
- Demonstrate the knowledge and use of soil amendments
- Effectively use and maintain garden tools and equipment
- Develop a general understanding of introductory horticulture
- Propagate plants from cuttings and seeds
- Identify common plant pests and diseases
- Maintain healthy school garden plots.
- Collaborate appropriately with instructor and classmates while functioning as part of a group
- Demonstrate an understanding of the role climate, water, and monitoring play in successful gardening.

Assessment and ESLRs: Students will …
- Appropriately demonstrate the ability to communicate clearly in speaking and writing.
- Study and evaluate plant growth patterns for signs of both health, and stress.
- Identify and use garden tools for maintaining a healthy, growing garden.
- Design and develop school gardens that aesthetically reflect a sense of pride and satisfaction

HORTICULTURE 2

Prerequisite: Non-college prep course open to Juniors and Seniors

Horticulture 2 is a one-semester, hands-on course which is a follow-up sequel to HORTICULTURE 1. This course is designed for the responsible, self-motivated student who wants to actively participate in the design and maintenance of school gardens while continuing the study of horticulture science. Horticulture 2 content includes: plant identification and native California plants; fertilizers and soil amendments; plant propagation techniques; hydroponics; designing gardens; vegetable and herb gardening; and flower gardening.

Understanding and Knowledge:
- Understand common plants and environmental conditions unique to California horticulture.
- Explain how soil amendments and fertilizers augment natural soil conditions.
- Discuss various plant propagation methods, to include seeds, cuttings, bulbs, and grafting.
- Discuss how to grow plants using hydroponic systems.
- Understand the many different components to a successful garden design.
- Discuss important considerations for growing edible plants.

Skills: Students will be able to …
- Identify conditions required for good plant growth
- Demonstrate the knowledge and use of soil amendments
- Effectively use and maintain garden tools and equipment
- Develop a general understanding of introductory horticulture
- Propagate plants from cuttings and seeds
- Identify common plant pests and diseases
- Maintain healthy school garden plots.
- Collaborate appropriately with instructor and classmates while functioning as part of a group
- Demonstrate an understanding of the role climate, water, and monitoring play in successful gardening.

Assessment and ESLRs: Students will …
- Appropriately demonstrate the ability to communicate clearly in speaking and writing.
- Study and evaluate plant growth patterns for signs of both health, and stress.
- Identify and use garden tools for maintaining a healthy, growing garden.
- Design and develop school gardens that aesthetically reflect a sense of pride and satisfaction.
AP BIOLOGY

Prerequisite: Grade level: 11th or 12th.  3.5 GPA in Honors IS1 and IS2 or 4.0 GPA in IS1 and IS2 or recommendation from the student’s current science teacher.

Advanced Placement Biology is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. It will include those topics regularly contained in a high-quality college program in introductory biology. The aim of the course is to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.

Time commitment: 10 labs will be conducted throughout the year outside of the regular classroom time. Labs will meet on weekday evenings and weekends. A summer reading assignment will also be included.

Financial Requirement: A lab fee of $125.00 per student in addition to the recommendation of purchasing the textbook.

Understanding and knowledge:

- Molecules and Cells (25%)
- Chemistry of Life
- Water and organic molecules
- Free energy changes
- Enzymes
- Cells
- Prokaryotic and Eukaryotic cells
- Membranes
- Subcellular organization
- Cell cycle and its regulation
- Cellular Energetics
- Coupled reactions
- Fermentation and cellular respiration
- Photosynthesis
- Heredity and Evolution (25%)
- Heredity
- Meiosis and gametogenesis
- Eukaryotic chromosomes
- Inheritance patterns
- Molecular Genetics
- RNA and DNA structure and function
- Gene regulation
- Viral structure and replication
- Nucleic acid technology and applications
- Evolutionary Biology
- Early evolution of life
- Evidence for evolution
- Organisms and Populations (50%)
- Diversity of Organisms
- Evolutionary patterns
- Survey of the diversity of life
- Phylogenic classification
- Evolutionary relationships
- Structure and Function of Plants and Animals
- Reproduction, growth, and development
- Structural, physiological, and behavioral adaptations
- Response to the environment
- Ecology
- Population dynamics
- Communities and ecosystems
- Global issues

Skills: Students will be able to...

- Use scientific equipment.
- Demonstrate proficiency in the usage of laboratory equipment.
- Demonstrate the usage of technological equipment.
- Analyze and understand scientific concepts.
• Apply critical thinking and problem-solving skills in order to analyze mathematical, statistical and scientific data.
• Identify objective scientific evidence and evaluate the advantages and disadvantages of different solutions to a problem.
• Demonstrate, analyze and reflect upon personal and social responsibility to the world as an informed and conscientious citizen.
• Identify and explain science as a human endeavor wherein teams of scientists work together on personal and social perspectives in an effort to understand the world around them.
• Communicate effectively and appropriately in oral and written form.

Assessment & ESLRS: Students will…
• Form hypotheses and conclusions based on observations, explanations, models and predictions consistent with evidence while continually re-evaluating those hypotheses as new evidence is discovered.
• Design and use tables, graphs, charts and written analyses to communicate findings and conclusions obtained from collected data while comparing and contrasting other conclusions based on the same data.
• Investigate scientific phenomena through experiments, field studies and research done independently and as a group by identifying variables which could affect experimental results.
• Demonstrate and use scientific instruments and technology to collect, organize, and analyze data taken from observations of natural objects, organisms, and occurrences.
• Study and evaluate various solutions to challenges facing communities, using concepts of science and distinguish between opinions and appropriate scientific data.

CHEMISTRY

Prerequisite: Completion of IS1/2 with a C or better. Concurrent with Algebra 2.

Chemistry AB is a full-year college preparatory class that meets the University of California and the California State University requirement for laboratory science. Chemistry is the study of the structure and properties of matter. This course emphasizes critical thinking, problem solving, laboratory investigations and independent measurement techniques. The course will cover scientific notation, dimensional analysis, atomic structure and theory, the periodic table, the mole concept, electron configurations and periodicity, chemical bonding, the properties of gases, liquids and solids, phase changes, chemical kinetics, and equilibrium. Students are required to pass the first semester in order to enroll in the second semester.

It is strongly recommended that students purchase a lab manual each semester.

Understanding and Knowledge:
• Measurements and Calculations including dimensional analysis, significant figures, accuracy and precision, percent error, and density.
• Classification of matter, changes in properties, energy and thermodynamics.
• Early and modern atomic structures, parts of the atom, nuclear chemistry including nuclear structure and stability, reactions, nuclear applications, types of decay, radiation, half-life.
• Quantum mechanics and electron configuration.
• Periodic table and periodicity.
• Chemical nomenclature of ionic compounds, molecules, acids, hydrates and simple organic molecules.
• Chemical bonding, characteristics of metals, nonmetals, electron transfer, ionic charges, polyatomic ions, nature of ionic bonds, nature of diatomic molecules, covalent bonds, Lewis electron dot formulas, coordinate covalent bonds, electronegativity and polarity, recognizing ionic versus molecular compounds.
• The mole concept, derivation of empirical and molecular formulas from experimental data, gram-mole-particle conversion, chemical reactions, balancing equations, predicting products, stoichiometry.
• Properties of liquids and solids, molecular structure and polarity, intermolecular forces, condensation of gases, classes of crystalline solids, heat changes and phase changes.
• Gases, kinetic theory, pressure, gas laws and gas stoichiometry.
• Solutions, solution formation, factors influencing solubility, concentrations, dilutions, electrolytes, particles in solution, ionic equations, using the solubility rules, colligative properties of solutions, osmotic pressure of solutions, solution stoichiometry.
• Chemical equilibrium, reversible reactions, rates of reactions, writing and interpreting equilibrium constants, Le Chatelier’s principle, predicting occurrence of reactions.
• Acids and Bases, Arrhenious, Bronsted-Lowry definitions, strength of acids and bases, ionization of water, pH, measurements of pH, reactions of acids and bases, titration, buffers.
• Oxidation and Reduction, electron transfer reactions, half reactions, oxidation numbers, balancing redox reactions, use and applications of redox.
• Chemical reactions.
• Understand the concept of the mole and perform stoichiometric problems and computations.
• Understand states of matter and physical changes.
• Discuss scientific and technological advances and their relationship to the modern world.
• Understand the role of chemistry in our daily lives.

Skills: Students will be able to...
• Use the scientific process.
• Use the scientific method to solve problems.
• Use the metric system.
• Design and conduct research through scientific and laboratory investigations using qualitative and quantitative measurements.
• Exhibit, organize and present the results and conclusions of experiments and research.
• Use problem-solving skills to conduct laboratory investigations, and incorporate research of current scientific literature and other sources of information into these projects.
• Use scientific equipment.
• Demonstrate proficiency in the usage of laboratory equipment.
• Demonstrate the usage of technological equipment.
• Analyze and understand scientific concepts.
• Apply critical thinking and problem-solving skills in order to analyze mathematical, statistical and scientific data.
• Identify objective scientific evidence and evaluate the advantages and disadvantages of different solutions to a problem.
• Demonstrate, analyze and reflect upon personal and social responsibility to the world as an informed and conscientious citizen.
• Identify and explain science as a human endeavor wherein teams of scientists work
• Work together on personal and social perspectives in an effort to understand the world around them.
• Communicate effectively and appropriately in oral and written form.

Assessment & ESLRS: Students will…
• Form hypotheses and conclusions based on observations, explanations, models and predictions consistent with evidence while continually re-evaluating those hypotheses as new evidence is discovered.
• Design and use tables, graphs, charts and written analyses to communicate findings and conclusions obtained from collected data while comparing and contrasting other conclusions based on the same data.
• Investigate scientific phenomena through laboratory investigations and research done independently and as a group by identifying variables which could affect experimental results.
• Appropriately demonstrate and use scientific instruments and technology to collect, organize and analyze data.
• Study and evaluate various solutions to challenges facing communities, using concepts of chemistry and distinguish between opinions and appropriate scientific data.

AP CHEMISTRY

Prerequisite: 3.5 or better in Chemistry. Concurrent with Honors Pre-Calculus. Current science teacher recommendation.

This course is designed to be the equivalent of the general chemistry course taken during the first college year. AP Chemistry is a yearlong rigorous course that will provide students an in depth understanding of the theoretical aspects of chemistry. For some students, this course enables them to undertake, as freshmen, second-year work in the chemistry sequence at their institution or to register for courses in other fields where general chemistry is a prerequisite. For other students, the AP Chemistry course fulfills the laboratory science requirement and frees time for other courses.

Time commitment: 10 labs will be conducted throughout the year outside of the regular classroom time. Labs will meet on weekday evenings and weekends. A summer reading assignment will also be included.

Financial Requirement: A lab fee of $150.00 per student in addition to the recommendation of purchasing the textbook.

Understanding and Knowledge:
1. Structure of Matter
   A. Atomic theory and atomic structure
   B. Chemical bonding
2. States of Matter
   A. Gases
   B. Liquids and solids
   C. Solutions
3. Reactions
   A. Reaction types
   B. Stoichiometry
   C. Equilibrium
   D. Kinetics
   E. Thermodynamics
4. Chemical Calculations
   A. percentage composition
   B. Empirical and molecular formulas from experimental data
   C. Molar masses from gas density, freezing-point, and boiling-point measurements
   D. Gas laws, including the ideal gas law, Dalton's law, and Graham's law.
   E. Stoichiometric relations using the concept of the mole: titration calculations
   F. Mole fractions; molar and molal solutions
G. Faraday's law of electrolysis
H. Equilibrium constants and their applications, including their use for simultaneous equilibria
I. Standard electrode potentials and their use; Nernst equation
J. Thermodynamic and thermochemical calculations
K. Kinetics calculations

Skills: Students will be able to…

- Use the scientific method to solve problems.
- Use the metric system.
- Design and conduct research through scientific and laboratory investigations using qualitative and quantitative measurements.
- Exhibit, organize and present the results and conclusions of experiments and research.
- Use problem-solving skills to conduct and evaluate fieldwork projects, and incorporate research of current scientific literature and other sources of information into these projects.

Use scientific equipment

- Demonstrate proficiency in the usage of laboratory equipment.
- Demonstrate the usage of technological equipment.

Analyze and understand scientific concepts:

- Apply critical thinking and problem-solving skills in order to analyze mathematical, statistical and scientific data.
- Identify objective scientific evidence and evaluate the advantages and disadvantages of different solutions to a problem.
- Demonstrate, analyze and reflect upon personal and social responsibility to the world as an informed and conscientious citizen.
- Identify and explain science as a human endeavor wherein teams of scientists work together on personal and social perspectives in an effort to understand the world around them.

Assessment & ESLRS: Students will…

- Form hypotheses and conclusions based on observations, explanations, models and predictions consistent with evidence while continually re-evaluating those hypotheses as new evidence is discovered.
- Design and use tables, graphs, charts and written analyses to communicate findings and conclusions obtained from collected data while comparing and contrasting other conclusions based on the same data.
- Investigate scientific phenomena through experiments, field studies and research done independently and as a group by identifying variables which could affect experimental results.
- Appropriately demonstrate and use scientific instruments and technology to collect, organize, and analyze data taken from observations of natural objects, organisms, and occurrences.
- Study and evaluate various solutions to challenges facing communities, using concepts of science and distinguish between opinions and appropriate scientific data.

AP ENVIRONMENTAL SCIENCE

Prerequisite: Grade level: 11th or 12th. Geometry and IS 2 with a grade of A is recommended or permission by the student's current science teacher.

This course is designed to be the equivalent of the Environmental Science course taken during the first college year. AP Environmental Science is a full year college level laboratory course. Students will examine environmental issues from an economic, scientific, sociological, and historical point of view. The goal of this AP science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The course will focus on the "real science" behind environmental problems and issues, and it is required that students successfully complete at least two years of high school laboratory science (one year of life science and one year of physical science) before enrolling in this rigorous course.

It is strongly recommended that students purchase a lab manual each semester.

Time commitment: 10 labs will be conducted throughout the year outside of the regular classroom time. Labs will meet on weekday evenings and weekends. A summer reading assignment will also be included.

Financial Requirement: A lab fee of $125.00 per student in addition to the recommendation of purchasing the textbook.

Understanding and knowledge:

- Scientific Analysis (5%)
  A. Observing the Natural World and Developing Hypotheses
  B. Collecting Data
C. Modeling
D. Critical Interpretation of Data

- Interdependence of Earth's Systems: Fundamental Principles and Concepts (25%)
  A. The Flow of Energy
  B. The Cycling of Matter
  C. The Solid Earth
  D. The Atmosphere
  E. The Biosphere

- Human Population Dynamics (10%)
  A. History and Global Distribution
  B. Carrying Capacity -- Local, Regional, Global
  C. Cultural and Economic Influences

- Renewable and Nonrenewable Resources: Distribution, Ownership, Use, Degradation (15%)
  A. Water
  B. Minerals
  C. Soils
  D. Biological
  E. Energy
  F. Land

- Environmental Quality (20%)
  A. Air/Water/Soil
  B. Solid Waste
  C. Impact on Human Health

- Global Changes and Their Consequences (15%)
  A. First-order Effects
  B. Higher-order Interactions

- Environment and Society: Trade-Offs and Decision Making (5%)
  A. Economic Forces
  B. Cultural and Aesthetic Considerations
  C. Environmental Ethics
  D. Environmental Laws and Regulations (International, National, and Regional)

- Choices for the Future (5%)
  A. Conservation
  B. Preservation
  C. Remediation
  D. Sustainability

Skills: Students will be able to...

- Use the scientific method to solve problems.
- Use the metric system.
- Design and conduct research through scientific and laboratory investigations using qualitative and quantitative measurements.
- Exhibit, organize and present the results and conclusions of experiments and research.
- Use problem-solving skills to conduct and evaluate fieldwork projects, and incorporate research of current scientific literature and other sources of information into these projects.
- Demonstrate proficiency in the usage of laboratory equipment.
- Demonstrate the usage of technological equipment
- Apply critical thinking and problem-solving skills in order to analyze mathematical, statistical and scientific data.
- Identify objective scientific evidence and evaluate the advantages and disadvantages of different solutions to a problem.
- Demonstrate, analyze and reflect upon personal and social responsibility to the world as an informed and conscientious citizen.
- Identify and explain science as a human endeavor wherein teams of scientists work together on personal and social perspectives in an effort to understand the world around them.
- Communicate effectively and appropriately in oral and written form.

Assessment & ESLRS: Students will...

- Form hypotheses and conclusions based on observations, explanations, models and predictions consistent with evidence while continually re-evaluating those hypotheses as new evidence is discovered.
- Design and use tables, graphs, charts and written analyses to communicate findings and conclusions obtained from collected data while comparing and contrasting other conclusions based on the same data.
- Investigate scientific phenomena through experiments, field studies and research done independently and as a group by identifying variables which could affect experimental results.
PHYSICS

Prerequisite: Concurrent enrollment in Algebra 2 and completion of IS1 and IS 2 with a C or better.

Physics is a survey course of the systematic principles that govern the physical world. Emphasis will be placed upon conceptual understanding of physical phenomenon. Physics is a full-year college preparatory class that meets the University of California and the California State University requirement for laboratory science. Students are required to pass the first semester in order to enroll in the second semester. It is strongly recommended that students purchase a lab manual each semester.

Understanding and Knowledge:

- Thermodynamics
- Electricity
- Magnetism
- Electromagnetism
- Light and Optics
- Motion and Forces
- Vectors and Projectiles
- Momentum
- Energy
- Fluid Dynamics
- Thermodynamics
- Waves and Sound
- Light and Optics
- Electricity and Magnetism

Skills: Students will be able to...

- Use the scientific process.
- Use the scientific method to solve problems.
- Use the metric system.
- Design and conduct research through scientific and laboratory investigations using qualitative and quantitative measurements.
- Exhibit, organize and present the results and conclusions of experiments and research.
- Use problem-solving skills to conduct laboratory investigations, and incorporate research of current scientific literature and other sources of information into these projects.
- Use scientific equipment.
- Demonstrate proficiency in the usage of laboratory equipment.
- Demonstrate the usage of technological equipment.
- Analyze and understand scientific concepts.
- Apply critical thinking and problem-solving skills in order to analyze mathematical, statistical and scientific data.
- Identify objective scientific evidence and evaluate the advantages and disadvantages of different solutions to a problem.
- Demonstrate, analyze and reflect upon personal and social responsibility to the world as an informed and conscientious citizen.
- Identify and explain science as a human endeavor wherein teams of scientists work together on personal and social perspectives in an effort to understand the world around them.
- Communicate effectively and appropriately in oral and written form.

Assessment & ESLRS: Students will...

- Students will form hypotheses and conclusions based on observations, explanations, models and predictions consistent with evidence while continually re-evaluating those hypotheses as new evidence is discovered.
- Design and use tables, graphs, charts and written analyses to communicate findings and conclusions obtained from collected data while comparing and contrasting other conclusions based on the same data.
- Investigate scientific phenomena through laboratory investigations and research done independently and as a group by identifying variables which could affect experimental results.
- Appropriately demonstrate and use scientific instruments and technology to collect, organize, and analyze data.
- Study and evaluate various solutions to challenges facing communities, using concepts of chemistry and distinguish between opinions and appropriate scientific data.

AP PHYSICS

Prerequisite: Grade level: 11th or 12th. Concurrent enrollment in Honors Pre-Calculus or above and completion of H IS 1 and H IS 2 with grades of 3.5 average for all four semesters and current science teacher recommendation.

This course includes topics in both classical and modern physics. Knowledge of algebra and basic trigonometry is required for the course; the basic ideas of calculus may be introduced in the theoretical development of some physical concepts, such as acceleration and work. Understanding of the basic principles involved and the ability to apply these principles in the solution of problems should be the major goals of the course. Topics include but are not limited to Newtonian Mechanics, Thermal Physics, Electricity and Magnetism, Waves and Optics and Atomic and Nuclear Physics.
Time commitment: 10 labs will be conducted throughout the year outside of the regular classroom time. Labs will meet on weekday evenings and weekends. A summer reading assignment will also be included.

Financial Requirement: A lab fee of $125.00 per student in addition to the recommendation of purchasing the textbook.

Understanding and knowledge:

Newtonian Mechanics
- Kinematics (including vectors, vector algebra, components of vectors, coordinate systems, displacement, velocity, and acceleration)
- Newton's laws of motion (including friction and centripetal force)
- Work, energy, power
- Systems of particles, linear momentum
- Circular motion and rotation
- Oscillations and gravitation

Thermal Physics
- Temperature and heat
- Kinetic theory and thermodynamics

Electricity and Magnetism
- Electrostatics
- Conductors, capacitors, dielectrics
- Electric circuits
- Magnetostatics
- Electromagnetism

Optics and Motion
- Wave Optics
- Physical motion
- Geometric optics

Atomic and Nuclear physics
- Atomic physics and quantum effects
- Nuclear physics

Skills: Students will be able to…
- Use the scientific method to solve problems.
- Use the metric system.
- Design and conduct research through scientific and laboratory investigations using qualitative and quantitative measurements.
- Exhibit, organize and present the results and conclusions of experiments and research.
- Use problem-solving skills to conduct and evaluate fieldwork projects, and incorporate research of current scientific literature and other sources of information into these projects.
- Demonstrate proficiency in the usage of laboratory equipment.
- Demonstrate the usage of technological equipment.
- Apply critical thinking and problem-solving skills in order to analyze mathematical, statistical and scientific data.
- Identify objective scientific evidence and evaluate the advantages and disadvantages of different solutions to a problem.
- Demonstrate, analyze and reflect upon personal and social responsibility to the world as an informed and conscientious citizen.
- Identify and explain science as a human endeavor wherein teams of scientists work together on personal and social perspectives in an effort to understand the world around them.
- Communicate effectively and appropriately in oral and written form.

Assessment & ESLRS: Students will…
- Form hypotheses and conclusions based on observations, explanations, models and predictions consistent with evidence while continually re-evaluating those hypotheses as new evidence is discovered.
- Design and use tables, graphs, charts and written analyses to communicate findings and conclusions obtained from collected data while comparing and contrasting other conclusions based on the same data.
- Investigate scientific phenomena through experiments, field studies and research done independently and as a group by identifying variables which could affect experimental results.
In order to function successfully in the global society and world marketplace of the twenty-first century, it is essential to be equipped linguistically and culturally in English and another World Language. Proficiency in more than one language affords students these opportunities: to communicate with people of other cultures, to expand their thinking beyond customary boundaries, to develop higher level cognitive skills and to become more flexible thinkers, to access additional information first-hand, and to raise awareness of self, others and of the interrelationship between language and culture.

At Northwood High School, we believe all students can and should learn a language other than English. However, World Language courses are academic electives and successful completion at each level is necessary to advance to and succeed in the subsequent level. With the exception of Everyday Spanish, which is one semester, all World Language courses are yearlong with entry in the fall. We offer a five-year program in both Spanish and French at this time. Due to the nature of the five-year program and course offerings at the junior high schools, students who begin the language program in the ninth grade can still advance to the fifth year of the program. Students who have earned an “A” in Spanish 3, meet the required score (or level) on a placement assessment, and are recommended by their teacher may enroll in AP Spanish. Students who have earned an “A” in French 3 and are recommended by their teacher may enroll in AP French. Future languages will be considered with regard to student interest and demand. Our current course offerings are:

<table>
<thead>
<tr>
<th>Spanish Courses</th>
<th>French Courses</th>
<th>American Sign Language</th>
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<tbody>
<tr>
<td>Everyday Spanish (one semester)</td>
<td>French 1</td>
<td>ASL I</td>
</tr>
<tr>
<td>Spanish 1</td>
<td>French 2</td>
<td>ASL II</td>
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<tr>
<td>Spanish 2</td>
<td>French 3</td>
<td>ASL III</td>
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<tr>
<td>Spanish 3</td>
<td>Honors French 4*</td>
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<tr>
<td>Honors Spanish 4*</td>
<td>Advanced Placement French*</td>
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<tr>
<td>Advanced Placement Spanish*</td>
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* Indicates courses that carry a weighted grade with an honor point.

A typical schedule could include a World Language course that would meet on alternating days for an entire year. The schedule below illustrates how this might look for a freshman also enrolled in Humanities Core 9, Algebra 1 and Integrated Science 1.

<table>
<thead>
<tr>
<th>ODD DAY</th>
<th>EVEN DAY</th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
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<tr>
<td>Humanities 9 World History</td>
<td>Humanities 9 World Literature</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Spanish 1</td>
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<td>5</td>
<td>6</td>
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<td></td>
<td>Integrated Science 1</td>
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<td>7</td>
<td>8</td>
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</table>
EVERYDAY SPANISH

Prerequisite: Non-college prep course, one semester only

This course is an introduction to the Spanish language and various cultural components with respect to the some 21 countries where Spanish is spoken. In this course students will learn Spanish language structure of a variety of “real world” related themes, such as ordering a meal at a restaurant, communicative skills at the workplace, shopping at a commercial establishment, etc. The primary focus will be oral and comprehension communication skills. Students will be expected to participate in monologues, dialogues, mini-speeches, etc. at all class meetings.

Understanding and Knowledge...

• The cultures that use Spanish and how language and cultures interact in societies.
• The connections between Spanish and the content from other disciplines.
• The nature, structure, and culture of one’s own language by contrasting it to and making comparisons with Spanish.
• The communities at home and around the world, preparing the students to become part of the global community.
• The Spanish language system in order to enhance communication and convey meaning between the students and other users of the language.

Skills: Students will be able to.

• Communicate in Spanish in a variety of modes including listening, speaking, reading and writing in order to convey and receive meaningful messages at a basic level.
• Access and interpret information in Spanish from a variety of sources, styles, and culture contexts appropriate to the level of the class.

Assessments & ESLRs: Students will.

• Communicate effectively in Spanish through oral conversation and simulations, written assignments, projects, and presentations within an appropriate culture context at a basic level.
• Expand their sense of community to include a global perspective and appreciation for diversity and understanding of a variety of Spanish-speaking cultures.
• Assume responsibility of enhancing learning outside the class by using effective acquired learning strategies and ethical behavior.

SPANISH 1

Prerequisite: None. Spanish 1 is a year long, academic college prep elective

This course is an introduction to the Spanish language and its cultures. Students acquire a basic understanding of the language system and the various Spanish-speaking cultures, along with the skills necessary to communicate in a variety of modes at a basic level. Students have opportunities to experience situations they might actually encounter in a Spanish-speaking environment and to use the language to convey and interpret meaning at a basic level.

Understanding and Knowledge:

• The cultures that use Spanish and how language and cultures interact in societies.
• The connections between Spanish and the content from other disciplines.
• The nature, structure, and culture of one's own language by contrasting it to and making comparisons with Spanish.
• The communities at home and around the world, preparing the students to become part of the global community.
• The Spanish language system in order to enhance communication and convey meaning between the students and other users of the language.

Skills: Students will be able to...

• Communicate in Spanish in a variety of modes including listening, speaking, reading and writing in order to convey and receive meaningful messages at a basic level.
• Access and interpret information in Spanish from a variety of sources, styles, and cultural contexts appropriate to the level of the class.

Assessments and ESLRs: Students will …

• Communicate effectively in Spanish through oral conversations and simulations, written assignments, projects, and presentations within an appropriate cultural context at a basic level.
• Demonstrate critical and creative thinking by identification, recall, and analysis of information in Spanish in order to effectively draw conclusions and apply them.
• Expand their sense of community to include a global perspective and appreciation for diversity and understanding of a variety of Spanish-speaking cultures.
• Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior.
SPANISH 2

Prerequisite: Spanish 1 with a “C” or better and/or teacher recommendation

This course is an enhancement of the basic study of the Spanish language and its cultures. Students expand their understanding of the language system and the various Spanish-speaking cultures, along with the skills needed to communicate in a variety of modes with increased complexity and proficiency. Students have opportunities to experience situations they might actually encounter in a Spanish-speaking environment and to use language to convey and interpret meaning appropriate to their level.

Understanding and Knowledge:
- The cultures that use Spanish and how language and cultures interact in societies
- The connections between Spanish and the content from other disciplines
- The nature, structure, and culture of one's own language by contrasting it to and making comparisons with Spanish
- The communities at home and around the world, preparing the students to become part of the global community
- The Spanish language system in order to enhance communication and convey meaning between the students and other users of the language

Skills: Students will be able to...
- Increase communication in Spanish from the present to the past and future in a variety of modes including listening, speaking, reading and writing in order to convey and receive meaningful messages.
- Access and interpret information in Spanish from a variety of sources, styles, and cultural contexts appropriate to the level of the class.

Assessments & ESLRs: Students will …
- Communicate effectively in Spanish through oral conversations and simulations, written assignments, projects, and presentations within an appropriate cultural context with a set of predetermined criteria that reflect the skills acquired.
- Demonstrate critical and creative thinking by identification, recall, and analysis of information in Spanish in order to effectively draw conclusions and apply them to more complex structures and situations.
- Become community participants with a global perspective and an expanded appreciation for diversity and understanding of a variety of Spanish-speaking cultures.
- Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior.

SPANISH 3

Prerequisites: Spanish 2 with a “B” or better and/or teacher recommendation

This course is a continuation, reinforcement and strengthening of the knowledge and skills acquired in Spanish 2. Students expand their understanding of the language system and the various Spanish-speaking cultures, along with the skills necessary to adequately react to most everyday situations in Spanish. Students have opportunities to experience situations they might actually encounter in a Spanish-speaking environment and to use the language to express opinions, wishes, doubts, and hypothetical scenarios at a relatively complex level.

Understanding and Knowledge:
- The cultures that use Spanish and how language and cultures interact in societies
- The connections between Spanish and the content from other disciplines
- The nature, structure, and culture of one's own language by contrasting it to and making comparisons with Spanish
- The communities at home and around the world, preparing the students to become part of the global community
- The Spanish language system in order to expand communication and convey meaning between the students and other users of the language

Skills: Students will...
- Expand communication in Spanish from the present, past, and future to hypothetical situations and expression of wishes, doubts, and opinions, in a variety of modes including listening, speaking, reading and writing in order to convey and receive meaningful messages.
- Access and interpret information in Spanish from a variety of sources, styles, and cultural contexts (including unabridged literature) appropriate to the level of the class.

Assessments & ESLRs: Students will …
- Communicate effectively in Spanish through oral conversations, simulations, discussions, written assignments, projects, and presentations within an appropriate cultural context with a set of predetermined criteria that reflect intermediate skills.
Demonstrate critical and creative thinking by identification, recall, and analysis, and synthesis of information in Spanish in order to effectively draw conclusions and apply them to complex structures and situations.

Become community participants with a global perspective and a thorough appreciation for diversity and understanding of a variety of Spanish-speaking cultures.

Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior in accessing, interpreting, and reporting information.

**HONORS SPANISH 4**

**Prerequisite: Spanish 3 with a “B” or better and/or teacher recommendation**

Spanish 4 students reinforce and strengthen the knowledge and skills acquired in Spanish 3. Students expand their understanding of the language system with advanced grammar study, reading, writing and discussions in Spanish. They read various genres of Spanish literature, and acquire and apply the skills necessary to analyze, interpret, discuss, and write about what they read. Students begin to prepare for the Advanced Placement exam by augmenting vocabulary, increasing fluency and strengthening all language skills.

**Understanding and Knowledge:**

- The cultures that use Spanish and how language and cultures interact in societies.
- The connections between Spanish and the content from other disciplines.
- The nature, structure and culture of one’s own language and literature by contrasting it to and making comparisons with Spanish.
- The Spanish language system in order to expand communication and convey meaning between the students and other users and multiple forms of the language.

**Skills: Students will...**

- Expand and enhance communication in Spanish in present, past, future and hypothetical situations including expression of wishes, doubts, and opinions, in a variety of modes including listening, speaking, reading and writing in order to convey and receive meaningful messages at a higher level.
- Access, analyze, and interpret information in Spanish from a variety of sources, styles, and cultural contexts including authentic literature appropriate to the advanced level of the class.

**Assessments & ESLRs: Students will …**

- Communicate effectively in Spanish through oral conversations, simulations, discussions, written assignments, projects, and presentations within appropriate cultural contexts with a set of predetermined criteria that reflect advanced skills.
- Demonstrate complex critical and creative thinking by identification, recall, and analysis and synthesis of information in Spanish in order to effectively draw conclusions and apply them to a variety of situations.
- Practice community participation with a global perspective and thorough appreciation for diversity and understanding of a variety of Spanish-speaking cultures.
- Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior in accessing, analyzing, interpreting, and reporting information.

**ADVANCED PLACEMENT SPANISH**

**Prerequisite: Honors Spanish 4 with an “A” or “B” is recommended or teacher recommendation.**

This course is designed primarily to prepare students for the Advanced Placement Spanish language exam. The class will help students to speak and write naturally with a level of fluency acceptable to today’s Spanish-speaking world. Listening, speaking, reading, and writing communication skills will be honed while increasing the students’ awareness of contemporary and historical issues and aspects of the Spanish-speaking world.

**Understanding and Knowledge:**

- The cultures that use Spanish and how language and cultures interact in societies
- The connections between Spanish and the content from other disciplines
- The nature, structure, and culture of one's own language and literature by contrasting it to and making comparisons with Spanish
- The communities at home and around the world, preparing the students to become part of the global community
- The Spanish language system in order to expand communication and convey meaning between the students and other users and multiple forms of the language

**Skills: Students will...**

- Communicate in Spanish in a wide range of situations, in a variety of modes including listening, speaking, reading and writing in order to convey and receive meaningful messages with ease and fluency within authentic cultural contexts.
Perform the communicative tasks by accessing authentic sources and integrating the skills of listening, reading, speaking and writing.

Access, analyze, and interpret information in Spanish from a variety of sources, styles, and cultural contexts including authentic literature, journalism and film appropriate to the advanced level of the class.

**Assessments & ESLRs: Students will …**

- Communicate effectively and fluently in Spanish through oral conversations, simulations, discussions, extensive written assignments, projects, and presentations within appropriate cultural contexts with a set of criteria aligned with the AP grading standards.
- Demonstrate complex critical and creative thinking by identification, recall, and analysis and synthesis of information in Spanish in order to effectively draw conclusions and apply them to a variety of situations.
- Participate as community members with a global perspective and extensive appreciation for diversity and understanding of a variety of Spanish-speaking cultures locally and at large.
- Assume responsibility for learning outside the class by using effective learning strategies and ethical behavior in accessing, analyzing, interpreting, and reporting information.

**FRENCH 1**

**Prerequisite:** None. French 1 is an academic college prep elective

This course is an introduction to the French language and its cultures. Students acquire a basic understanding of the language system and the various French-speaking cultures, along with the skills necessary to communicate in a variety of modes at a basic level. Students have opportunities to experience situations they might actually encounter in a French-speaking environment and to use the language to convey and interpret meaning at a basic level.

**Understanding and Knowledge:**

- The cultures that use French and how language and cultures interact in societies.
- The connections between French and the content from other disciplines.
- The nature, structure, and culture of one’s own language by contrasting it to and making comparisons with French.
- The communities at home and around the world, preparing the students to become part of the global community.
- The French language system in order to enhance communication and convey meaning between the students and other users of the language.

**Skills: Students will be able to…**

- Communicate in French in a variety of modes including listening, speaking, reading and writing in order to convey and receive meaningful messages at a basic level.
- Access and interpret information in French from a variety of sources, styles, and cultural contexts appropriate to the level of the class.

**Assessments & ESLRs: Students will …**

- Communicate effectively in French through oral conversations and simulations, written assignments, projects, and presentations within an appropriate cultural context at a basic level.
- Demonstrate critical and creative thinking by identification, recall, and analysis of information in French in order to effectively draw conclusions and apply them.
- Expand their sense of community to include a global perspective and appreciation for diversity and understanding of a variety of French-speaking cultures.
- Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior.

**FRENCH 2**

**Prerequisite:** French 1 with a “C” or better and/or teacher recommendation

This course is an enhancement of the basic study of the French language and its cultures. Students expand their understanding of the language system and the various French-speaking cultures, along with the skills necessary to communicate in a variety of modes with increased complexity and proficiency. Students have opportunities to experience situations they might actually encounter in a French-speaking environment and to use the language to convey and interpret meaning appropriate to their level.

**Understanding and Knowledge:**

- The cultures that use French and how language and cultures interact in societies.
- The connections between French and the content from other disciplines.
- The nature, structure, and culture of one’s own language by contrasting it to and making comparisons with French.
- The communities at home and around the world, preparing the students to become part of the global community.
- The French language system in order to enhance communication and convey meaning between the students and other users of the language.
Skills: Students will be able to...
- Increase communication in French from the present to the past and future in a variety of modes including listening, speaking, reading and writing in order to convey and receive meaningful messages.
- Access and interpret information in French from a variety of sources, styles, and cultural contexts appropriate to the level of the class.

Assessments & ESLRs: Students will …
- Communicate effectively in French through oral conversations and simulations, written assignments, projects, and presentations within an appropriate cultural context with a set of predetermined criteria that reflect the skills acquired.
- Demonstrate critical and creative thinking by identification, recall, and analysis of information in French in order to effectively draw conclusions and apply them to more complex structures and situations.
- Become community participants with a global perspective and an expanded appreciation for diversity and understanding of a variety of French-speaking cultures.
- Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior.

FRENCH 3
Prerequisites: French 2 with a “B” or better and/or teacher recommendation

This course is a continuation, reinforcement and strengthening of the knowledge and skills acquired in French 2. Students expand their understanding of the language system and the various French-speaking cultures, along with the skills necessary to adequately react to most everyday situations in French. Students have opportunities to experience situations they might actually encounter in a French-speaking environment and to use the language to express opinions, wishes, doubts, and hypothetical scenarios at a relatively complex level.

Understanding and Knowledge:
- The cultures that use French and how language and cultures interact in societies.
- The connections between French and the content from other disciplines.
- The nature, structure, and culture of one's own language by contrasting it to and making comparisons with French.
- The communities at home and around the world, preparing the students to become part of the global community.
- The French language system in order to expand communication and convey meaning between the students and other users of the language.

Skills: Students will...
- Expand communication in French from the present, past, and future to hypothetical situations and expression of wishes, doubts, and opinions, in a variety of modes including listening, speaking, reading and writing in order to convey and receive meaningful messages.
- Access and interpret information in French from a variety of sources, styles, and cultural contexts (including unabridged literature) appropriate to the level of the class.

Assessments & ESLRs: Students will …
- Communicate effectively in French through oral conversations, simulations, discussions, written assignments, projects, and presentations within an appropriate cultural context with a set of predetermined criteria that reflect intermediate skills.
- Demonstrate critical and creative thinking by identification, recall, and analysis, and synthesis of information in French in order to effectively draw conclusions and apply them to complex structures and situations.
- Become community participants with a global perspective and a thorough appreciation for diversity and understanding of a variety of French-speaking cultures.
- Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior in accessing, interpreting, and reporting information.

HONORS FRENCH 4
Prerequisite: French 3 with a “B” or better and/or teacher recommendation.

French 4 students reinforce and strengthen the knowledge and skills acquired in French 3. Students expand their understanding of the language system with advanced grammar study, reading, writing and discussions in French. They read various genres of French literature, and acquire and apply the skills necessary to analyze, interpret, discuss, and write about what they read. Students begin to prepare for the Advanced Placement exam by augmenting vocabulary, increasing fluency and strengthening all language skills.

Understanding and Knowledge:
- The cultures that use French and how language and cultures interact in societies
The connections between French and the content from other disciplines
The nature, structure, and culture of one's own language and literature by contrasting it to and making comparisons with French.
The communities at home and around the world, preparing the students to become part of the global community.
The French language system in order to expand communication and convey meaning between the students and other users and multiple forms of the language

Skills: Students will...

- Expand and enhance communication in French in present, past, future and hypothetical situations including expression of wishes, doubts, and opinions, in a variety of modes including listening, speaking, reading and writing in order to convey and receive meaningful messages at a higher level.
- Access, analyze, and interpret information in French from a variety of sources, styles, and cultural contexts including authentic literature appropriate to the advanced level of the class.

Assessments & ESLRs: Students will …

- Communicate effectively in French through oral conversations, simulations, discussions, written assignments, projects, and presentations within appropriate cultural contexts with a set of predetermined criteria that reflect advanced skills.
- Demonstrate complex critical and creative thinking by identification, recall, and analysis and synthesis of information in French in order to effectively draw conclusions and apply them to a variety of situations.
- Practice community participation with a global perspective and thorough appreciation for diversity and understanding of a variety of French-speaking cultures.
- Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior in accessing, analyzing, interpreting, and reporting information.

ADVANCED PLACEMENT FRENCH

Prerequisite: Honors French 4 with a “B” or better and/or teacher recommendation; or an “A” in French 3 and teacher recommendation

This course is designed primarily to prepare students for the Advanced Placement French language exam. The class will help students to speak and write naturally with a level of fluency acceptable to today’s French-speaking world. Listening, speaking, reading, and writing communication skills will be honed while increasing the students’ awareness of contemporary and historical issues and aspects of the French-speaking world.

Understanding and Knowledge:

- The cultures that use French and how language and cultures interact in societies.
- The connections between French and the content from other disciplines.
- The nature, structure, and culture of one's own language and literature by contrasting it to and making comparisons with French.
- The communities at home and around the world, preparing the students to become part of the global community.
- The French language system in order to expand communication and convey meaning between the students and other users and multiple forms of the language.

Skills: Students will...

- Communicate in French in a wide range of situations, in a variety of modes including listening, speaking, reading and writing in order to convey and receive meaningful messages with ease and fluency within authentic cultural contexts.
- Access, analyze, and interpret information in French from a variety of sources, styles, and cultural contexts including authentic literature, journalism and film appropriate to the advanced level of the class.

Assessments & ESLRs: Students will …

- Communicate effectively and fluently in French through oral conversations, simulations, discussions, extensive written assignments, projects, and presentations within appropriate cultural contexts with a rigorous set of criteria aligned with the AP grading standards.
- Demonstrate complex critical and creative thinking by identification, recall, and analysis and synthesis of information in French in order to effectively draw conclusions and apply them to a variety of situations.
- Participate as community members with a global perspective and extensive appreciation for diversity and understanding of a variety of French-speaking cultures locally and at large.
- Assume responsibility for learning outside the class by using effective learning strategies and ethical behavior in accessing, analyzing, interpreting, and reporting information.
AMERICAN SIGN LANGUAGE I

Prerequisite: ASL 1 is an academic college prep elective

This course is an introduction to the American Sign Language and its culture. Students will develop the fundamentals of communicative competence in conversational ASL at a basic level and explore the history and culture of the Deaf in the United States.

Understanding and Knowledge
- The deaf culture that uses ASL and how language and cultures interact in societies.
- The connections between ASL and the content from other disciplines.
- The nature, structure, and culture of one’s own language by contrasting it to and making comparisons with ASL.
- The deaf communities in the United States and around the world, preparing the students to become a part of a global community.
- The American Sign Language system in order to enhance communication and convey meaning between the students and other users of ASL.

Skills: Students will be able to...
- Understand and perform a vocabulary of 1,000 + signs.
- Demonstrate expressive finger spelling with correct placement and rhythm.
- Demonstrate receptive comprehension of finger spelled words.
- Demonstrate expressive and receptive signing skills for numbers and expressions of time.
- Describe and demonstrate basic linguistic and grammatical structures of ASL.
- Describe the history of and current trends in Deaf culture and education.
- Provide and receive basic information in ASL at a slow and moderate rate.
- Explain the differences between ASL and other English based signing systems.

Assessments & ESLRs: Students will...
- Communicate effectively in American Sign Language through signed conversations and simulations, projects, and presentations within an appropriate cultural context at a basic level.
- Demonstrate critical and creative thinking by identification, recall and analysis of information in ASL in order to effectively draw conclusions and apply them.
- Expand their sense of community to include a global perspective and appreciation for diversity and understanding of deaf culture.
- Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior.

AMERICAN SIGN LANGUAGE II

Prerequisite: ASL 1 with a C or better or demonstration of equivalent skills
Length: 1 year

This course reviews and expands the fundamental skills and concepts taught in ASL I. There will be a focus on the acquisition of additional sign vocabulary and complex grammatical structures. The improvement of basic receptive and expressive skills and finger spelling will also be emphasized. The course will continue to explore and discuss the history of the Deaf and their culture.

Understanding and Knowledge
- The deaf culture that uses ASL and how language and cultures interact in societies.
- The connections between ASL and the content from other disciplines.
- The nature, structure, and culture of one’s own language by contrasting it to and making comparisons with ASL.
- The deaf communities in the United States and around the world, preparing the students to become a part of the global community.
- The American Sign Language system in order to enhance communication and convey meaning between the students and other users of ASL.

Skills: Students will be able to...
- Understand and perform a vocabulary of 2,000 + signs.
- Demonstrate expressive finger spelling with correct placement and rhythm.
- Demonstrate receptive comprehension of finger spelled words.
- Demonstrate expressive and receptive signing skills for numbers and expressions of time.
- Describe and demonstrate basic linguistic and grammatical structures of ASL.
- Describe the history of and current trends in Deaf culture and education.
- Provide and receive basic information in ASL at a slow and moderate rate.
- Explain the differences between ASL and other English based signing systems.
Assessments & ESLRs: Students will…

- Communicate effectively in American Sign Language through signed conversations and simulations, projects, and presentations within an appropriate cultural context at a basic level.
- Demonstrate critical and creative thinking by identification, recall and analysis of information in ASL in order to effectively draw conclusions and apply them.
- Expand their sense of community to include a global perspective and appreciation for diversity and understanding of deaf culture.
- Assume responsibility for enhancing learning outside the class by using effective acquired learning strategies and ethical behavior.

AMERICAN SIGN LANGUAGE III

Prerequisite: ASL I and II with a C or better

Length 1 year

This course is designed to further develop communicative competence using conversational ASL. Development of skills and concepts related to finger spelling, vocabulary development, classifiers, linguistics, fluency, receptive and expressive skills will be explored. The history of language and culture of people who are Deaf in the United States will be examined and discussed. Upon completion of this course, the student will be able to:

- Converse at a basic level using ASL with few articulation and/or grammatical errors.
- Demonstrate expressive finger spelling with correct placement, fluency, hand shapes, and palm orientation.
- Comprehend finger spelled words in context.
- Demonstrate expressive and receptive signing skills for numbers to 100 and expressions of time.
- Demonstrate linguistic and grammatical features of the language.
- Describe the history of and current trends in Deaf culture and education.
- Provide and receive basic information in ASL at a conversational rate.
- Contrast ASL and codes of English.
THE VISUAL AND PERFORMING ARTS

The Fine Arts at Northwood High School includes courses that span all areas of both the performing arts and the visual arts. Courses will focus on developing and refining skills of the artist. All Fine Arts courses will create linkages with other academic disciplines whenever appropriate to student growth and understanding.

Areas of focus in the Fine Arts will include: Drama, Vocal Music, Instrumental Music, Dance and the Visual Arts. The following pages outline the course offerings for Dance, Drama, Instrumental and Vocal Music.

The schedule below illustrates how a Fine Arts class fits into a typical freshman schedule. The student below has elected to take both a World Language and a Performing Arts class.

<table>
<thead>
<tr>
<th>ODD DAY</th>
<th>EVEN DAY</th>
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<tbody>
<tr>
<td>1  Humanities 9 World History</td>
<td>2  Humanities 9 World Literature</td>
</tr>
<tr>
<td>3</td>
<td>4  Symphonic Orchestra</td>
</tr>
<tr>
<td>5  Honors Integrated Science 1</td>
<td>6  French 1</td>
</tr>
<tr>
<td>7  Physical Education</td>
<td>8</td>
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</tbody>
</table>
CREATIVE DRAMA 1

This class is designed to give students an introduction into the study of drama. The class has a large focus on acting but will also deal with other areas of the discipline.

Understanding and Knowledge:
- The role voice and movement play in character development
- Acting and other areas of the discipline

Skills: Students will be able to...
- Work alone and in pairs to present pantomimes and improvised monologues and scenes.
- Use scripts in preparation for monologues.
- Self-evaluate through the usage of rubrics, open-ended questions and reflective journals; noting effective elements and making suggestions for improvement.
- Research information about specific theatrical styles that define another time and culture.
- Use the basic terminology of evaluation -- intent, structure, effectiveness and worth -- when critiquing their own and others' performances.

Assessments & ESLRs: Students will…
- Students will present a believable character in the form of a monologue.
- Students will define and demonstrate a working knowledge of acting, stage and voice terminology.
- Students will communicate clearly and appropriately for various audiences.

IMPROVISATIONAL THEATRE

Prerequisite: Creative Drama or Audition
Grades 10-12
One Semester Elective

This theatre course is designed to provide the training and skills necessary to communicate with an audience in an engaging, interactive and meaningful manner. Through theatre games, students will demonstrate body movement, voice techniques, stage presence, spontaneity, acting techniques and character development. The class will use principles of teamwork in developing sketches, scenes and long form improve for the classroom and public performance. All students will use the Player Handbook developed by The Comedy Sportz High School League and the syllabus designed by the instructor. Practical application of the presented theatre principles is required.

This class does not meet the fine art admission requirement for college. A full year of Creative Drama meets the CSU and UC requirements for admission. Students will earn 5 units of elective credits per semester involved. The course, however, partially meets the basic high school graduation requirement for Fine Arts. The class may be repeatable for credit.

Skills: Students will…
- Develop basic improvisation skills
- Develop techniques of character development through improvisation.
- Develop and discuss the benefits of an ensemble.
- Understand how to use physical movement through improvisation.
- Develop vocal techniques for improvisation.
- Understand how to work with props and imagination to create a scene.
- Develop the need for strong entrances and exits for character development.
- Apply different improvisational techniques to develop scenes.
- Apply techniques of character development to create improvised scenes.

CREATIVE DRAMA 2

Prerequisites: Creative Drama 1

This class is a continuation of Creative Drama 1. The focus of this class is scene study.

Understanding and Knowledge:
- Scene study
- Character analysis
- Dramatic plot development
- Directing techniques
Skills: Students will be able to…
- Work in pairs and small groups to present improvised scenes.
- Use scripts in preparation for monologues/scenes.
- Perform scenes that provide a wide range of characters with varied speech and movement patterns.
- Develop a video acting portfolio.
- Read and analyze a play for plot structure.
- Write a critical analysis of a character from a published play.
- Apply their awareness of history and culture to the development of various theatrical styles and genres.

Assessments & ESLRs: Students will…
- Students will present believable characters while relating to and reacting to others on stage.
- Students will demonstrate a working knowledge of blocking and directing techniques.
- Students will evaluate through the usage of rubrics, open ended questions and reflective journals: noting effective elements of acting technique.
- Students and teachers will assess video-acting portfolios.
- Students will progress as Effective Communicators by utilizing multiple forms of communications to express understanding of content.

INTERMEDIATE DRAMA

Prerequisites: Creative Drama 1 & 2

Intermediate Drama is designed for those students who have completed one year of Creative Dramatics. Students will continue to explore the world of theatre through the eyes of the playwright, actor, designer and director. Through active participation in theatre, students learn to make artistic choices and critique dramatic works. Students will present a one-act play showcase and produce the Young Playwrights Project. Intermediate students are expected to purchase a make-up kit and attend all rehearsals and performances of the Intermediate Drama class.

Understanding and Knowledge:
- Character study
- Audition techniques
- The principles of theatrical make-up design

Skills: Students will be able to…
- Demonstrate acting techniques in class and performances.
- Create and sustain characters that communicate with an audience.
- Construct imaginative scripts.
- Collaborate with actors to refine scripts so that they convey a meaningful story to an audience.
- Design and apply theatrical make-up.
- Develop criteria for evaluating basic playwriting techniques, such as character, structure and style.

Assessments & ESLRs: Students will…
- Students will produce and evaluate the Young Playwrights Writing Project as a community outreach to local IUSD elementary schools.
- Students and teachers will assess an ongoing video-acting portfolio.
- Students will progress as Effective Communicators by utilizing multiple forms of communications to express understanding of content.
- Students will progress as Complex Thinkers by learning to access, analyze, interpret, and synthesize information to formulate conclusions and solve problems.

ADVANCED DRAMA

Prerequisites: Creative Drama 1 & 2, Intermediate Drama and Audition

Advanced Drama is designed for those junior and senior acting students who would like to refine their rehearsal and performance techniques. Students will create theatre projects from the viewpoint of both the actor and the director. The Advanced Drama class will prepare for and participate in dramatic competitions at other schools and colleges. Students are expected to attend all rehearsals and performances of the Advance Drama class.

Understanding and Knowledge:
- Script analysis
Skills: Students will be able to…
- Demonstrate artistic discipline to achieve an ensemble in rehearsal and performance.
- Create consistent characters from classical, contemporary, realistic and non-realistic texts in informal and formal theatre.
- Participate actively in organized theatre.
- Create a performance a resume/portfolio of acting scenes.
- Participate in festivals and competitions.
- Attend two professional theatre performances.

Assessments & ESLRs: Students will…
- Students are expected to rehearse and perform acting scenes, one act plays for public performance and drama festivals.
- Student/teacher assessment of video-acting portfolio.
- Students will progress as Effective Communicators by utilizing multiple forms of communications to express understanding of content.
- Students will progress as Complex Thinkers by learning to access, analyze, interpret, and synthesize information to formulate conclusions and solve problems.

TECHNICAL THEATRE A, B
This course is designed to provide a working knowledge of the basic aspects of technical theatre production. The Northwood High Theatre is a 620-seat facility complete with fly loft, light and sound control rooms, materials assembly shop and a studio performance space. Students enrolled in Technical Theatre are required to provide back stage assistance for NHS play productions, vocal/instrumental/dance.

Understanding and Knowledge of:
- Basic aspects of technical theatre production
- Basic design and construction techniques
- Basic theatrical lighting and sound design
- Basic scenery rigging & fly loft operation
- Proper use of sound equipment
- Proper use of basic tools used in set construction
- Proper safety procedures in theatre production

Skills: Students will be able to…
- Design a simple stage set by building a model and drawing a rendition of the set.
- Identify, place and operate stage lighting instruments.
- Design and execute a standard light plot on paper.
- Select music and sound effects for theatrical performance.
- Identify and use basic tools in set construction.
- Demonstrate proper safety procedures in theatre production.
- Construct or assemble sets for plays, concerts and special events in the theatre.

Assessments & ESLRs: Students will…
- Students will progress as Effective Communicators by utilizing multiple forms of communications to express understanding of content.
- Students will progress as Complex Thinkers by learning to access, analyze, interpret, and synthesize information to formulate conclusions and solve problems.
- Students and teachers will assess an ongoing video-design portfolio.

PLAY PRODUCTION

Prerequisites: Audition/Interview
This is a variable credit, quarter long class

The play production course is designed for actors and stage crew, who have auditioned, and have been cast for a play or musical at Northwood High. Theatre is a highly collaborative art that requires effort by an ensemble, a group whose individuals function together to create a whole. This is a “hands on” approach to learning about theatre. It is practical and performance based. Rehearsals are held after school in addition to evening weekday and weekend performances. Technical work hours for the backstage crew coincide with the play’s
rehearsal and performance schedule Attendance and participation is mandatory for all scheduled rehearsals, performances and production work sessions.

**Understanding and Knowledge of:**
- Basic – proficient aspects in producing a theatre production
- Theatre etiquette and rehearsal practices
- Basic - proficient acting techniques
- Proper use of basic tools, equipment and techniques used in theatre production
- Proper safety procedures in theatre production for both actors and stage crew

**Skills: Students will**
- Produce a play or musical for public performance
- Identify and discuss play’s genre and artistic style from both an acting and technical standpoint
- Analyze the different production elements that contribute to the overall production concept
- Work collaboratively with the actors’ ensemble, the design team and the director(s)
- Demonstrate proper safety procedures in theatre production

**Assessments and ESLERS:**
- Students will progress as Effective Communicators by utilizing multiple forms of communications to express understanding of content.
- Students will progress as Complex Thinkers by learning to access, analyze, interpret, and synthesize information to formulate conclusions and solve problems.

**VIDEO PRODUCTION A, B**

This course is designed to give students an introduction into the field of video production. Students will receive training in the operation of a digital video camera and a non-linear video editor. In addition the student will write scripts for video production projects utilizing standard script formats. Storyboard techniques will be used for pre-planning video projects. Students will produce a minimum of four video projects in the semester. Students will also analyze, critique and construct meaning from film, television, and electronic media productions as a way to develop their own media literacy and awareness.

**Understanding and Knowledge:**
- Basic use of digital video camera equipment to record and playback images.
- Basic use of non-linear digital editing equipment to arrange video images and sound.
- Script writing formats.

**Skills: Students will be able to…**
- Write a script for video production.
- Develop a pre-production storyboard using both line drawing and digital camera images.
- Create a production shooting schedule.
- Collaborate with other students in the completion of a video project.
- Operate a video camera.
- Use the Casablanca editing system.
- Select music and sound effects for video project.
- Critique film, television and electronic media for content, camera and editing techniques.

**Assessments and ESLRs: Students will...**
- Students will progress as Effective Communicators by utilizing multiple forms of communications to express understanding of content.
- Students will progress as Complex Thinkers by learning to access, analyze, interpret, and synthesize information to formulate conclusions and solve problems.
- Students and teachers will assess an ongoing video project portfolio.

**ROP ADVANCED VIDEO PRODUCTION**

**Prerequisite: A grade of “C” or better in Video Production A, B**

This course is designed to give students an opportunity to continue their study of video production. Students will receive advanced training in operating a digital video camera, the non-linear video editor, and studio lighting techniques. In addition the student will create dramatic scripts for video production projects utilizing standard script formats. Students will produce a minimum of four video projects
in the semester. Students will continue to analyze, critique and construct meaning from film, television, and electronic media productions as a way to develop their own media literacy and awareness.

**Understanding and Knowledge:**
- Advanced techniques using the digital video camera to record and playback images
- Advanced techniques using non-linear digital editor to arrange video images, soundtracks and special effects
- Studio lighting techniques
- Script writing formats

**Skills: Students will be able to…**
- Create imaginative scripts through collaboration.
- Create a pre-production storyboard and produce a production-shooting schedule.
- Collaborate with other students in the completion of a team video project.
- Operate a video camera.
- Use the Casablanca editing system.
- Select music and sound effects for video project.
- Create a studio lighting plot.
- Critique film, television and electronic media for content, camera and editing techniques.

**Assessments & ESLRs:**
- Students will progress as Effective Communicators by utilizing multiple forms of communications to express understanding of content.
- Students will progress as Complex Thinkers by learning to access, analyze, interpret, and synthesize information to formulate conclusions and solve problems.
- Students and teachers will assess an ongoing video project portfolio.

**ROP VIDEO STUDIO PRODUCTION**

**Prerequisite:** A grade of “B” or better in Advanced Video Production is recommended and instructor approval

This course is designed to give advanced video students in grades ten through twelve an opportunity to produce a regularly broadcast on campus television production. Students will receive advanced training in operating a digital video camera, the non-linear video editor, and studio lighting techniques. Studio production students will be responsible for coordinating and producing video segments highlighting academic, athletic and social functions at Northwood High School. Students will be a part of a production team that shoots an event for live or taped television broadcast.

**Understanding and Knowledge:**
- Advanced techniques using the digital video camera to record and playback images.
- Advanced techniques video images, soundtracks and special effects
- Advanced studio lighting techniques
- Sound design and mixing
- Production management
- Script writing formats

**Skills: Students will be able to…**
- Produce a monthly television broadcast for Northwood High School, including planning, production and post production elements.
- Research, write and coordinate video segments.
- Exhibit knowledge of the TV production team and the role each plays.
- Demonstrate proficiency with a digital video camera.
- Demonstrate proficiency with the Casablanca editing system.
- Create and implement a studio lighting plot.

**Assessments & ESLRS: Students will…**
- Students will progress as Effective Communicators by utilizing multiple forms of communications to express understanding of content.
- Students will progress as Complex Thinkers by learning to access, analyze, interpret, and synthesize information to formulate conclusions and solve problems.
- Students and teachers will assess individual video project portfolio.
ADVANCED VIDEO PRODUCTION
ELECTRONIC NEWS GATHERING

Prerequisite: Instructor approval

This course is designed to give students experience in creating a broadcast news show. Students will receive training in order to produce short news segments to be aired school wide. Students will learn script development, pre-production techniques, advanced camera operation in order to acquire necessary source footage using digital camcorders, and non-linear editing. There will be opportunities to practice on-camera reporting and acting in short skits. Students will learn how to operate a broadcast switcher with computer graphics and animation capabilities. Professional audio microphones will be used in this class as well as production sound libraries. Be aware that students must desire to be on camera talent or reporters, and talent must write their own stories.

Understanding and Knowledge of:
- Proper use of video and audio equipment to record and playback images.
- Proper use of editing equipment.

Skills: Students will…
- Write scripts and interview questions for a news show.
- Work in teams to create segments.
- Create shot lists, production schedules and storyboards.
- Operate digital camcorders, non-linear edit systems and audio equipment.
- Direct and technical direct live multi-camera shoots.
- Operate a teleprompter.
- Set up a blue screen for a chroma key shoot.
- Act as talent or reporters for the camera.

BROADCAST COMMUNICATIONS

Broadcasting is a full year college prep English elective course which meets high school graduation requirements. This class will prepare students to write, produce, and present news and commentary through our Timberwolf Television Studio. Students will analyze media, and develop thoughtful and informal news, sports, feature, and opinion pieces. Students will also develop effective communication and camera skills that enable them to produce and present professional quality broadcasts for the Northwood High School students and faculty.

BASS CLEF

Prerequisite: No audition is required

It is strongly recommended that students purchase performance attire. Students are required to attend all rehearsals and performances of the BASS CLEF.

Students will acquire skills in reading music notation and in vocal production. Through singing, students will express themselves creatively. During the course of the year, students will gain historical and cultural perspective by studying, analyzing, and performing music from across the historical spectrum. Through written and oral analysis of texts and music being performed, students will connect and apply analytic skills learned in other courses as well as chorus. Through participation in concerts and festivals, singers will respond to and assess the technical and aesthetic aspects of choral performance. By working with varied instrumental ensembles in concert and by working with guest conductors and vocal specialists, students will gain an understanding of the choral art in relation to other performance disciplines and career potentials.

Understanding and Knowledge:
- Music notation in treble and bass clefs
- Basic rhythmic notation

Skills: Students will be able to…
- Demonstrate knowledge of terminology pertinent to the performance of choral music.
- Demonstrate correct singing technique and understanding of corrects technique.
- Demonstrate appropriate rehearsal discipline and performance skills.

Assessments and ESLRS: Students will…
- Analyze vocal and music terminology through written and oral tests.
- Evaluate class work and public performance through the use of video and audiotape.
• Develop rigorous standards of quality through analysis of written and oral critiques by festival judges.
• Develop, create and support artistic works through public performance.
• Assess strengths and weaknesses through self-evaluation and actualization.

TREBLE CLEF

Prerequisite: No audition is required

It is strongly recommended that students purchase performance attire. Students are required to attend all rehearsals and performances of the TREBLE CLEF.

Students will acquire skills in reading music notation and in vocal production. Through singing, students will express themselves creatively. During the course of the year, students will gain historical and cultural perspective by studying, analyzing, and performing music from across the historical spectrum. Through written and oral analysis of texts and music being performed, students will connect and apply analytic skills learned in other courses as well as chorus. Through participation in concerts and festivals, singers will respond to and assess the technical and aesthetic aspects of choral performance. By working with varied instrumental ensembles in concert and by working with guest conductors and vocal specialists, students will gain an understanding of the choral art in relation to other performance disciplines and career potentials.

Understanding and Knowledge:
• Music notation in treble and bass clefs
• Basic rhythmic notation

Skills: Students will be able to:
• Demonstrate knowledge of terminology pertinent to the performance of choral music.
• Demonstrate correct singing technique and understanding corrects technique
• Demonstrate appropriate rehearsal discipline and performance skills.

Assessments & ESLRs: Students will…
• Analyze vocal and music terminology through written and oral tests.
• Evaluate class work and public performance through the use of video and audiotape.
• Develop rigorous standards of quality through analysis of written and oral critiques by festival judges.
• Develop, create, and support artistic works through public performance.
• Assess strengths and weaknesses through self-evaluation and actualization.

VIVA CANTAR

Prerequisite: An audition only singing ensemble intended for sopranos and altos singers of advanced ability. This ensemble specializes in the performance of challenging literature of diverse genre.

It is strongly recommended that students purchase performance attire. Students are required to attend all rehearsals and performances of VIVA CANTAR.

Students will acquire skills in reading music notation and in vocal production. Through singing, students will express themselves creatively. During the course of the year, students will gain historical and cultural perspective by studying, analyzing, and performing music from across the historical spectrum. Through written and oral analysis of texts and music being performed, students will connect and apply analytic skills learned in other courses as well as chorus. Through participation in concerts and festivals, singers will respond to and assess the technical and aesthetic aspects of choral performance. By working with varied instrumental ensembles in concert and by working with guest conductors and vocal specialists, students will gain an understanding of the choral art in relation to other performance disciplines and career potentials.

Understanding and Knowledge:
• Music notation in treble and bass clefs.
• Advanced rhythmic notation.

Skills: Students will be able to…
• Demonstrate knowledge of terminology pertinent to the performance of choral music.
• Demonstrate correct singing technique and understanding of corrects technique.
• Demonstrate appropriate rehearsal discipline and performance skills.

Assessments & ESLRs: Students will…
BEL CANTO

Prerequisite: An audition only ensemble intended for sopranos and altos singers of intermediate to advanced ability.

It is strongly recommended that students purchase performance attire. Students are required to attend all rehearsals and performances of BEL CANTO.

This ensemble specializes in the performance of challenging literature of diverse genre. Students will acquire skills in reading music notation and in vocal production. Through singing, students will express themselves creatively. During the course of the year, students will gain historical and cultural perspective by studying, analyzing, and performing music from across the historical spectrum. Through written and oral analysis of texts and music being performed, students will connect and apply analytic skills learned in other courses as well as chorus. Through participation in concerts and festivals, singers will respond to and assess the technical and aesthetic aspects of choral performance. By working with varied instrumental ensembles in concert and by working with guest conductors and vocal specialists, students will gain an understanding of the choral art in relation to other performance disciplines and career potentials.

Understanding and Knowledge:
- Music notation in treble and bass clefs.
- Advanced rhythmic notation.

Skills: Students will be able to…
- Demonstrate knowledge of terminology pertinent to the performance of choral music.
- Demonstrate correct singing technique and understanding of corrects technique.
- Demonstrate appropriate rehearsal discipline and performance skills.

Assessments & ESLRs: Students will…
- Analyze vocal and music terminology through written and oral tests.
- Evaluate class work and public performance through the use of video and audiotape.
- Develop rigorous standards of quality through analysis of written and oral critiques by festival judges.
- Develop, create and support artistic works through public performance.
- Assess strengths and weaknesses through self-evaluation and actualization.

CONCERT CHORALE

Prerequisite: An audition only singing ensemble intended for male and female singers of advanced ability. Selection is dependent upon appropriate balance between sopranos, altos, tenors, and basses.

It is strongly recommended that students purchase performance attire. Students are required to attend all rehearsals and performances of the CONCERT CHORALE.

Students will acquire skills in reading music notation and in vocal production. Through singing, students will express themselves creatively. During the course of the year, students will gain historical and cultural perspective by studying, analyzing, and performing music from across the historical spectrum. Through written and oral analysis of texts and music being performed, students will connect and apply analytic skills learned in other courses as well as chorus. Through participation in concerts and festivals, singers will respond to and assess the technical and aesthetic aspects of choral performance. By working with varied instrumental ensembles in concert and by working with guest conductors and vocal specialists, students will gain an understanding of the choral art in relation to other performance disciplines and career potentials.

Understanding and Knowledge:
- Music notation in treble and bass clefs.
- Advanced rhythmic notation.

Skills: Students will be able to…
- Demonstrate knowledge of terminology pertinent to the performance of choral music.
- Demonstrate correct singing technique and understanding of corrects technique.
• Demonstrate appropriate rehearsal discipline and performance skills.

Assessments and ESLRS
• Analyze vocal and music terminology through written and oral tests.
• Evaluate class work and public performance through the use of video and audiotape.
• Utilize rigorous standards of quality through analysis of written and oral critiques by festival judges.
• Develop, create, and support artistic works through public performance.
• Assess strengths and weaknesses through self-evaluation and actualization.

CHAMBER SINGERS

Prerequisite: An audition only singing ensemble intended for male and female singers of advanced ability.

It is recommended that students purchase ensemble intended for male and female singers of advanced ability.

It is recommended that students purchase ensemble intended for male and female singers of advanced ability.

This ensemble specializes in the performance of challenging literature of diverse genre. Students will acquire skills in reading music notation and in vocal production. Through singing, students will express themselves creatively. During the course of the year, students will gain historical and cultural perspective by studying, analyzing, and performing music from across the historical spectrum. Through written and oral analysis of texts and music being performed, students will connect and apply analytic skills learned in other courses as well as chorus. Through participation in concerts and festivals, students will respond to and assess the technical and aesthetic aspects of choral performance. By working with varied instrumental ensembles in concert and by working with guest conductors and vocal specialists, students will gain an understanding of the choral art in relation to other performance disciplines and career potentials.

Understanding and Knowledge:
• Music notation in treble and bass clefs
• Advanced rhythmic notation

Skills: Students will be able to:
• Demonstrate knowledge of terminology pertinent to the performance of choral music.
• Demonstrate correct singing technique and understanding of corrects technique.
• Demonstrate appropriate rehearsal discipline and performance skills.

Assessments & ESLRs: Students will...
• Analyze vocal and music terminology through written and oral tests.
• Evaluate class work and public performance through the use of video and audiotape.
• Utilize rigorous standards of quality through analysis of written and oral critiques by festival judges.
• Develop, create, and support artistic works through public performance.
• Assess strengths and weaknesses through self-evaluation and actualization.

STUDIO PIANO

It is strongly recommended that students enrolled in PIANO purchase workbooks and other instructional materials.

Students enrolled in PIANO will acquire skills in reading music notation and in proper piano technique. Through practice and performance, students will express themselves creatively. During the course of the year, students will gain historical and cultural perspective by studying, analyzing, and performing music from across the historical spectrum. Through analysis of recorded and live performances, students will respond to assess the technical and aesthetic aspects of piano performance. By working with clinicians and guest artists, students will gain an understanding of performance discipline and be introduced to potential careers in the arts.

Understanding and Knowledge:
• Music terminology
• Performance discipline
• Historical and cultural perspective of the piano

Skills: Students will be able to...
• Demonstrate the ability to sight-read.
• Perform competently as a soloist.
• Demonstrate the ability to perform in major and minor keys.
Assessments & ESLRS: Students will…
- Analyze music terminology through written and oral tests.
- Utilize rigorous standards of quality through analysis of written and oral critiques by festival judges.
- Develop, create and support artistic works through public performance.

STUDIO GUITAR 1, 2

It is strongly recommended that students enrolled in GUITAR purchase workbooks and other instructional materials.

Students enrolled in GUITAR will acquire skills in reading music notation and in proper piano technique. GUITAR will present instruction in classical, folk and rock guitar methods. Through practice and performance, students will express themselves creatively. During the course of the year, students will gain historical and cultural perspective by studying, analyzing, and performing music from across the historical spectrum. Through analysis of recorded and live performances, students will respond to assess the technical and aesthetic aspects of guitar performance. By working with clinicians and guest artists, students will gain an understanding of performance discipline and be introduced to potential careers in the arts.

Understanding and Knowledge:
- Music terminology
- Performance discipline
- Historical and cultural perspective of the piano

Skills: Students will be able to…
- Demonstrate the ability to sight-read.
- Perform competently as a soloist.
- Demonstrate the ability to perform in major and minor keys.

Assessments & ESLRS: Students will…
- Analyze music terminology through written and oral tests.
- Utilize rigorous standards of quality through analysis of written and oral critiques by festival judges.
- Develop, create and support artistic works through public performance.

CONCERT BAND

Prerequisite: None

Concert Band is a performing ensemble that studies class C and B music literature. Students will study beginning theory and vocabulary used in concert literature. During the learning process, students will discover the historical concepts for various styles of wind music. Students will understand and demonstrate music as a way to create and communicate musical meaning and emotion. They will identify and demonstrate listening skills, analyze group and individual performances using appropriate musical language and pedagogical skills related to their chosen instruments. Guest clinicians and conductors will be used throughout the course to extend the students knowledge of instrument skills and music literature. Students will develop fundamental artistic and aesthetic understanding by writing critiques of live music concerts. Communication and interpretation skills will be used by the students while producing and performing in their own concerts, which may include collaboration with other arts disciplines.

Understanding and Knowledge:
- Intermediate musical notation
- Intermediate music vocabulary and terminology

Skills: Students will be able to...
- Demonstrate well-developed rehearsal and performance skills.
- Play independently and expressively, with appropriate dynamics, phrasing, and interpretation.

Assessments and ESLRS: Students will...
- Show aesthetic valuing with written critiques of live music rehearsals and performances.
- Within rehearsal and performance settings, students will develop the ability to read and synthesize musical notation and terminology from various classical periods and popular forms of music.
- Analyze music terminology and theory through written and oral tests.
- Utilize rigorous standards of quality through analysis of written and oral critiques by festival judges.
- Develop, create, and support artistic works through public performance.
- Assess strengths and weaknesses through small ensemble and individual assessments.
SYMPHONIC BAND

Prerequisite: Audition Only

Symphonic Band is a performing ensemble that studies class B and A music literature. Students will study intermediate theory and vocabulary used in concert literature. During the learning process, students will discover the historical concepts for various styles of wind music. Students will understand and demonstrate music as a way to create and communicate musical meaning and emotion. They will identify and demonstrate listening skills, analyze group and individual performances using appropriate musical language and pedagogical skills related to their chosen instruments. Guest clinicians and conductors will be used throughout the course to extend the students knowledge of instrument skills and music literature. Students will develop fundamental artistic and aesthetic understanding by writing critiques of live music concerts. Communication and interpretation skills will be used by the students while producing and performing in their own concerts, which may include collaboration with other arts disciplines.

Understanding and Knowledge:
- Advance musical notation
- Advanced music vocabulary and terminology

Skills: Students will be able to...
- Demonstrate well-developed rehearsal and performance skills.
- Play independently and expressively, with appropriate dynamics, phrasing, and interpretation.

Assessments & ESLRs: Students will...
- Show aesthetic valuing with written critiques of live music rehearsals and performances.
- Within rehearsal and performance settings, students will develop the ability to read and synthesize musical notation and terminology from various classical periods and popular forms of music.
- Analyze music terminology and theory through written and oral tests.
- Utilize rigorous standards of quality through analysis of written and oral critiques by festival judges.
- Develop, create, and support artistic works through public performance.
- Assess strengths and weaknesses through small ensemble and individual assessments.

WIND ENSEMBLE

Prerequisite: Audition Only

Wind Ensemble is an advanced performing ensemble that studies class A and AA music literature. Students will study advanced theory and musical vocabulary used in preparation and performance of concert literature. During the learning process, students will discover the historical concepts for various styles of wind music. Students will understand and demonstrate music as a way to create and communicate musical meaning and emotion, identify and demonstrate listening skills, analyze group and individual performances using appropriate musical language and pedagogical skills related to their chosen instruments. Guest clinicians and conductors will be used throughout the course to extend the students knowledge of instrument skills and music literature. Students will develop fundamental artistic and aesthetic understanding by writing critiques of live music concerts. Communication and interpretation skills will be used by the students while producing and performing in their own concerts, which may include collaboration with other arts disciplines.

Understanding and Knowledge of:
- Musical notation
- Advanced music vocabulary and terminology

Skills: Students will be able to...
- Demonstrate well-developed rehearsal and performance skills.
- Play independently and expressively, with appropriate dynamics, phrasing, and interpretation.

Assessment & ESLRs: Students will...
- Show aesthetic valuing with written critiques of live and recorded music rehearsals and performances.
- Through rehearsal and performance settings students will develop the ability to read and synthesize musical notation and terminology from various musical periods and forms.
- Analyze vocal and music terminology through written and oral tests.
- Utilize rigorous standards of quality through analysis of written and oral critiques by festival judges.
- Develop, create and support artistic works through public performance.
- Assess strengths and weaknesses through small ensemble and individual assessments.
WIND SYMPHONY

Prerequisite: Audition Only

Wind Symphony is an advanced performing ensemble for winds and percussion that studies class A and AA music literature. Students will study advanced / university-level theory and vocabulary used in concert literature. During the learning process, students will discover the historical concepts for various styles of wind music. Students will understand and demonstrate music as a way to create and communicate meaning and emotion. They will identify and demonstrate listening skills, analyze group and individual performances using appropriate musical language and pedagogical skills related to their chosen instruments. Guest clinicians and conductors will be used throughout the course to extend the students knowledge of instrument skills and music literature. Students will develop fundamental artistic and aesthetic understanding by writing critiques of live music concerts. Communication and interpretation skills will be used by the students while producing and performing in their own concerts, which may include collaboration with other arts disciplines. Public performances are required and there is a substantial commitment of individual (at home) practice time. Private lessons will be necessary to address the breadth, depth and pace of instruction.

Upon completion of this course, students will be able to:

- Decode musical notation.
- Demonstrate the use of advanced music vocabulary and terminology.
- Show aesthetic valuing with written critiques of live music rehearsals and performances.
- Through rehearsal and performance settings students will develop the ability to read and synthesize musical notation and terminology from various classical periods and popular forms of music.
- Demonstrate well-developed rehearsal and performance skills.
- Play expressively, with appropriate dynamics, phrasing, and interpretation.

Assessment Techniques:

- Written exams on music terminology and theory.
- Written and oral critiques of professional and amateur music concerts.
- Public performances and music festivals.
- Small Symphony and individual assessments.

Instructional Materials:

- CD’s
- Videos
- Reference Texts

STRING ORCHESTRA

Prerequisite: None

String Orchestra is an advanced performing ensemble that studies class B and C music literature. Students will study advanced theory and musical vocabulary used in preparation and performance of concert literature. During the learning process, students will discern the historical concepts for various styles of string music. Students will understand and demonstrate music as a way to create and communicate musical meaning and emotion, identify and demonstrate listening skills, analyze group and individual performances using appropriate musical language and pedagogical skills related to their chosen instruments. Guest clinicians and conductors will be used throughout the course to extend the students knowledge of instrument skills and music literature. Students will develop fundamental artistic and aesthetic understanding by writing critiques of live music concerts. Communication and interpretation skills will be used by the students while producing and performing in their own concerts, which may include collaboration with other arts disciplines.

Upon completion of this course, students will be able to:

- Decode musical notation.
- Demonstrate the use of entry-level music vocabulary and terminology.
- Show aesthetic valuing with written critiques of live and recorded music rehearsals and performances.
- Through rehearsal and performance settings students will develop the ability to read and synthesize musical notation and terminology from various musical periods and forms.
- Demonstrate well-developed rehearsal and performance skills.
- Play independently and expressively, with appropriate dynamics, phrasing, and interpretation.

Assessment Techniques:

- Written exams on music terminology and theory.
- Written and oral critiques of professional and amateur music concerts.
- Public performances and music festivals.
- Small ensemble and individual assessments.

Instructional Materials
SYMPHONIC ORCHESTRA

Prerequisite: Audition Only

Symphonic Orchestra is an advanced performing ensemble that studies class A and AA music literature. Students will study advanced theory and musical vocabulary used in preparation and performance of concert literature. During the learning process, students will discern the historical concepts for various styles of wind music. Students will understand and demonstrate music as a way to create and communicate musical meaning and emotion, identify and demonstrate listening skills, analyze group and individual performances using appropriate musical language and pedagogical skills related to their chosen instruments. Guest clinicians and conductors will be used throughout the course to extend the students knowledge of instrument skills and music literature. Students will develop fundamental artistic and aesthetic understanding by writing critiques of live music concerts. Communication and interpretation skills will be used by the students while producing and performing in their own concerts, which may include collaboration with other arts disciplines.

Understanding and Knowledge:
- Advanced musical notation
- Advanced music vocabulary and terminology
- Skills: Students will be able to...
  - Demonstrate well-developed rehearsal and performance skills.
  - Play independently and expressively, with appropriate dynamics, phrasing, and interpretation.

Assessments and ESLRs: Students will...
- Show aesthetic valuing with written critiques of live music rehearsals and performances.
- Through rehearsal and performance settings students will develop the ability to read and synthesize musical notation and terminology from various classical periods and popular forms of music.
- Analyze music terminology and theory through written and oral tests.
- Develop rigorous standards of quality through analysis of written and oral critiques by festival judges.
- Develop, create and support artistic works through public performance.
- Assess strengths and weaknesses through small ensemble and individual assessments.

CONCERT ORCHESTRA

Prerequisite: Audition and Instructor Recommendation

Concert Orchestra is an advanced performing orchestra that studies class A and B music literature. Students will study advanced / university-level theory and vocabulary used in concert literature. During the learning process, students will discover the historical concepts for various styles of orchestral music. Students will understand, synthesize and demonstrate music as a way to create and communicate meaning and emotion. They will identify and demonstrate listening skills, analyze group and individual performances using appropriate musical language and pedagogical skills related to their chosen instruments. Guest clinicians and conductors will be used throughout the course to extend the students knowledge of instrument skills and music literature. Students will develop fundamental artistic and aesthetic understanding by writing critiques of live music concerts. Communication and interpretation skills will be used by the students while producing and performing in their own concerts, which may include collaboration with other arts disciplines. Public performances are required and there is a substantial commitment of individual (at home) practice time. Private lessons will be necessary to address the breadth, depth and pace of instruction.

Upon completion of this course, students will be able to:
- Decode musical notation.
- Demonstrate the use of advanced music vocabulary and terminology.
- Show aesthetic valuing with written critiques of live music rehearsals and performances.
- Through rehearsal and performance settings students will develop the ability to read and synthesize musical notation and terminology from various classical periods and popular forms of music.
- Demonstrate well-developed rehearsal and performance skills.
- Play expressively, with appropriate dynamics, phrasing, and interpretation.

Assessment Techniques:
- Written exams on music terminology and theory.
- Written and oral critiques of professional and amateur music concerts.
- Public performances and music festivals.
- Small Orchestra and individual assessments.
Instructional Materials:
- CD’s
- Videos
- Reference Texts

PHILHARMONIC ORCHESTRA

Prerequisite: Audition Only

Philharmonic Orchestra is an advanced performing orchestra that studies class A and AA music literature. Students will study advanced / university-level theory and vocabulary used in concert literature. During the learning process, students will discover the historical concepts for various styles of orchestral music. Students will understand, synthesize and demonstrate music as a way to create and communicate meaning and emotion. They will identify and demonstrate listening skills, analyze group and individual performances using appropriate musical language and pedagogical skills related to their chosen instruments. Guest clinicians and conductors will be used throughout the course to extend the students knowledge of instrument skills and music literature. Students will develop fundamental artistic and aesthetic understanding by writing critiques of live music concerts. Communication and interpretation skills will be used by the students while producing and performing in their own concerts, which may include collaboration with other arts disciplines. Public performances are required and there is a substantial commitment of individual (at home) practice time. Private lessons will be necessary to address the breadth, depth and pace of instruction.

Upon completion of this course, students will be able to:
- Decode musical notation.
- Demonstrate the use of advanced music vocabulary and terminology.
- Show aesthetic valuing with written critiques of live music rehearsals and performances.
- Through rehearsal and performance settings students will develop the ability to read and synthesize musical notation and terminology from various classical periods and popular forms of music.
- Demonstrate well-developed rehearsal and performance skills.
- Play expressively, with appropriate dynamics, phrasing, and interpretation.

Assessment Techniques:
- Written exams on music terminology and theory.
- Written and oral critiques of professional and amateur music concerts.
- Public performances and music festivals.
- Small Orchestra and individual assessments.

Instructional Materials
- CD’s
- Videos
- Reference Texts

ORCHESTRA WINDS AND PERCUSSION

Prerequisite: Audition and Teacher Recommendation. Concurrent Enrollment in another instrumental performance class is required. This course could be variable credit.

Orchestra Winds and Percussion is an advanced performing ensemble that studies class A and AA music literature. Students will study advanced theory and musical vocabulary used in preparation and performance of concert literature. During the learning process, students will discern the historical concepts for various styles of orchestral music. Advanced skills in wind and percussion performance will be stressed in order to best prepare each performer for concerts with the Symphonic Orchestra. Students will understand and demonstrate music as a way to create and communicate musical meaning and emotion, identify and demonstrate listening skills, analyze group and individual performances using appropriate musical language and pedagogical skills related to their chosen instruments. Guest clinicians and conductors will be used throughout the course to extend the students knowledge of instrument skills and music literature, as well as give insight to the music profession. Students will develop fundamental artistic and aesthetic understanding by writing critiques of live music concerts. Communication and interpretation skills will be used by the students while producing and performing in their own concerts, which may include collaboration with other arts disciplines.

Upon completion of this course, students will be able to:
- Decode musical notation.
- Demonstrate the use of advanced music vocabulary and terminology.
- Show aesthetic valuing with written critiques of live and recorded music rehearsals and performances.
- Through rehearsal and performance settings students will develop the ability to read and synthesize musical notation and terminology from various musical periods and forms.
• Demonstrate well-developed rehearsal and performance skills.
• Play independently and expressively, with appropriate dynamics, phrasing, and interpretation.

Understanding and Knowledge of:
• Musical notation
• Advanced music vocabulary and terminology
• Advanced pedagogical skills for the students chosen instrument.
• Orchestral Literature and traditions.

Skills: Students will be able to…
• Demonstrate well-developed rehearsal and performance skills.
• Play independently and expressively, with appropriate dynamics, phrasing, and interpretation.

Assessment & ESLRs: Students will...
• Show aesthetic valuing with written critiques of live and recorded music rehearsals and performances.
• Through rehearsal and performance settings students will develop the ability to read and synthesize musical notation and terminology from various musical periods and forms.
• Analyze music terminology through written and oral tests.
• Utilize rigorous standards of quality through analysis of written and oral critiques by festival judges and peers.
• Develop, create and support artistic works through public performance.

Assessment Techniques:
• Written exams on music terminology and theory.
• Written and oral critiques of professional and amateur music concerts.
  Public performances and music festivals.
  Small ensemble and individual assessments.

Instructional Materials
• Compact Discs and other recorded material
• Videos
• Reference Texts
• Music Software

JAZZ ENSEMBLE (I, II, III)

Prerequisite: Audition Only

Jazz Ensemble is an advanced performing ensemble that studies class A and AA music literature in the jazz idiom. Students will study advanced theory, music improvisation and musical vocabulary used in preparation and performance of concert literature. During the learning process, students will discover the historical concepts for various styles of Jazz music. Students will understand and demonstrate music as a way to create and communicate musical meaning and emotion, identify and demonstrate listening skills, analyze group and individual performances using appropriate musical language and pedagogical skills related to their chosen instruments. Guest clinicians and performers will be used throughout the course to extend the students knowledge of instrument skills and music literature. Students will develop fundamental artistic and aesthetic understanding by writing critiques of live music concerts. Communication and interpretation skills will be used by the students while producing and performing in their own concerts, which may include collaboration with other arts disciplines.

Understanding and Knowledge:
• Musical notation
• Advanced music vocabulary and terminology

Skills: Students will be able to…
• Improvise in different jazz styles.
• Demonstrate well-developed rehearsal and performance skills.
• Play independently and expressively, with appropriate dynamics, phrasing, and interpretation.

Assessment & ESLRs: Students will...
• Show aesthetic valuing with written critiques of live and recorded music rehearsals and performances.
• Through rehearsal and performance settings students will develop the ability to read and synthesize musical notation and terminology from various musical periods and forms.
• Analyze vocal and music terminology through written and oral tests.
• Utilize rigorous standards of quality through analysis of written and oral critiques by festival judges.
• Develop, create and support artistic works through public performance.
• Assess strengths and weaknesses through small ensemble and individual assessments.

HISTORY OF ROCK

Prerequisites: None

The History of Rock is a semester survey course designed to explore the events, issues, and people surrounding rock music. During this course, students will focus on the historical, social and economic factors that influenced the development of rock. In addition, students will discover advances in instrumentation and ideas that dispersed what the concept of rock music is to include the many forms it enjoys today. Through listening and written analysis of music, students will respond to assess the technical and aesthetic aspects of rock music. By working with varied timbres and genres of rock and by working with guest musicians and lecturers, students will gain an understanding of rock and its relationship to the musical world while exploring other music disciplines and career potentials.

Understanding and Knowledge:
• Students will learn the historical influences on rock music and what rock influences.
• Students will understand the complexity of multiple and varied perspectives.

Skills: students will be able to...
• Evaluate and appreciate music of any form.
• Identify similarities and differences within the rock spectrum and the music spectrum.
• Demonstrate knowledge of rock music and its relationship as an ongoing social barometer.

Assessments & ESLRs: Students will...
• Read, write, listen and speak reflectively, critically and with integrity.
• Consider unconventional ideas and explore beyond the surface.
• Accept and provide constructive criticism.
• Acquire a body of knowledge, both shared and understood, and apply it to their life.
• Appreciate cultural diversity.

MUSIC THEORY

Prerequisite: Students need a basic understanding of music, including being able to read music notation fluently. Course taught concurrently with AP Music Theory.

Designed for any student with advanced interest and ability in music, this course explores new technology used in universities and the music industry. This course prepares students for enrollment in Advanced Placement Music Theory. The course integrates aspects of melody, harmony, texture, rhythm, form, musical history and style, and performance practices. Ability to read and write basic music notation is not required. Utilization of MIDI technology, along with music software will complement standard instructional techniques.

Understanding and Knowledge:
• MIDI technology
• Stylistic and historical music periods, along with general performance practices.

Skills: students will be able to...
• Play basic melodies and harmonies on a piano keyboard.
• Compose a 32 measure musical composition in a chosen style.
• Enroll in Advanced Placement Music Theory.
• Demonstrate developing speed and fluency in working with basic musical notation.
• Exhibit beginning skill in melodic, harmonic and rhythmic dictation.
• Perform sight singing in two to four measure melodies in major and minor tonalities.
• Display appropriate compositional and analytical skills for their level.

Assessment & ESLRs: Students will...
• Develop, create, and support artistic works.
• Acquire knowledge of stylistic and historical musical periods.
• Establish and use rigorous standards of quality in developing a musical composition.
ADVANCED PLACEMENT MUSIC THEORY

Prerequisite: Teacher Recommendation required

Designed for music students with advanced skills and strong interest in music, this course prepares students for the Advanced Placement (AP) Examination in Music Theory. The course integrates aspects of melody, harmony, texture, rhythm, form, musical history and style, and performance practices. Ability to read and write basic music notation is required.

Understanding and Knowledge
- Appropriate compositional and analytical skills
- Demonstrate and awareness of stylistic and historical music periods, along with general performance practices

Skills: Students will be able to...
- Play basic melodies and harmonies on a piano keyboard.
- Compose a 32 measure musical composition in a chosen style.
- Demonstrate developing speed and fluency in working with musical notation.
- Exhibit advanced skill in melodic, harmonic and rhythmic dictation.
- Perform sight singing in four to eight measure melodies in major and minor tonalities.
- Display advanced compositional and analytical skills.
- Earn college credit for Freshman Music Theory by passing the Advanced Placement test.

Assessment & ESLRs: Students will...
- Develop, create, and support artistic works.
- Acquire knowledge of stylistic and historical musical periods.
- Establish and use rigorous standards of quality in developing a musical composition.

THE MARCHING TIMBERWOLVES BAND

Prerequisite: Concurrent enrollment in any other instrumental music performance class.

The Timberwolves Band is open to all students. The band performs at football games, in parades, at competitions and other functions. All performances, rehearsals and after school commitments are required for students enrolled in the course.

Understanding and Knowledge of:
- Proper marching techniques
- Proper warm-up and cool down strategies and techniques
- Proper practice strategies and techniques

Skills: Students will be able to...
- Demonstrate proper marching techniques while performing their chosen instrument.
- Develop cooperative work habits and leadership skills.

Assessments and ESLRs: Students will...
- Perform at football games, in parades, and other functions.
- Practice proper warm-up, cool down, practice strategies and techniques at all performances.

COLOR GUARD/FLAGS

Prerequisite: Audition Only

This class is open to all students through competitive tryout in the spring semester. Fall semester activities include Marching Band halftime shows, parades, and field competitions. Spring semester activities include performances at Color Guard competitions. Performances and practices outside the regular school day are an integral, co-curricular part of this course and participation in them is required for successful completion of this course. Physical Education credit is received for this course. Uniforms must be purchased by the student. There are additional expenses for team members.

COLOR GUARD DANCE TECHNIQUE

Prerequisite: Placement audition or instructor permission
Guard Dance Technique is designed to meet the needs of the advanced beginner to intermediate level. The course will involve a detailed study of ballet, jazz, lyrical, modern, tap and social dance techniques. Choreographic studies will progress towards group and solo works with specific requirements related to theme, variation, movement patterns, and the use of props. This course will provide the student with performance opportunities. The student will continue to look at the history of dance through specific projects that deal with dance trends throughout the ages. The student will continue to acquire the physical benefits that the art of dance provides. Students are required to perform to demonstrate successful completion of the course.

Understanding and Knowledge…
- History of dance
- Choreographic studies
- Improvisational studies
- Dance Vocabulary

Skills: Students will be able to...
- Execute proper body alignment.
- Identify specific muscles.
- Demonstrate growth in flexibility, coordination, strength, and endurance.
- Demonstrate personal growth in dance skills.
- Demonstrate personal growth in performance skills.

Assessments and ESLRS: Students will...
- Develop self discipline through daily assessments of effort and participation.
- Establish and use rigorous standards of quality through a critical assessment of a dance concert.
- Demonstrate knowledge of choreographic studies through written and oral tests.
- Establish and use rigorous standards of quality through a critical assessment of a dance concert.

DANCE TECHNIQUE LEVEL ONE

Prerequisite: None

Dance Technique level one will introduce the art of dance. The student will gain a technical foundation for developing skills in ballet, jazz, modern, lyrical, and tap. The course will deal with the history of each discipline. Dance terminology is introduced with each unit of study. The basic theories of choreography will be taught through a variety of group projects. The student will discover the physical benefits of the art of dance and its relationship to a healthy lifestyle. The student will experience personal growth in flexibility, cardiovascular endurance, and muscular strength. The emphasis of this course is proper dance technique and strong body alignment. Students are required to perform to demonstrate successful completion of the course.

Understanding and Knowledge…
- A basic knowledge of the history of dance
- A dance vocabulary

Skills: Students will be able to...
- Execute proper body alignment.
- Demonstrate growth in flexibility.
- Demonstrate growth in coordination.
- Demonstrate growth in strength and endurance.
- Perform basic movement patterns.

Assessments and ESLRS: Students will...
- Develop an appreciation for the art of dance through experiencing a dance concert.
- Practice behaviors that promote physical fitness and emotional well being by developing an appreciation for the physical benefits of dance.
- Develop self discipline through daily assessments of effort and participation.
- Establish and use rigorous standards of quality through a critical assessment of a dance concert.
- Demonstrate knowledge of the history and basic elements of dance through written and oral tests.

DANCE TECHNIQUE LEVEL TWO

Prerequisites: Placement Audition or instructor permission
Dance Technique level two is designed to meet the needs of the advanced beginner to intermediate level dancer. The course will involve a detailed study of ballet, jazz, lyrical, and modern dance techniques. The students will set personal goals for technical improvements in their dance skills. Choreographic studies will progress towards group and solo works with specific requirements related to theme, variation, movement patterns, and the use of props. This course will provide the student with performance opportunities. The student will continue to look at the history of dance through specific projects that deal with dance trends throughout the ages. The student will continue to acquire the physical benefits that the art of dance provides. Students are required to perform to demonstrate successful completion of the course.

Understanding and Knowledge…
- Historical choreographic studies • Goal Setting techniques

Skills: Students will be able to...
- Demonstrate personal growth in dance skills.
- Demonstrate personal growth in performance skills.
- Identify specific muscles.

Assessments and ESLRS: Students will...
- Develop self discipline through daily assessments of effort and participation.
- Establish and use rigorous standards of quality through a critical assessment of a dance concert.
- Demonstrate knowledge of choreographic studies through written and oral tests.
- Establish and use rigorous standards of quality through a critical assessment of a dance concert.

DANCE TECHNIQUE LEVEL THREE

Prerequisites: Placement Audition or Instructor permission

Dance Technique level three is designed to meet the needs of the high intermediate level dancer. The course will emphasize techniques in ballet, jazz, modern, and lyrical dance. The students will set personal goals for technical improvements in their dance skills. Students will make critical assessments of dance concerts through critique assignments. Students are required to perform to demonstrate successful completion of the course.

Understanding and Knowledge…
- Choreography.
- Problem solving techniques.

Skills: Students will be able to...
- Execute advanced technical skills in ballet, jazz, modern and tap.
- Perform complete dance combinations with a sense of theme and style.
- Teach a movement pattern to peers.
- Demonstrate the benefits of proper technique and injury prevention.

Assessments and ESLRS: Students will...
- Establish and use rigorous standards of quality through the construction of a dance critique of a professional dance concert.
- Set and strive toward realistic goals through continual self-assessment of performance skills and choreography.
- Develop, create, and support artistic work through public performance.
- Demonstrate knowledge of choreographic studies through oral tests.

DANCE THEATRE

Prerequisite: Placement Audition

Dance Theatre is an advanced level course that will emphasize performing skills. Students will continue to work on strengthening techniques needed for ballet, pointe, jazz, modern and tap. Choreography will be required and selected works will be performed. Through the choreography assignments, students develop leadership skills, problem solving techniques and teaching skills. Students will make critical assessments of professional dance concerts and videos through critique assignments. The Dance Theatre class and performing group will emphasize developing the technical art of dance.

Understanding and Knowledge:
- Choreography
- Problem solving techniques
- Leadership skills
Skills: Students will be able to...
- Execute advanced technical skills in ballet, jazz, modern and tap.
- Perform complete dance combinations with a sense of theme and style.
- Choreograph complete dance combinations.
- Teach a movement pattern to peers.
- Analyze dance trends throughout history.
- Demonstrate the benefits of proper technique and injury prevention.

Assessment & ESLRS: Students will...
- Establish and use rigorous standards of quality through the construction of a dance critique of a professional dance concert.
- Set and strive toward realistic goals through continual self-assessment of performance skills and choreography.
- Develop, create and support artistic works through public performance.
- Demonstrate knowledge of choreographic studies through oral tests.

DANCE THEATRE II

Prerequisite: Placement Audition
Dance Theatre II is an advanced level course for new dance students. Students will have the opportunity to work on performing and choreography skills. Teamwork will be emphasized to build skills that are required of advanced dance students. Choreography will be required and selected works will be performed. Dance Theatre II will be required to perform fall and spring semesters.

Understanding and Knowledge:
- Choreography
- Problem solving techniques
- Leadership skills

Skills: Students will be able to...
- Execute advanced technical skills in ballet, jazz, modern and tap.
- Perform complete dance combinations with a sense of theme and style.
- Choreograph complete dance combinations.
- Teach a movement pattern to peers.
- Analyze dance trends throughout history.
- Demonstrate the benefits of proper technique and injury prevention.

Assessment & ESLRS: Students will...
- Establish and use rigorous standards of quality through the construction of a dance critique of a professional dance concert.
- Set and strive toward realistic goals through continual self-assessment of performance skills and choreography.
- Develop, create and support artistic works through public performance.
- Demonstrate knowledge of choreographic studies through oral tests.

MOVEMENT FOR THEATRE

Prerequisite: None
Movement for the Theatre is a course that will give the student the skills needed to learn choreography for musical theatre. The emphasis will be placed on ballet, jazz and tap skills. Students will gain audition skills. The student will be expected to perform to demonstrate successful completion of the course.

Understanding and Knowledge:
- An understanding of the physicality of the art of dance
- A knowledge of Musical Theatre Styles/Choreographers

Skills: Students will be able to...
- Students will be able to perform dance combinations with a sense of theme and style.
- Students will be able to demonstrate proper technique.
- Students will successfully complete a musical theatre audition.

Assessments and ESLRS: Students will...
Develop self discipline through daily assessments of effort and participation.
Demonstrate knowledge of a dance vocabulary.
Demonstrate growth in coordination.
Demonstrate growth in flexibility.

INTRODUCTION TO ART

Prerequisite: None
Materials Are Required

Introduction to Art is designed to introduce the basic art elements and principles of design as they apply to the four components of art education: Art History, Art Expression/Production, Aesthetic Analysis and Art Criticism. Introduction to Art is intended to provide introductory experiences through the use of a variety of media and techniques that have been utilized by various cultures throughout history. These may include drawing, painting, printmaking, graphics, ceramics, sculpture, design, lettering, handcrafts, art history and art appreciation. The class will also focus on the many possible career choices in the field of art.

Understanding and Knowledge:
- The role of the visual arts in our community
- The role of visual images as they depict human culture and social order past and present
- Career opportunities in the visual arts

Skills: Students will be able to…
- Communicate ideas visually through a variety of media and tools.
- Use the art elements and principles to produce works of art.
- Develop aesthetic judgment.
- Compare and evaluate works of art produced within the class.
- Identify one or more of the major periods and/or styles in art history.
- Utilize research skills in employing school and public libraries as reference sources
- Employ language skills through classroom discussion of visual art concepts.
- Employ writing skills to describe the formal and expressive qualities of art.
- Employ mathematical skills related to proportion and scale.
- Employ organizational skills to complete a project on time.

Assessments & ESLRS: Students will…
- Effectively collaborate with others on group projects.
- Develop, create, support and evaluate artistic projects.
- Student will demonstrate complex thinking on written tests and quizzes covering related vocabulary, terminology, and visual arts concepts.

CARTOONING I

Prerequisite: None
One Semester non-college prep course
Materials Fee Required

This studio course explores cartooning formats and offers an overview of tools and techniques involved in making them. During this hands-on class, students will discover the history of cartoon art and investigate techniques used in their creations. Character development, strip creation, symbolism, theme concepts, color theory, self-critiquing and figure drawing will be also be explored.

Understanding and Knowledge:
- Various drawing techniques
- Develop characters and story lines
- Have knowledge of one or more influential cartoonist

Skills: Students will be able to…
- Understand the history of cartoon development.
- Research a variety of cartoon markets including anime, action, caricature, political, newspaper, sports, computer-generated animation and claymation
- Demonstrate their knowledge of cartooning techniques including figure drawing, facial expression, layout design
- Explain color theory principles and how they relate to emphasis and movement
• Describe the Elements of Art and Principles of Design relative to cartooning
• Develop and implement characters in a final comic strip design
• Demonstrate story lines through visual means
• Write for a variety of audiences
• Present oral and written proposals for story development

Assessments & ESLRS: Students will….
• Effectively collaborate with others on group projects.
• Develop, create, support and evaluate artistic projects.
• Student will demonstrate complex thinking on final projects and homework covering related vocabulary, terminology, and visual arts concepts.

PAINTING AND DRAWING

Prerequisite: Introduction to Art and/or teacher recommendation
Materials Fee Required

Drawing and Painting will emphasize the four components of art education: Art History, Art Expression/Production, Aesthetic Analysis and Art Criticism as they apply specifically to drawing and painting. Drawing and Painting I is intended to provide students an opportunity to learn and develop their drawing and painting skills utilizing a variety of media and techniques (pencil, charcoal, colored pencils, pastels, oil pastels, watercolor, acrylics). The course will also incorporate the study of art history, art appreciation and the contribution of different cultures and artists.

Understanding and Knowledge:
• Various drawing and painting techniques
• Drawing and painting media applications
• One or more artists and/or styles from art history

Skills: Students will be able to…
• Utilize various drawing and painting media in a creative work of art.
• Develop ideas into a finished drawing and/or painting.
• Work cooperatively with other students on a painting or drawing.
• Utilize and identify various surfaces used with drawing and painting.
• Utilize research skills in employing school and public libraries as reference sources.
• Employ language skills through classroom discussion of visual art concepts.
• Employ writing skills to describe the formal and expressive qualities of art.
• Employ organizational skills to complete a project on time.

Assessments & ESLRS: Students will….
• Effectively collaborate with others on group projects.
• Develop, create, support and evaluate artistic projects.
• Student will demonstrate complex thinking on final projects and homework covering related vocabulary, terminology, and visual arts concepts.

ART PORTFOLIO PREP

Prerequisite: Teacher recommendation only
Materials fee required

Portfolio Prep will allow high level art students a chance to prepare a personal art portfolio that showcases their creative work in a variety of media. The class will emphasize the independent study of the four components of art education: Art History, Art Expression/Production, Aesthetic Analysis and Art Criticism. Students will work with the instructor to determine individual projects and assignments that will further their skills of production and presentation. Students have an opportunity to expand and develop their drawing and painting skills utilizing a variety of media and techniques (pencil, charcoal, colored pencils, pastels, oil pastels, watercolor, acrylics). The course will also incorporate research of various fields of study within art and career possibilities.

Understanding and Knowledge:
• Various drawing and painting techniques
• Drawing and painting media applications
• One or more artists and/or styles from art history

Skills: Students will be able to...
- Utilize various drawing and painting media in a creative work of art.
- Develop ideas into a finished drawing and/or painting.
- Work cooperatively with other students on a painting or drawing.
- Utilize and identify various surfaces used with drawing and painting.
- Utilize research skills in employing school and public libraries as reference sources.
- Employ language skills through classroom discussion of visual art concepts.
- Employ writing skills to describe the formal and expressive qualities of art.
- Employ mathematical skills related to proportion and scale.
- Employ organizational skills to complete a project on time.
- Produce an art portfolio that they can utilize at college fairs and interviews.

Assessments & ESLRS: Students will...
- Effectively collaborate with others on group projects.
- Develop, create, support and evaluate artistic projects.
- Student will demonstrate complex thinking on written tests and quizzes covering related vocabulary, terminology, and visual arts concepts.

ADVANCED PLACEMENT STUDIO ART: DRAWING

Prerequisite: An “A” grade in 1 year of Painting and Drawing and/or permission of instructor via Portfolio Evaluation
Materials Fee Required

This is a college-level course designed for the highly motivated student that is willing to spend hours of outside work and research. The student will submit a portfolio for evaluation during the month of May. The portfolio will consist of approximately 25 to 35 pieces of original work that reflect quality, concentration, and breadth. Works should reflect areas in research and development of in depth ideas; demonstrate principles of visual organization; and the ability to work in color and black and white both two and three dimensionally.

Understanding and Knowledge:
- Art Elements and Principles of design, Artists, Styles of Art, Color Theory, experience in various art mediums

Skills: Students will be able to:
- Analyze works of other artists in relationship to techniques, design elements and emotional impact of the work.
- Demonstrate ability in problem solving and critical thinking by working on a personal interest in depth.
- Demonstrate ability to work in several media.
- Demonstrate technical ability in two and three dimensional work.
- Prepare and submit a portfolio demonstration criteria set up by the Advanced Placement Board.
- Examine works of art critically, with intelligence and sensitivity.

Assessments & ESLRS: Students will...
- Effectively collaborate with others on group projects.
- Develop, create, support and evaluate artistic projects.
- Student will demonstrate complex thinking on written tests and quizzes covering related vocabulary, terminology, and visual arts concepts

ADVANCED PLACEMENT ART HISTORY

Prerequisite: At least sophomore standing with approval from a History or English Teacher

This course focuses on the major forms of artistic expression of the past as well as the present. It is taught at the level of an introductory college course and requires a considerable amount of reading and writing. The course format is lecture, slide presentations, discussion,
examinations and in-class essays. AP Art History is designed to provide the tools necessary to do well on the very rigorous AP exam by developing a student's artistic knowledge base while improving his or her thinking and writing skills.

Understanding and Knowledge:
- Architecture, sculpture, painting and other art forms

Skills: Students will be able to...
- Demonstrate an understanding of architecture, sculpture, painting and other art forms within a historical and cultural context.
- Demonstrate their abilities to write college level essays analyzing different art forms.
- Recognize the complexities of art and view it from multiple perspectives.
- Articulate their reactions to a work of art.
- Examine works of art critically, with intelligence and sensitivity.
- Develop the methodology needed to be successful on the AP Art History exam.

Assessment & ESLRs: Students will...
- Demonstrate critical and creative thinking in class discussions and written assignments by learning to focus on analysis, interpretation, and evaluation.
- Expand their abilities to communicate effectively both verbally and in writing.
- Be self-directed and assume responsibility to manage their after-school time effectively in order to keep up with their schoolwork.
- Be expected to produce a level of work that exceeds normal high school standards.
- Apply their increased understanding of diverse art forms to help them be knowledgeable global citizens.

COLLEGE PREP CERAMICS

Prerequisite: None
Materials Fee Required

College Prep Ceramics is a course designed to introduce students to beginning ceramic techniques that will enable students to create beautiful works of art. The course objective is to develop a pathway that accelerates individual analysis, communication, expression, and production. Course curriculum is presented in units that detail specific learning outcomes. Each unit will introduce a project theme, demonstrate a production skill, provide cultural and historical motivation, and culminate with a written and verbal class critique. During the first semester students will learn hand building and potter’s wheel methods. Specific skills of pinch, slab, drape, and coil, wheel thrown cups, bowls, plate and vases will be introduced. Students will be able to discuss the vocabulary and terminology that accompany the skills required by artists to express and communicate their thoughts through the clay medium. Students will be required to refine, complete, and glaze all artwork. Students will explore surface design and texture through simple glaze combinations. The second semester emphasis shifts from acquiring skills to applying knowledge. Projects require greater follow through, and cross technique application. Students are encouraged to push the boundaries of the clay, work larger and produce more dynamic forms. Students may combine hand built with thrown work, slab with coil, or drape with plates, in order to create unique works of art. Surface decoration plays a greater role in the completion of the piece as does the intention of the artist in creating a dialogue between form and function.

Understanding and Knowledge:
- Hand building
- Potter’s wheel methods
- Ceramics terminology
- Surface design and texture
- Firing temperatures and glaze components

Skills: Students will be able to:
- Apply learned hand building techniques to create, drape, coil, slab, and mask forms.
- Apply learned potter’s techniques to create, bowl, plate, cup, and vase shapes.
- Discuss the processes that led to the creation of their work.
- Evaluate and critique artwork based upon four elements, form, function, craftsmanship, and surface design.
- Identify, explore, and appreciate the historical and cultural role of ceramic artwork.

Assessment & ESLRs: Students will...
- Develop, create, support and evaluate artistic projects.
- Establish and use rigorous standards of quality in the evaluation of artwork.
- Acquire knowledge regarding the historical and cultural role of ceramic artwork and demonstrate this knowledge on written tests and quizzes.
INTERMEDIATE CERAMICS A & B

Prerequisite: Beginning Ceramics A&B
Materials Fee Required

Intermediate Ceramics emphasizes specific refinements of the basic techniques presented in Beginning Ceramics. More complex and creative projects will be included. Students will begin to specialize in hand building, sculpture, or wheel-thrown ceramics. Students will be exposed to ceramic art history and ceramics of various contemporary cultures. They will improve skills and develop creative expression in both functional and nonfunctional ceramic projects. This course is a more self-guided course. Students are to create a plan of study and write a contract listing their intended projects. The instructor is a facilitator for learning. Students work toward improving craftsmanship and understanding of process. Individual and group critiques will continue with an emphasis on refining the student’s analytical skills relating to form and design. Students specializing in wheel-thrown ceramics will further develop their skills on the potter’s wheel. Vases, mugs, bottles, pitchers, bowls, and plates are among the projects covered. Clay and glaze chemistry will be explored in greater depth. Students will refine and extend all the basic techniques and explore new areas, including low-fire and high-fire glazing techniques, and slip casting. The role of ceramics, both historically and culturally, will continue to be explored. Individual and group critiques will continue with an emphasis on refining the student's analytical skills relating to form and design.

Understanding and Knowledge:
- Hand building
- Potter’s wheel methods
- Ceramics terminology
- Surface design and texture
- Firing temperatures and glaze components

Skills: Students will be able to:
- Apply learned hand building techniques to create, drape, coil, slab, and mask forms.
- Apply learned potter’s techniques to create dynamic shapes, functional shapes.
- Express original ideas through an understanding of the elements of art and principles of design.
- Evaluate and critique artwork based upon four elements, form, function, craftsmanship, and surface design. Identify, explore, and appreciate the historical and cultural role of ceramic artwork.
- Improve the skills necessary to work with ceramic media in the development and completion of three-dimensional art projects.
- Use a variety of glazing and decorating techniques on both functional and nonfunctional projects

Assessment & ESLRs:
- Develop, create, support and evaluate artistic projects.
- Effectively collaborate on small group projects and presentations.
- Establish and use rigorous standards of quality in the evaluation of artwork.

ADVANCED CERAMICS A & B

Prerequisite: College Prep Ceramics
Materials Fee Required

Advanced Studio Ceramics is a rapid paced, dynamic course designed for the student interested in pursuing a college art degree, or an art related career. Individual projects are student driven concepts based around the following clay forms: jar with lid, cup and saucer, set of four, tea pot, vase with handle, free form sculpture, and multi technique-joined form. These forms are integral to the continued student technical and artistic development. Students are required to research each form, sketch, and thoroughly discuss the process with the instructor before any clay construction begins. By researching contemporary and historical artists students gain important insight into how the ceramic medium affects the art world. This research also plays a valid role in student motivation, and stylistic development. Students will also find motivation, and artistic influence, through exploration of required museum, gallery, and web site visitation. During the first semester, students will spend time in small group collaboration, give presentations and develop a body of work in which refinement of skill is learned of a continual basis. First semester emphasis is placed equally on the product and the process. Students will focus in depth on surface firing effects by exploring Saggar, Raku, Pit and Reduction firings. Students will be introduced to glaze chemistry, and create several signature glazes through exploration and test tile firings. Second Semester focus will draw from first semester research. Development of ideas will be carried out during this semester in the form of series oriented work. Students will choose a primary mode of creation either wheel thrown, or hand built projects. Students will create work that requires longer time frames. Some samples are place settings, realistic sculptures, and detailed surface carvings. The emphasis shifts to the quality of the finished product versus the quantity of initial skill development.

Understanding and Knowledge:
- Advanced ceramics techniques and terminology
• Contemporary and historical artists
• Saggar, Raku, Pit and Reduction firings
• Glaze chemistry

Skills: Students will be able to...
• Apply learned techniques to dynamic functional and non-functional works of art.
• Discuss the processes that led to the creation of their work.
• Evaluate and critique artwork based on four elements; form function, craftsmanship, and surface design.
• Identify, explore, and appreciate the historical and cultural role of ceramic artwork.

Assessment & ESLRs:
• Develop, create, support and evaluate artistic projects.
• Effectively collaborate on small group projects and presentations.
• Establish and use rigorous standards of quality in the evaluation of artwork.

VISUAL IMAGERY

Prerequisite: College-Prep Level
Materials Fee Required
Note: Each student will provide a camera

This is a one-year studio course exploring photography as an art form. This course emphasizes the medium as a means of personal expression, with a potential for commercial application. The student will learn digital photography.

Understanding and Knowledge:
• Producing and printing photographic imagery in a digital format.

Skills: Students will...
• Learn technical use of a digital camera.
• Have understanding of depth-of field.
• Have knowledge of light source.
• Learn compositional analysis and development.
• Have knowledge of photographic terminology.
• Have understanding of Adobe Photoshop.
• Learn digital scanning and print processing
• Learn portfolio presentation
• Have understanding of the history of photography
• Learn use of photography for esthetic expression
• Have knowledge of photography for portraiture and historical documentation
• Learn commercial applications of photography.

Assessments and ESLRS: Students will...
• Demonstrate critical and creative thinking in photographic assignments and class discussions by focusing on analysis and evaluation of photos produced in class Expand their abilities to communicate about photography both verbally and in writing .
• Be responsible in initiating photography projects and time management outside of class in order to keep up with class assignments.
• Be expected to produce photographic prints that exceed normal high school standards .
• Exhibit an understanding of photographic art as a means of becoming a knowledgeable global citizen.

PERSONAL PHOTOGRAPHY

Prerequisite: None
Personal Photography is a one semester non-college prep course.
Materials Fee Required
Note: Each student will provide a camera and photo paper for personal use.

This is a one-semester course exploring digital photography. This course emphasizes the medium as a means of personal expression. The student will learn to successfully use a digital camera in composing photos and to edit and print photos using digital technology.

Understanding and Knowledge:
• Producing and printing photographic imagery in a digital format.
Skills: Students will …

- Learn technical use of a digital camera.
- Have understanding of depth-of-field.
- Have knowledge of light source.
- Learn compositional analysis and development.
- Have understanding of Adobe Photoshop.
- Learn digital scanning and print processing.
- Learn use of photography for esthetic expression.
- Learn use of photography for portraiture.
- Learn commercial applications of photography.

Assessments and ESLRS: Students will…

- Be responsible in initiating photography projects and time management outside of class in order to keep up with class assignments
- Be expected to produce photographic prints.
- Exhibit an understanding of photographic art as a means of becoming a knowledgeable global citizen.

ADVANCED VISUAL IMAGERY

Prerequisite: 1 year of Visual Imagery or ROP Visual Imagery.
Materials Fee Required

This is a 1 year studio course which builds upon the student’s knowledge of tools and techniques involved in making photographs digitally. Photographic composition will continue to be emphasized through Elements of Art and Principles of Design further developing the student’s “artistic eye”. Advanced instruction in Adobe Photoshop will be used to edit photos. Students must be able to work independently to shoot a series of photos for each assignment.

Understanding and Knowledge:

- Producing and editing photographs digitally.
- Ability to work with computers, scanners, and digital storage devices.
- Elements of Art and Principles of Design.

Skills: Students will be able to…

- Understand the history of photography as an art form.
- Demonstrate their knowledge of advanced photographic techniques.
- Show understanding of photographic terminology.
- Describe the Elements of Art and Principles of Design relative to photography.
- Research a photographer of their choice and write a paper about them.
- Visit a gallery and view and critique a photographic exhibit.

Assessments & ESLRS: Students will…

- Create a Portfolio of work and an artist’s statement ready for submission for college entrance or internships.
- Establish and use rigorous standards of quality in the evaluation of artwork.
- Effectively collaborate on small group projects.

ADVANCED PLACEMENT VISUAL IMAGERY (AP 2D-DESIGN PHOTOGRAPHY)

Prerequisite: Advanced Visual Imagery
Materials Fee Required

Students will engage in advanced study of photography culminating with the submission of a portfolio of work to the College Board. Students will concentrate their focus on the three aspects of the AP 2D-Design which include: Quality, Breadth and Concentration. Principles of design provide the foundation of instruction while research of master and student works by other photographers, written critiques, group critiques and a variety of technical skills support instruction. Students will be expected to maintain a highly advanced level of discipline to work independently in the creation of quality works.

Portfolio Requirements

As outlined by the College Board, the portfolio (examination) submitted for evaluation must include the criteria listed below. There will be a total of 29 pieces or the 2-D Design Portfolios.
Quality
5 actual pieces of artwork sent to the College Board. (Everything else will be sent as a slide). These pieces should reflect excellence in technique and design.

Concentration
This section requires the student to explore a compelling idea, theme, concept, subject or issue. 12 slides are submitted for this portion. All 12 works will revolve around the subject student will choose at the beginning of the year.

Breadth
In this section, students are encouraged to explore a variety of subjects, techniques, mediums and aesthetic issues. 12 slides are required of 12 different works.

INTRODUCTION TO COMPUTER GRAPHICS

Prerequisite: None
Materials Fee Required

Introduction to Computer Graphic Design course is a beginning course that explores how to utilize artistic elements and principles of design in various computer graphic software and media. The class is structured around various projects emphasizing the elements of art (line, shape, color, space and texture). It will also introduce the student to the principles of compositional design (rhythm, balance, proportions, unity and variety). The class is designed to allow students the opportunity to learn of and utilize various graphic and desktop publishing software programs such as PhotoShop, InDesign and Illustrator. This course will be essential for students of today’s “technology and computer dominated” world. Students will create various projects such as Magazine Covers, Movie Posters, Travel Guides, CD Booklets, Business Cards, and Restaurant Menus.

Understanding and Knowledge:
- The importance and influence graphic software design programs have in today’s society.
- The Elements of Art and their importance in layout and composition.
- One or more graphic software programs.

Skills: Students will be able to…
- Demonstrate the proper use of hardware devices as it relates to assigned projects.
- Incorporate different graphic software programs into one integrated design.
- Prepare a professional Flash Portfolio of all of their work for use in related interviews.
- Demonstrate the use of vocabulary as it relates to the computer and its software.
- Demonstrate the ability to reach various aspects of computer graphic design on the Internet.
- Develop and complete ideas from origin to finished product.
- 

Assessment & ESLRS: Students will…
- Effectively collaborate with others on group projects.
- Develop, create, support and evaluate artistic projects.
- Student will demonstrate complex thinking on written tests and quizzes covering related vocabulary, terminology, and program.

WEB ANIMATION AND DESIGN

Prerequisite: None
Materials Fee Required

Computer Graphics and Web Design Level 1 is designed to allow 10-12 grade students the opportunity to learn Flash, Shockwave and Swift 3D. The course is also an opportunity for students to incorporate these and other software programs in learning animation, creating online commercials, advertisements and movie trailers that are of high quality and with a professional presentation. This course will be a catalyst for future advanced classes concentrating on website construction, design, and purpose in today’s society. Completion of this class may lead to earning course and/or credit in Irvine Valley College’s Tech Prep Department.

Understanding and Knowledge:
- The importance and influence graphic software design programs have in today’s society
- One or more computer hardware components
- One or more graphic software programs

Skills: Students will be able to…
• Demonstrate the proper use of hardware devices as it relates to assigned projects.
• Incorporate different graphic software programs into one integrated design.
• Create one or more Flash animations that can be used in web design.
• Prepare a CD professional “portfolio” of all of their work for use in related interviews.
• Demonstrate the use of vocabulary as it relates to the computer and its software.
• Demonstrate the ability to reach various aspects of computer graphic design on the Internet.
• Develop and complete ideas from origin to finished product.

Assessment & ESLRS: Students will…
• Effectively collaborate with others on group projects.
• Develop, create, support and evaluate artistic projects.
• Student will demonstrate complex thinking on written tests and quizzes covering related vocabulary, terminology, and program identification.

WEBSITE DEVELOPMENT

Prerequisite: Intro to Computer Graphics and/or Teacher Recommendation
Materials Fee Required

Computer Graphics and Web Design Level 2 will concentrate on utilizing Flash, Shockwave and Dream Weaver in designing their own Internet-based web home page. The course is also an opportunity for students to incorporate these and other software programs into web page construction, design and management. This course will be a catalyst for preparing students that have an interest in web design in college or as a career. Completion of this class may lead to earning course and/or credit in Irvine Valley College’s Tech Prep Department.

Understanding and Knowledge:
• The importance and influence graphic software design programs have in today’s society
• One or more computer hardware components
• One or more graphic software programs

Skills: Students will be able to…
• Demonstrate the proper use of hardware devices as it relates to assigned projects.
• Incorporate different graphic software programs into one integrated design.
• Create one or more Flash animations that can be used in web page design.
• Prepare a CD professional “portfolio” of all of their work for use in related interviews.
• Demonstrate the use of vocabulary as it relates to the computer and its software.
• Demonstrate the ability to reach various aspects of computer graphic design on the Internet.
• Develop and complete a website from origin to finished project.

Assessment & ESLRS: Students will…
• Effectively collaborate with others on group projects.
• Develop, create, support and evaluate artistic projects.
• Student will demonstrate complex thinking on written tests and quizzes covering related vocabulary, terminology, and program identification.

ADVANCED COMPUTER GRAPHICS

Prerequisite: Intro to Computer Graphics, Web Animation and/or teacher recommendation
Materials Fee Required

Advanced Computer Graphics will allow students the opportunity to explore various software graphic programs such as Animation Master, Cinema 4D, Studio 3D Max, and Dreamweaver. It is intended for those interested in a career as a graphic artist, game designer or webmaster. Completion of this class may lead to earning course and/or credit in Irvine Valley College’s Tech Prep Department.

Understanding and Knowledge:
• The importance and influence graphic software design programs have in today’s society
• One or more computer hardware components
• One or more graphic software programs

Skills: Students will be able to…
• Demonstrate the proper use of hardware devices as it relates to assigned projects.
• Incorporate different graphic software programs into one integrated design.
• Create one or more projects using 3D graphic imagery.
• Prepare a CD professional “portfolio” of all of their work for use in related interviews.
• Demonstrate the use of vocabulary as it relates to the computer and its software.
• Demonstrate the ability to reach various aspects of computer graphic design on the Internet.
• Ability to work independently on projects and software of their choice.

Assessment & ESLRS: Students will…
• Effectively collaborate with others on group projects.
• Develop, create, support and evaluate artistic projects.
• Student will demonstrate complex thinking on written tests and quizzes covering related vocabulary, terminology, and program identification.

YEARBOOK

Prerequisite: Approval of Instructor

Yearbook is a class designed to give the student experience in all aspects and techniques utilized in the production of The Element, the Northwood High School Yearbook. Students are selected for this class on the basis of interest, good writing skills and art and/or photography experience.

Yearbook is structured to give the student an understanding of the role of print media in society. Students will develop through training and practical use, the skills of writing for publication, page layout and composition, the use of artwork and photography in a publication, and to gain a historical awareness of print media. The student will develop the ability to search out information, organize, edit, and prepare it for publication. Students will work individually and in groups in the preparation of these materials. Each student will be responsible for a particular section of the yearbook. In this section they will determine the content, layout of the spread, utilize necessary art and/or photography and check proofs for correctness.

Understanding and Knowledge:
• Commonly used tools and terms used in yearbook production
• The artistic and historical uses of a yearbook

Skills: Students will be able to…
• Complete many yearbook pages/spreads utilizing and applying media, techniques and processes of publication production.
• Utilize input from a wide range of sources and disciplines to complete the yearbook.

Assessment & ESLRS: Students will…
• Effectively collaborate with others on group projects.
• Develop, create, support and evaluate artistic projects.
• Student will demonstrate complex thinking in the completion of their specific yearbook duties.
• Acquire knowledge regarding publication techniques and vocabulary and demonstrate this knowledge on written tests and quizzes.
• Prioritize and use time effectively in the completion of yearbook pages and spreads.
BUSINESS AND TECHNOLOGY

ACCOUNTING

Prerequisite: Completion of Algebra I or higher and for those students that are not going on to Geometry and Algebra II, Consumer mathematics is recommended. One semester non-college prep course for math credit. A consumable workbook is required for this course and a lab fee will be assessed.

This course is designed as an introduction to accounting language and terminology; basic accounting concepts and procedures; interpretation on financial statements; and uses of accounting information.

Understanding and knowledge:
- Students will explore the accounting cycle and develop manual and computer skills for basic accounting procedures.
- Students will explore and apply basic math skills needed for to solve business related transactions.
- Students will discover and explore careers in accounting, as well as, professions that are dependent on the use of accounting procedures.
- Some examples of these professions would include computer specialists, stockbrokers, real estate agents, commercial and retail sales, managers, and small business owners.

Skills: Students will be able to:
- Explore accounting through the methods of procedure and related business accounting simulations.
- Develop proficiency in accounting by…
  - Recording all expense and income transactions into appropriate journals.
  - Posting of entries from journals into proper ledgers.
  - Preparing applications such as spreadsheets, financial statements of balance sheets, income statements, and proprietorship summaries.
  - Balancing personal and company checking accounts.
- Determine and using the fundamental mathematical operations necessary for accounting and business related topics.
- Reinforcing reasoning and problem solving skills.
- Reviewing and practicing tax procedures.

Assessments and ESLRS: Students will…
- Progress as Complex Thinkers by learning to access and analyze information and data and by acquiring skills to make decisions and solve problems that they may encounter in the business world.
- Progress as Effective Communicators by utilizing multiple forms of communications to express understanding of content.
- Progress as Self, Life-Long Learners by setting and striving toward realistic personal goals.

CONSUMER AND PERSONAL FINANCE

Prerequisite: Completion of Algebra or higher.

One semester non-college prep course for math credit. A consumable workbook is required for this course and a lab fee will be assessed.

This course is for the student who has satisfied the state requirement of Algebra, but does not desire to continue in the traditional college-preparatory math sequence. A life skills course presented through the context of consumer and business related topics. The focus on the course will be on developing a variety of consumer and business applications which apply to personal finance.

Understanding and knowledge:
- Students will explore consumer applications and develop the necessary skills to be successful in realistic settings that they will encounter as an adult.
- Students will explore and apply basic math skills needed for to solve business related transactions.
- Students will discover and explore basic money management skills necessary for the real business world.

Skills: Students will be able to …
- Explore mathematics in real world situations through practical applications that appear in adult life
- Use appropriate technology to develop and extend learning, understanding, and applying course content.
- Develop proficiency in Consumer Mathematics by…
  - Exploring applications such as checking accounts, budgets, credit cards, taxes, loans, car purchases, insurance, apartment rentals, job applications, and banking services. Additionally the student will explore applications in insurance and retirement, housing options, consumer protection, and investment opportunities.
• Determine and using the fundamental mathematical operations necessary for consumer and business related topics.
• Reinforce reasoning and problem solving skills.
• Review and practice credit management.

Assessments and ESLRS: Students will…
• Progress as Complex Thinkers by learning to access and analyze information and data and by acquiring skills to make decisions and solve problems they will encounter as adults.
• Progress as Effective Communicators by utilizing multiple forms of communications to express understanding of content.
• Progress as Self, Life-Long Learners by setting and striving toward realistic personal goal.

AP COMPUTER SCIENCE

Prerequisite: Grade of “B” or better in Honors Algebra 2 or FST, or grade of “A” in Algebra 2

AP Computer Science is a college-level course that covers the design, development, testing, and debugging of computer programs using the Java programming language. The course is designed to serve as a first course in computer science for students with no prior computing experience. Emphasis will be placed on the study of Java syntax, object-oriented programming, problem solving, and algorithmic development. This course will prepare students for the College Board’s Advanced Placement Computer Science A examination.

Understanding and Knowledge:
• Students will obtain a broad foundational knowledge of the principle elements of computer science.
• Students will build on mathematical content and concepts from prior mathematics coursework.
• Students will investigate and explore logical approaches to problem solving.
• Students will study, create, and interpret functional relationships.
• Students will use mathematical methods to model and solve real-life problems.
• Students will engage in high-level critical thinking and problem solving.

Skills: Students will be able to...
• Design and implement computer-based solutions to problems in a variety of application areas by writing, running, and debugging computer programs.
• Discuss the use of computers and computer languages in other fields of study.
• Demonstrate knowledge of programming terminology and concepts.
• Differentiate among different levels of programming languages.
• Use and implement commonly-used algorithms and data structures.
• Develop and select appropriate algorithms and data structures to solve problems.
• Code fluently in an object-oriented paradigm using the programming language Java.
• Demonstrate the ability to read and modify large programs.
• Recognize the ethical and social implications of computer use.

Assessment & ESLRs: Students will...
• Progress as effective communicators by writing and documenting clear and readable programs.
• Progress as complex thinking by accessing, analyzing, and synthesizing information to solve problems.
• Progress as producers of quality work by designing, creating, and refining their own original work.
• Progress as self-directed, life-long learners by acquiring a foundation in computer science that encourages the continued study of additional programming languages and paradigm.