

# **Burroughs High School Course Description Guide**



**2019-2020**

**Revised 2/26/2019**

## **Introduction**

This booklet has been developed to assist you in planning your high school career. It contains information about district graduation requirements, college entrance requirements, and information about courses which may be offered during the 2019-2020 school year if there is enough student interest and available staff.

**PROGRAM PLANNING IS IMPORTANT!** It should, therefore, be a joint endeavor undertaken by student, parents, teachers, and counselor.

You should keep in mind long term goals as well as immediate interest in particular classes. Teacher recommendations and standardized test scores should be given careful consideration.

Many students will need a job when they finish high school, whether or not they are going on to college. Burroughs High School offers several courses and programs specifically designed to prepare students for the world of work.

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## **BHS GRADUATION REQUIREMENTS**

To graduate from a high school in the Sierra Sands Unified School District (not including the Adult School which has its own graduation requirements), a student must successfully complete the following minimum requirements in grades 9-12:

Subject	Years Required	Semester Classes	Semester Units of Credit
English	4	8	40
Mathematics **	2	4	20
Science *	2	4	20
Social Science			
American Government	½	1	5
Economics	½	1	5
United States History	1	2	10
Modern World History	1	2	10
World Geography	½	1	5
Fine Arts or World Language ***	1	2	10
Physical Education	2	4	20
Health	½	1	5
Electives		16	80
Totals:		46	<b>230</b>

1. Students exempted from physical education must still meet the total prescribed semester-period requirement by law.
2. Any graduation requirements mandated by state or federal law shall be included. (See note below.)
3. Courses taken after the completion of 8th grade will count toward high school graduation requirements. This includes summer school courses taken after the completion of the 8th grade and prior to entering 9th grade.

### **Notes:**

- \* The two years of science must include both biological and physical science.
- \*\* Ed code requires that all students pass one year of Algebra I to receive a diploma.
- \*\*\* To meet the fine arts or World Language requirement, the student must either successfully complete a full year of the same World Language or a full year of the fine arts.
- \*\*\*\* Board Policy 6146.1 (C) requires that a student returning from a district alternative education program must enroll prior to the first day of their senior year to receive a Burroughs High School diploma.
- \*\*\*\*\* Students returning from a district alternative education program must be on track as a senior with needing only 60 or fewer credits (for example: English:10; Government: 5; Economics: 5 and Electives: 40).

**Most courses, once passed, cannot be repeated for additional credit toward graduation. Courses failed may not be made up during the regular school year except when space is available. Make-up courses are available in summer school and credit recovery. Credit recovery is available to juniors and seniors. Sophomores may enroll in credit recovery when space is available.**

## COLLEGE ENTRANCE REQUIREMENTS

Entrance requirements to colleges or universities vary widely. It is important, therefore, that you check the entrance requirements of the schools in which you might be interested. Any high school graduate may enroll in a California community college; most state universities and private colleges, however, expect a “B” average or better in a college preparatory program. **One year of English and one year of mathematics should be included in the senior year program.** **Important note: Not all summer school and credit recovery classes are accepted by the University of California System or the California State University System.**

### CALIFORNIA STATE UNIVERSITY SYSTEM (For students graduating in 2020)

The California State University System requires the following pattern of college preparatory subjects in grades 9 through 12. (SAT Reasoning test or ACT is required.) (All grades must be a ‘C’ or better.)

English.....	4 years.....	40 semester periods
Mathematics .....	3 years.....	30 semester periods
Social Science .....	2 years.....	20 semester periods
Laboratory Science .....	2 years.....	20 semester periods
World Languages.....	2 years (same language).....	20 semester periods
Visual and Performing Arts.....	1 year (same subject).....	10 semester periods
College Prep Electives.....	1 year .....	<u>10 semester periods</u>
TOTAL		150 semester periods

### UNIVERSITY OF CALIFORNIA SYSTEM (For students graduating in 2020)

A student applying for admission as a freshman to any branch of the University of California or Cal. State University must have completed a minimum of fifteen units (150 semester periods) of high school work during grades 9-12. A one-year course is equal to one unit; a one-semester course is equal to one-half unit.

Fifteen of these required units must have been earned in academic or college preparatory courses, as specified and defined below. Eleven of the fifteen required courses must be completed prior to the beginning of the senior year. Also, at least seven of the fifteen units must have been earned in courses taken during the last two years of high school. ACT or SAT Reasoning Test are required. UC requires the SAT Reasoning Test along with the writing component. SAT Subject Area Tests are no longer required. However, SAT Subject Area Tests may be required to demonstrate proficiency in competitive majors.

#### ‘a-g’ Course Requirements

- a. **History/Social Science:** (2 years required) One year of United States history (or one-half year of United States history and one-half year of civics or American government) and one year of world history, cultures or geography.
- b. **English:** (4 years required) Four years of college preparatory English--composition and literature. (Not more than two semesters of ninth grade English will be accepted for this requirement.)
- c. **Mathematics:** (3 years required, 4 recommended.) Three years of mathematics--elementary algebra, geometry, and advanced algebra. (Mathematics courses taken in grades 7 and 8 may be used to meet part of this requirement if they are accepted by the high school as equivalent to its own courses.)
- d. **Laboratory Science:** (2 years required, 3 recommended) Fundamental knowledge in at least two of these three areas: biology, chemistry, or physics.
- e. **World Languages:** (2 years required, 3 recommended) Two years of the same World Language. (World Language courses taken in grades 7 and 8 may be used to meet this requirement if they are accepted by the high school as equivalent to its own courses.)

- f. **Visual & Performing Arts:** (1 year required) One year of approved art, ceramics, drawing, painting, drama, chorus, band, or digital multimedia design.
- g. **College Preparatory Electives:** (1 year required) One year in addition to those required in 'a' through 'e' above, to be chosen from the following subject areas: history, English, advanced mathematics, laboratory science, World Language, social science, and visual and performing arts.

***Courses Satisfying the 'g' Requirement***

<u>History and English:</u>	Additional courses that meet the UC/CSU 'a-g' requirement.
<u>Advanced Mathematics:</u>	Courses beyond Advanced Algebra that meet the UC/CSU 'a-g' requirement.
<u>Laboratory Science:</u>	Additional courses that meet the UC/CSU 'a-g' requirement.
<u>World Languages:</u>	Elective courses may be in either the same language used to satisfy the 'e' requirement or in a second World Language. If a second language is chosen however, at least two years of work in that language must be completed.
<u>Visual and Performing Arts:</u>	Drawing 3, 4, 5, 6, AP; Painting 3, 4, 5, 6, AP; Ceramics/Sculpture 3, 4, 5, 6, AP; Drama 1, 2, 3; Drama Company, Technical Theater 1, 2; and Digital Multimedia Design.
<u>Electives:</u>	AVID 9, AVID 10, AVID 11, AVID Senior Seminar, Newswriting, Intro to Engineering Design, Principles of Engineering, Digital Electronics, Civil Engineering and Architecture, <b>Computer Science Principles</b>

**U.C. SCHOLARSHIP REQUIREMENT**

The procedure used to calculate the grade point average for the scholarship requirement has several complications. For details, you should talk with your counselor. In general, however, the system is as follows:

The Scholarship requirement defines the grade point average (GPA) students must attain in the 'a-g' subjects (see the 'a-g' course list on page 2) and the scores they must earn on the SAT or ACT Tests to be eligible for admission to UC. To see if a student meets the Scholarship Requirement, use the interactive Preliminary Eligibility Calculator at <http://admission.universityofcalifornia.edu/freshman/requirements/index.html>. The minimum GPA for California-resident students is 3.0

The University calculates the 'a-g' GPA by assigning point values to the grades students earn, totaling the points, and dividing the total by the number of 'a-g' course units. Points are assigned as follows: A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points. Only the grades students earn in the "a-g" subjects taken in grades 10 & 11 are used to calculate the preliminary grade point average. 'a-g' courses with grades of D or F must be repeated or validated. Courses taken in the 9th grade can be used to meet the subject requirement if the grade is C or better, but will not be used to calculate the GPA.

The University, not the high school, assigns extra points for up to four units of certified honors level and Advanced Placement courses taken in the last three years of high school: A = 5 points, B = 4 points, and C = 3 points. Grades of D earned in honors courses are not assigned extra points. No more than two units of certified honors level courses taken in grade 10 may be assigned extra points. (Note: For Burroughs, only Advanced Placement courses, Honors Chemistry, Honors Pre-Calculus, Honors Spanish III, Honors German III and Honors English 11 are certified.)

Generally, only courses noted as meeting the UC/CSU 'a-g' requirement are college preparatory and meet the University of California 'a-g' or the California State University System Entrance Requirements. (See your counselor for more information.)

## COURSES OFFERED AT BHS THAT MEET THE UC 'a – g' REQUIREMENTS

Underlined courses denote extra honors credit is given by the UC admissions process

### a. History/Social Science

Modern World History  
Modern World History (H)  
U.S. History  
U.S. History (AP)  
American Government  
American Government (AP)

### b. English

English 1-2 B  
English 9 (H)  
English 3-4 B  
English 10 (H)  
American Literature  
Modern American Literature  
Multicultural American Literature  
English 11 (H)  
English Literature  
Expository Reading and Writing  
The Essay  
World Literature  
Advanced Placement English (AP)  
Advanced Placement English Language (AP)  
CCCC English 101  
CCCC English 102  
CCCC English Shakespeare

### c. Mathematics

(\*may only be used for the 'c' requirement)  
Algebra & Honors Algebra\*  
Algebra A/B  
Geometry & Honors Geometry\*  
Algebra 2 & Honors Algebra 2\*  
Statistics  
Trigonometry  
Honors Pre-Calculus  
Calculus (AP)

### d. Laboratory Science

Biology (CP)  
Biology (H)  
Chemistry  
Chemistry (H)  
Physics  
Biology (AP)

### e. Language other than English

(\*may only be used for the 'e' requirement)  
German I\* & German I (H)  
German II & German II (H)  
German III & German III (H)  
German (AP)  
Spanish I\* & Spanish I (H)  
Spanish II & Spanish II (H)  
Spanish III & Spanish III (H)  
Spanish (AP)  
Spanish For Native Speakers

### f. Visual and Performing Arts

(\*may only be used for the 'f' requirement)  
Art 1-2\*  
Drawing 1-2\*  
Drawing 3-4  
Drawing 5-6  
Painting 1-2\*  
Painting 3-4  
Painting 5-6  
Ceramics 1-2\*  
Ceramics/Sculpture 3-4  
Ceramics/Sculpture 5-6  
AP Studio Art: 2-D Design  
AP Studio Art: 3-D Design  
AP Studio Art: Drawing  
Drama 1\*  
Drama 2\*  
Technical Theater 1-2  
Concert Choir\*  
Orchestra\*  
Symphonic Band\*  
Digital Multimedia Design

### g. Elective Courses

World Geography  
Economics  
AP Macroeconomics  
AP Microeconomics  
AVID 9  
AVID 10  
AVID 11  
AVID Senior Seminar  
Newswriting  
Fundamentals of Anatomy & Physiology  
Conceptual Physics  
Zoology  
Computer Science Principles (PLTW)  
Digital Electronics (PLTW)  
Intro to Engineering Design (PLTW)  
Principles of Engineering (PLTW)  
Drama Company

## **GRADE POINT SYSTEMS AND PRACTICES**

### **Background of Advanced Placement Courses**

The Sierra Sands Unified School District provides a valuable service to students and parents in the development and offering of Advanced Placement courses. These rigorous courses are designed to be equivalent to courses taken at the university level. Courses successfully completed, along with the Advanced Placement Test scores, make it possible to waive certain classes at the university level. This benefit saves both time and money for the student and his/her family. In addition, there are academic benefits and distinctions that are a part of the successfully completed Advanced Placement course. It is the purpose of this correspondence to clarify these benefits, especially the awarding of an extra grade point for the grades, A, B, and C.

### **Grading scales:**

The basic grade point system in use throughout the state of California is based upon 4 points (A=4, B=3, C=2, D=1, F=0). This system is known as **non-weighted** and is always maintained **apart from** any weighted system. A 5-point system for Advanced Placement and honors classes is known as a **weighted** system and is calculated separately. Colleges, universities, foundations, and scholarship institutions make clear distinctions between weighted and unweighted information. The University of California system requires that a 4.0 scale be used to report grade point averages and they perform the evaluation of students' transcripts to assess additional credit for successfully completed Advanced Placement courses and some Honors level courses. Some applications of the 5-point scale other than college and scholarships include good driver discounts for auto insurance, as well as **locally-defined** uses such as criteria for scholarship awards. ***It is important to remember, however, that there are two distinct and separate grade scales that are mutually exclusive. The awarding of an extra grade point for successful completion of Advanced Placement and honors courses does not affect or enhance the non-weighted grade point average.*** More specifically, a student receiving a grade of "B" in any course, including Advanced Placement, will not maintain a 4.0 GPA when non-weighted information or rankings are used.

### **Awarding of grades in Advanced Placement classes:**

Criteria for the earning of grades vary from teacher to teacher and are clearly reviewed at the beginning of each Advanced Placement class. The standards in Advanced Placement classes, by their very nature, are high. This is commensurate with both the intent and benefit that comes with these courses. There shall be no lessening of standards based upon either grade point scale. The grades will be based upon widely accepted percentages. Grades received will be the grades earned by each individual student.

### **Procedures for requesting grade point averages:**

Student grade point information will be maintained in both 4-point non-weighted and 5-point weighted formats.

***It is the intent of Burroughs High School to provide the most reliable and beneficial information to students when they are applying for university admissions or for scholarships.*** Students must be clear on which type of information is being requested or accepted by the institution and must make their request based on the most appropriate and beneficial information. Students must work closely with the counselors and scholarship coordinator to evaluate which type of information is required.

### **Local applications - Awards:**

The decision to award scholarship recognition at graduation and/or the senior awards assembly is reviewed on a yearly or as-needed basis and must be approved by the governing board of the Sierra Sands Unified School District. Criteria established will be clearly communicated to all constituents at the beginning of each year. Criteria may include, but not be limited to, weighted grade point averages.

## **SCHEDULE CHANGE POLICY**

The California state frameworks, which are tied to school-wide assessment, require that instruction begin on the first day of each semester. Teacher allotments are dictated by the courses that students sign up for in the spring. If a student changes his/her schedule two weeks into the semester, the student is already behind, and thus, results in a loss of learning. Therefore, the schedule change policy is designed to promote academic success at Burroughs High School.

Students are given curriculum and registration information each spring. Credits are earned for passing grades at the end of each semester. Student initiated schedule changes must be requested before the beginning of each semester. Therefore, student initiated requests will only be considered before the beginning of each semester based on availability. Once the semester begins, there will be no student initiated schedule changes.

No changes will be allowed unless they are deemed necessary by the school. **BHS COUNSELORS WILL NOT MAKE TEACHER CHANGES.**

Students in year-long academic courses must remain in those courses for the entire year. Students will also remain in the elective courses they are placed in at the beginning of the year.

Students should see their guidance counselors to complete a schedule change form **only** if they meet the requirements for an approved schedule change:

### **Below are the only approved reasons for a schedule change:**

- Student has been scheduled into a course previously passed
- Student has been scheduled into a course out of sequence (i.e., Spanish 3 before Spanish 1)
- Student did not pass a class that was a prerequisite for another
- Student has an incomplete schedule
- Senior is missing a requirement for graduation
- Administrator must balance the class sizes

\*\*All other requests outside these parameters must be requested to and approved by an administrator.\*\*

### **Below are some examples of situations that will NOT result in a schedule change:**

- A desire for another instructor
- A desire for a class to be a different/specific period
- Student is failing a course that was requested and is afraid that it will affect graduation (students are responsible for maintaining passing grades and will not be pulled from a class in lieu of failing)
- Student requested the course but no longer interested in the subject
- A need to drop or replace a class to improve GPA
- Student is having conflicts with other students in the class (students need to discuss problems with administrators or counselors for conflict resolution)

Special circumstances may require a schedule change after the beginning of the semester. For those special circumstances, there is a three week grace period. During that time changes may be made from one level to another within the same subject. Changes will NOT be granted after the third week of each semester.



## **Procedure for Dropping or Changing Classes Prior to the Cut-Off-Date**

1. Students must request a meeting with their counselor. A form or parental permission is needed unless specified by a counselor.
2. Counselors will give studied consideration to each request. A completed request form does not guarantee a schedule change. Factors such as class size, availability of classes and/or appropriate placement supersede the request.

## **Consequences of Dropping Classes After the Cut-Off Date**

1. Any request to drop a class after the 3<sup>rd</sup> week of instruction will result in the class being replaced by an “excused” period for that period ONLY. The excused period option will only be granted to those students ON TRACK to graduate or are ahead in credits. The student cannot be behind in credits. Students/parents may choose this option through the 11<sup>th</sup> week of the semester.
2. Students who request to drop a class after 11 weeks will receive a **failing grade**.
3. The grade of “**F**” will be placed on the transcript at the end of the semester for the dropped class. and will be averaged into the student’s grade point average.
4. The final semester grade report will list the class and indicate the failing grade.

## **Procedure for Dropping a Class AFTER the Cut-Off Date**

1. Students must request a meeting with their counselor to request a class drop/change.
2. Students will fill out the schedule change request form completely, which includes securing all signatures. Students then need to return the completed form to the appropriate counselor.
3. Students must **continue with their current schedule until they receive a new one**.

## **Repeating courses**

Students may **NOT** repeat a course during the regular school year for which they received an “F” grade. Credits must be made up in summer school or credit recovery. Students may repeat a course if attempting to improve on their previous grade; credit for the course will only be given for the greater of the two grades. For example: Student has passed Biology CP with a “D” but would like to repeat the class for a better grade. The student earns a B in the repeated class and while the first class will still show on the transcript, it will not be figured into GPA or credits earned toward graduation.

## **BURROUGHS HIGH SCHOOL STANDARDS ON ACADEMIC HONESTY**

Burroughs High School requires, along with state educational law and simple ethics, that students apply the principles of truth and honesty as they pursue their academic goals. The application of these principles means that all academic work will be done by the student to whom it is assigned, without unauthorized aid of any kind.

In order for students to apply these principles, they must understand the definition of cheating and plagiarism as accepted by Burroughs High School.

### **Definition of Plagiarism**

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own (either intentionally or unintentionally), without giving credit to the source. Such an act is not plagiarism if the thought or idea is common knowledge.

Acknowledgement of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to the following: submission of a work, whether in part or in whole, completed by another; submission of a work taken from computer-generated resource materials, including the Internet and other on-line services, failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part of a sentence, close and lengthy paraphrasing of another's writing. A student who is in doubt about the extent of acceptable paraphrasing should consult the instructor.

### **Definition of Cheating**

Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means. Examples of cheating during an examination include, but are not limited to, the following: copying, either in part or in whole, from another's test or examination; discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor; giving or receiving copies of an examination without the permission of the instructor; using or displaying notes, "cheat sheets," or other information or devices inappropriate to the prescribed test conditions. Students who plagiarize or who alter/interfere with the grading procedures are also considered guilty of cheating.

It is often appropriate for students to study together or to work in teams on projects. However, such students should be careful to avoid the use of unauthorized assistance, and to avoid any implication of cheating, by such means as sitting apart from one another in examinations, presenting the work in a manner which clearly indicates the effort of each individual, or such other method as is appropriate to the particular course.

## Procedures/Penalties for Plagiarism or Cheating

1. A student who has cheated or plagiarized
  - will receive a "0" on the assignment;
  - may receive an additional penalty, up to failing a segment of the course;
  - a second, or repeat, offense will receive an "F" for the semester and lose the units earned for the course and will not be allowed to transfer to another course for credit, in place of that failed course.
2. The consequences and penalty for plagiarizing or cheating beyond a "0" for the assignment will be determined at a conference to be called by the student's counselor. The conference will include the student and his/her parent, the teacher, the department chair, the counselor, and an administrator. The decision of this conference will be considered final, and no other on-campus appeal will be allowed.
3. A student who knowingly aids or condones another student's plagiarizing or cheating will be considered as guilty as the other student of the offense. Similar penalties may be invoked.



## ENGLISH

The English department expects students to enroll in the following program. Teacher recommendations and standardized tests determine ability levels. Your teacher will be glad to discuss your individual needs with you.

COLLEGE PREPARATORY STUDENTS, PLEASE NOTE: Most colleges require all college preparatory students to take at least four years of college preparatory English in grades 9-12. Advanced Placement English Literature, AP English Language and Composition, CCCC English 101, CCCC English 102, and CCCC Shakespeare are available for capable students who want the opportunity to earn college credit through a high school course.

<b>Year</b>	<b>Accelerated/Honors</b>	<b>Average/College Prep</b>	<b>General</b>
9	Honors English 9	English 1B/2B	ELD LA 1&2
10	Honors English 10	English 3B/4B	ELD LA 1&2
11	Honors English 11 Language & Composition (AP)	*American Lit.++ *Modern American Lit	ELD LA 1&2 Effective Writing and Reading
12	English Literature (AP) Language & Composition (AP) *CCCC English 101 +++++ *CCCC English 102 +++++ *CCCC Shakespeare	<i>Select 1 Lit</i> *English Lit. ++ *World Lit ++ <i>Select 1 Composition</i> *The Essay  Expository Reading and Writing+++	ELD LA 1&2

\*semester long courses

The department bases continued honors and AP eligibility on previous grades, test scores, and teacher recommendation. Students wishing to move into the Honors or AP track must complete an application and assessment. Curricular paths may change based on student performance. A student may take more than the required English courses. Any English courses beyond those required for graduation count as elective credit.

++ These courses may not be an option for students who took an Honors English class in previous years.

+++ Although this class is college preparatory, it is designed for students who require more English skill-building.

++++ Background in AP/Honors coursework is not required for this course. This course is open to students who EXCEED EXPECTATIONS on CAASPP assessments or by teacher recommendation.

### HONORS ENGLISH 9

9

**Prerequisite: Teacher Recommendation, EXCEEDS EXPECTATIONS or high MEETS EXPECTATIONS score on district or state tests.**

Honors English 9 will develop students' ability to analyze American literature, thus enabling them to devise their own standards of literary excellence, to demonstrate the diversity of their cultural, ethical and political heritage, and to develop sophisticated reading, writing, speaking and listening skills. Students will demonstrate their ability to analyze, interpret, and appreciate the literature studied in this course through essays, tests, and discussions, and will demonstrate through tests and essays their knowledge of how literature reflects each period historically, politically, culturally, and socially. Students will demonstrate their knowledge of language skills in both written and oral assignments and will master the California Content Standards for ninth grade. Grammar, usage and mechanics are studied, and vocabulary generated from the anthology and longer works for contextual reinforcement is studied and tested. Suggested works may include *The Adventures of Huckleberry Finn*, *The Glass Menagerie*, *The Great Gatsby*, *My Antonia*, *Of Mice and Men*, *Olaudah Equiano*, *A Raisin in the Sun*, *The Red Badge of Courage*, and *The Crucible*. Daily homework is required. Meets the UC/CSU "B" or "G" requirement.

## **ENGLISH 1B, 2 B**

9

### **Prerequisite: Teacher recommendation**

1B is the first semester of college preparatory freshman English. Topics include grammar and usage, composition, vocabulary development, critical thinking, and reading. Literature focuses on the short story and nonfiction. Daily homework is required. Meets the UC/CSU “B” or “G” requirement.

The second semester of college preparatory freshman English (2B) is a continuation of the first. Literature emphasis includes the novel, poetry, drama, and epic. Teachers choose from among such works as *Fahrenheit 451*, *Of Mice and Men*, *The Pearl*, *Romeo and Juliet*, and *Animal Farm*. Daily homework is required. Meets the UC/CSU “B” or “G” requirement.

## **HONORS ENGLISH 10**

10

### **Prerequisite: Teacher Recommendation, EXCEEDS EXPECTATIONS or high MEETS EXPECTATIONS score on district or state tests.**

Students will develop an understanding of the connection between literature and its diverse political, social, historical and cultural background and develop sophisticated reading, writing, speaking and listening skills. The focus of the course is classical Greek and comparative world literature; typical longer works include *The House of Atreus*, *Oedipus Rex*, Homer’s *Iliad* and *Odyssey*, *Julius Caesar*, *All Quiet on the Western Front*, *Things Fall Apart* and *A Doll’s House*. Daily homework is required. Summer reading is required. Meets the UC/CSU “B” or “G” requirement.

## **ENGLISH 3B/4 B**

10

### **Prerequisite: Teacher recommendation**

In this course, students will continue to develop the attitudes, knowledge, and essay writing skills necessary to master the sophisticated structure and conventions of the English language. Longer selections may include titles such as *To Kill a Mockingbird*, *A Separate Peace*, *Lord of the Flies*, *Julius Caesar*, and *Antigone*. Daily homework is required. Meets the UC/CSU “B” or “G” requirement.

## **HONORS ENGLISH 11**

11

### **Prerequisite: Teacher Recommendation, Advanced or high Proficient score on district tests.**

Students will develop the attitudes, knowledge and essay writing skills necessary to interpret and evaluate English literature and they will understand the social, political and cultural contributions to that literature. Honors English 11 follows a chronological study of British literature and prepares students for the SAT, AP, and state-testing exams. The yearlong course is divided into three sections: Early English, Shakespeare, and Modern English. The first section includes works from Anglo-Saxon literature to the Renaissance. The Shakespeare Rotation is an intense study of the Bard’s works for approximately thirteen weeks. The Modern English rotation focuses on British literature from the Restoration to the Modern period. Longer selections for this course may include such works as *Beowulf*, *Grendel*, *Everyman*, *Taming of the Shrew*, *Midsummer Night’s Dream*, *Merchant of Venice*, *Hamlet*, *Othello*, *She Stoops to Conquer*, *Strange Case of Dr. Jekyll and Mr. Hyde*, *Sense and Sensibility*, *The Importance of Being Earnest*, and *Brave New World*. Daily homework and summer reading are required. Meets the UC/CSU “B” or “G” requirement.

## **ADVANCED PLACEMENT (AP) ENGLISH LANGUAGE AND COMPOSITION**

11

### **Prerequisite: Teacher Recommendation, Advanced or high Proficient score on district tests.**

AP Language and Composition is a course comparable to freshman-level collegiate courses. The AP Language and Composition course using *Conversations in American Literature* will enhance the experience of the junior-level student who is taking Advanced Placement United States History as well. This course is based on the AP English Course Description. This course focuses on nonfiction (though some literature is included), rhetorical styles, and writing for a variety of purposes in a number of different styles. Students examine language closely and critically, scrutinizing the writer’s thought, style, purpose. Students examine the context of the writing and judge the writer’s validity. Students become more powerful writers themselves by researching, writing and revising their work. Students also learn to cite and document work properly through the employment of MLA method. Students write a multitude of essays. Longer works include such works as *The Life and Times of Frederick Douglass*, *Walden*, *The Grapes of Wrath*, and *The Things They Carried*. Daily homework and summer reading are required. Meets the UC/CSU “B” or “G” requirement.

**AMERICAN LITERATURE** (semester course)

11

**Prerequisite: a grade of "B" or better in last English class or teacher and departmental recommendation based on district test scores.**

This college preparatory course offers students a historical overview of American literature from its earliest days to the end of the nineteenth century. Students will take quizzes and tests on their readings, participate in classroom discussions, do projects, and write essays on various topics related to the literature, thereby displaying an understanding of the historical and cultural significance of certain pieces of literature. Students will improve their writing by further understanding proper grammar, and by writing paragraphs and essays of various types. Students will increase their vocabulary through a range of vocabulary activities. They will employ library and research skills, and will further their listening and oral presentation skills. The supplementary texts will be chosen from *The Adventures of Huckleberry Finn*, *The Crucible*, *Red Badge of Courage*, *The Scarlet Letter*, and *Walden*. Students will also complete preparatory activities for state testing. Daily homework is required. Meets the UC/CSU "B" or "G" requirement.

**MODERN AMERICAN LITERATURE** (semester course)

11

**Prerequisite: a grade of "C" or better in last English class or teacher and departmental recommendation based on district test scores.**

Modern American Literature focuses on traditional literary forms as well as exploring the recent freedom from formal restrictions in literary works. This course further investigates the role of literature in modern society in reflecting the social, psychological, and political movements of recent times. Possible choices of texts to be studied include *All My Sons*, *100 American Poems*, *A Book of Plays*, *A Farewell to Arms*, *Catcher in the Rye*, *Ethan Frome*, *Grapes of Wrath*, *The Great Gatsby*, *Slaughterhouse Five*, *Tennessee Williams' Plays*, and *The Things They Carried*. Students will continue to practice the essay format, advanced literary concepts, SAT vocabulary, and Common Core skills in preparation for state testing. Daily homework is required. Meets the UC/CSU "B" or "G" requirement.

**EFFECTIVE WRITING AND READING**

11

**Prerequisite: teacher and departmental recommendation based on district test scores.**

Effective Writing and Reading is a non-college preparatory, general education course designed to help students develop basic literacy skills through American literature. Students will continue to practice Common Core skills in preparation for state testing. Does not meet the UC/CSU "B" or "G" requirement.

**WORLD LITERATURE** (semester course)

12 or dept. approval

**Prerequisite: a grade of "C" or better in last English class or teacher and departmental recommendation based on district test scores.**

World Literature features an exploration of big ideas in classic works of Western civilization. Typical longer works of study include *Beowulf*, Homer's *Iliad*, *Oedipus Rex* and other Greek tragedies, *Hamlet*, *Cyrano de Bergerac*, *All Quiet on the Western Front*, *In the Time of the Butterflies*, and *The Stranger*. Daily homework is required. Meets the UC/CSU "B" or "G" requirement.

**ENGLISH LITERATURE** (semester course)

12 or dept. approval

**Prerequisite: a grade of "C" or better in last English class or teacher and departmental recommendation based on district test scores.**

This course features an exploration of big ideas in classic works of early and modern English literature. Typical longer selections may include such works as *Beowulf*, *Macbeth*, *A Midsummer Night's Dream*, *Frankenstein*, *Strange Case of Jekyll and Hyde*, *The Importance of Being Earnest*, and *Brave New World*. Daily homework is required. Meets the UC/CSU "B" or "G" requirement.

**THE ESSAY** (semester course)**12 or dept. approval****Prerequisite: a grade of “C” or better in last English class or teacher and departmental recommendation based on district test scores.**

The Essay focus on the writing and reading of the nonfiction genre of essays. Students will further develop their language and organizational writing skills in preparation for college writing. Texts for the class will be the nonfiction and fiction selections from the CSU System’s Expository Reading and Writing Course. Supplemental texts will be nonfiction readings from other texts, Huxley’s *1984*, and McDougal, Littell: *Daily Oral Language Grade 12*. Daily homework is required. Meets the UC/CSU “B” or “G” requirement.

**EXPOSITORY READING AND WRITING****12****Prerequisite: Prerequisite: Teacher and departmental recommendation based on previous grade and district test scores.**

In this yearlong course, students will progress through a series of thematic modules designed to develop expository, analytical, and argumentative reading and writing skills necessary for success in college and the world of work (CP). Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, and other nonfiction texts. The course materials also include modules on full-length works, including Krakauer’s *Into the Wild*, Orwell’s *1984*, and Huxley’s *Brave New World*. This course is paced to support students who have not yet demonstrated mastery of academic literacy standards, as reflected by the CSU EAP exam in English. Daily homework is required. Meets the UC/CSU “B” or “G” requirement.

**ADVANCED PLACEMENT ENGLISH LITERATURE****12****Prerequisite: Teacher and Department Recommendation based on past performance and district test scores.**

In this College Board-approved course, students will develop the knowledge, analytic skills, and compositional abilities necessary for collegiate-level analysis of works of recognized literary merit (British, American, and comparative literature). Students will also prepare for the skills-based AP Literature examination given in May; students receiving a qualifying score may receive up to one full year of college English credit. Students will conduct intensive poetry study; typical longer selections include but are not limited to *1984*, *All My Sons*, *Medea*, *Daisy Miller*, *Summer*, *An Ideal Husband*, *Ethan Frome*, *Heart of Darkness*, *Hedda Gabler*, *The Loved One*, *King Lear*, *The Scarlet Letter*, *Tartuffe*, *The Stranger*, *Wuthering Heights*, and *Antigone*. Daily homework is required. Summer reading is required. Meets the UC/CSU “B” or “G” requirement.

**ADVANCED PLACEMENT LANGUAGE & COMPOSITION****12****Prerequisite: Teacher and Department Recommendation based on past performance and district test scores.**

In this College Board-approved course, students will develop the knowledge, analytic skills, and compositional abilities necessary for collegiate-level analysis of nonfiction works of recognized literary merit. Students will also prepare for the skills-based AP English Language and Composition examination given in May; students receiving a qualifying score may receive up to one full year of college English credit. This course is different from AP Literature in that the focus is on nonfiction, rhetorical styles, and writing for a variety of purposes in a number of different styles. Students examine language closely and critically, scrutinizing the writer’s thought, style, purpose. Students examine the context of the writing and judge the writer’s validity. Students become more powerful writers themselves by writing a wide range of essays in a wide range of modes. Typical longer works include *Black Boy*, *Into the Wild*, *The Things They Carried*, and *1984*. Daily homework is required. Summer reading is required. Meets the UC/CSU “B” or “G” requirement.

**CCCC 101: FRESHMAN COMPOSITION (CERRO COSO DUAL ENROLLMENT)****12****Prerequisite: ENGL C070 (or Accuplacer Test or CAASP Advanced score). Repeat Status: Not repeatable**

In this composition course for transfer to four-year institutions, students write expository and argumentative essays that respond to a variety of rhetorical situations and incorporate university-level research. The course emphasizes critical reading, effective use of language, and analysis of university-level concepts presented in outside sources. Students write four to five expository essays including a lengthy research paper (total: 7,000 words).

Students who earn a C or better in the course will also earn transferrable college-level English credit.

**CCCC 102: CRITICAL THINKING THROUGH LITERATURE (CERRO COSO DUAL ENROLLMENT)** 12

**Prerequisite: Successful completion of CCCC 101 or the AP English Language**

In this dual enrollment composition course for transfer to four-year institutions, students develop composition, analytical, and critical reasoning skills through study of literary works (fiction, poetry, drama, and essay). The course emphasizes critical analysis, principles of logic, use of research, and presentation of carefully-reasoned written arguments while developing students' close reading skills and promoting an appreciation for the aesthetic qualities of literature. Students write four to five expository essays demonstrating sophisticated application of critical thinking skills to literature (total: 8,000 words).

Students who earn a C or better in the course will also earn transferrable college-level English credit.

**CCCC SHAKESPEARE (CERRO COSO DUAL ENROLLMENT)** 12

**Prerequisite: Successful completion of CCCC English 102 or the AP English Language course.**

This dual enrollment course provides an introduction to Shakespeare's works, including discussion and analysis of selected plays (tragedies, comedies, and histories) and non-dramatic poetry. Some attention may be given to the historical, artistic, literary, theatrical, and social influences of Renaissance England contributing to the development of Shakespeare's literary achievements. Students who earn a C or better in the course will also earn transferrable college-level English credit.

**INDIVIDUALLY GUIDED ADVANCED INSTRUCTION** 11-12

**Prerequisite: Approval of teacher, Dept. Chair, and Assistant Principal**

Individually Guided Advanced Instruction is an opportunity for students to work on topics of particular interest under staff guidance.

**ENGLISH LANGUAGE DEVELOPMENT LANGUAGE ARTS 1 & 2** 9-12

**Prerequisite: Early intermediate level 2 on CELDT test**

The first class is designed for students who are basic English language learners. English Language Development 1 is organized and clearly framed by the English Language Development standards, to ensure that all English learners practice and master basic speaking, reading, listening, and writing skills. Course materials primarily include the *Edge* curriculum.

The second class is designed for students who are intermediate English language learners. English Language Development 2 is organized and clearly framed by the English Language Development standards as well as the English Language Arts standards that will allow the students to discover literature as well as practice and master speaking, reading, listening, and writing in English. Course materials primarily include the *Edge* series.



## MATHEMATICS

To meet the mathematics graduation requirement as specified by the Sierra Sands Unified School District Board of Education, a student must successfully complete two years of mathematics in grades 9 - 12. All students must complete a course equivalent to Algebra I to receive a diploma. The chart below should assist students and parents in determining the sequence of mathematics courses to be taken according to the student's ability level. All courses are College Preparatory.

Ability levels are determined by previous math class grade, benchmark exams, and final exams. Your mathematics teacher or counselor will be glad to discuss your individual needs with you.

COLLEGE PREPARATORY STUDENTS, PLEASE NOTE: Most colleges require college preparatory students to take a full year of Algebra, Geometry, and Algebra 2.

<b>Year</b>	<b>Accelerated</b>	<b>Advanced</b>	<b>Proficient</b>
9	Honors Geometry	Honors Algebra	Algebra Algebra A
10	Honors Algebra 2	Honors Geometry Algebra 2	Geometry Algebra Algebra A Algebra B
11	Honors Pre-Calculus Calculus (AP)	Honors Algebra 2 Honors Geometry *Statistics *Trigonometry Honors Pre-Calculus	Algebra 2 Geometry Algebra B Algebra
12	Calculus (AP) CCCC	Honors Algebra 2 Honors Geometry *Statistics *Trigonometry Honors Pre-Calculus Calculus (AP)	Algebra 2 Geometry Algebra *Statistics *Trigonometry

\*semester long courses

### ALGEBRA A

**9-10**

**Recommended: Placement through diagnostic testing, previous math class grade, benchmark exams, and teacher recommendation.**

Algebra A is the first year of a two year remedial Algebra course designed to provide students with foundational skills from core math classes while meeting basic Algebra standards. Students successfully completing Algebra A will progress into Algebra B in order to complete the Algebra 1 graduation requirement.

### ALGEBRA B

**10-11**

**Recommended: Successful completion of Algebra A with a "D" or better**

Algebra B is the second year of a two year Algebra 1 course designed to provide students with foundational skills from core math classes while meeting basic Algebra standards. Successful completion of both Algebra A and B over the two year period is equivalent to Algebra I and meets the BHS algebra/math graduation requirement. Algebra B will meet the UC/CSU "C" requirement equivalent to Algebra I.

**ALGEBRA**

9-12

**Recommended: Placement through diagnostic testing, previous math class grade, benchmark exams, and teacher recommendation.**

Algebra is a one year course that covers the Common Core Standards necessary for a High School Diploma. This course meets the BHS algebra/math graduation requirement. This course meets the UC/CSU "C" requirement.

**HONORS ALGEBRA**

9

**Prerequisite: Grade of "B+" or better in Math 8 Honors. Placement through diagnostic testing and teacher recommendation**

Honors Algebra is a yearlong course. Students learn about operations with algebraic expression, solutions to first and second degree equations, factoring, graphing linear equations, inequalities, irrational numbers, the quadratic formula, and other similar topics. The typical student spends at least one-half hour on homework daily. This course has been aligned to the SSUSD and Common Core Standards for Mathematics. This course meets the UC/CSU "C" requirement.

**GEOMETRY**

10-12

**Recommended: Successful completion Algebra I, benchmark exams, and final exams.**

Geometry will cover topics with a deductive hands on approach different from the rigorous deductive honors approach. The intent of the course is to offer a richer second year mathematical experience. Topics covered: Introduction to geometry; reasoning; construction; triangle and polygon properties; area and volume; similarity and congruence; introductory trigonometry. This course meets the UC/CSU "C" requirement.

**HONORS GEOMETRY**

9-10

**Prerequisite: Successful completion of Honors Algebra with a grade of a "B" or better, benchmark exams, and final exams.**

Honors Geometry teaches deductive reasoning and organized thinking. Students study postulates, definitions, and theorems to use in formal proofs. Both semesters emphasize using algebraic skills to solve problems. Plane geometry and solid geometry are taught. Students also learn straightedge and compass constructions and transformations, triangles, polygons and circle properties. This course has been aligned to the SSUSD and State Standards for Mathematics. Meets the UC/CSU "C" requirement.

**ALGEBRA 2**

10-12

**Recommended: Successful completion of Geometry or Honors Geometry, benchmark exams, and final exams.**

This is an integrated college preparatory mathematics course covering all eight strands of the California State Mathematics Framework (Functions, Algebra, Geometry, Statistics and Probability, Discrete Mathematics, Measurement, Number, and Language and Logic) with an emphasis on advanced Algebra. This course includes a thorough study of functions (linear, quadratic, polynomial, radical, rational, logarithmic, and exponential). Sequences, series, probability, statistics, transformations, and trigonometry are also covered. Meets the UC/CSU "C" requirement.

**HONORS ALGEBRA 2**

10-12

**Recommended: Successful completion of Honors Geometry, benchmark exams, and final exams.**

This course includes the concepts taught in the third year of the college preparatory sequence (Algebra 2). The depth of study, the creative problem solving, and the additional concepts covered ensure a more challenging course. The expanded study of functions, conics, complex numbers, and trigonometry differentiates Honors Algebra 2 from Algebra 2. Honors Algebra 2 is the third course of a four-year honors mathematics program. Meets the UC/CSU "C" requirement.

**TRIGONOMETRY (semester course)**

11-12

**Recommended: Successful completion of CP Algebra 2 or Honors Algebra 2.**

Trigonometry is a semester length study of basic trigonometry. It will include the foundational triangle functions, unit circle using both radian and degree measurements, and the trigonometric identities. Deeper understanding of logarithms, exponential functions and complex numbers will be developed. This course was developed as an alternative to the calculus track for students who do not wish to take Honors Pre-Calculus or AP Calculus but still want a challenging and applicable math course. Meets the UC/CSU "C" requirement.

**STATISTICS(semester course)****11-12****Recommended: Successful completion of CP Algebra 2 or Honors Algebra 2 or Trigonometry.**

Statistics is a semester length study focusing on four areas: Exploring data, sampling and experimentation, anticipating patterns and statistical inference, analyzing sampling methods, effectively analyzing and presenting data in a variety of formats and designing and implementing experiments and surveys. This course was developed as an alternative to the calculus track for students who do not wish to take Honors Pre-Calculus or AP Calculus but still want a challenging and applicable math course. \*\*A graphing calculator is highly recommended. Meets the UC/CSU "C" requirement.

**HONORS PRE-CALCULUS****11-12****Recommended: Successful completion of Algebra 2 or Honors Algebra 2, benchmark exams, and final exams.**

Honors Pre-Calculus is a one year math analysis course covering advanced topics of functions, trigonometry, statistics, analytic geometry, and limits. Meets the UC/CSU "C" or "G" requirement.

**ADVANCED PLACEMENT CALCULUS-AB****11-12****Recommended: Successful completion of Honors Pre-Calculus or teacher recommendation.**

This course is a college-level class for students who have completed the equivalent of 4 years of college preparatory mathematics. Students will receive little or no review. Topics include derivatives, differentials, integrations, and applications. Many problems are atypical and require students to synthesize new solutions. A graphing calculator is required. The course is designed to prepare students to take the Advanced Placement Exam for Calculus AB. Meets the UC/CSU "C" or "G" requirement.

## SCIENCE

The two-year science requirement for graduation must include both biological and physical science. Those classes satisfying the physical science requirement include: Chemistry, Honors Chemistry, Earth Science, Physics, and Conceptual Physics. Those classes satisfying the life science requirement include: Biology, Honors Biology, AP Biology, Zoology, Anatomy and Physiology, and Forensic Science.

COLLEGE PREPARATORY STUDENTS, PLEASE NOTE: Most colleges require college preparatory students to take at least two years of Lab Science. Lab Science classes approved by most colleges include Biology, Honors Biology, AP Biology, Chemistry, Honors Chemistry, and Physics CP.

Year	Accelerated	Advanced	Proficient
9	Honors Biology CP	Biology CP	(No Science)
10	Honors Chemistry CP	Chemistry CP	Biology CP
		Conceptual Physics CP	Earth Science
11	AP Biology CP	Physics CP	Chemistry CP
	Physics CP	*Fundamental of Anatomy CP	Conceptual Physics CP
	*Fundamental of Anatomy CP	*Zoology CP	*Forensic Science
	*Zoology CP		Earth Science
12	AP Biology CP	Physics CP	Chemistry CP
	Physics CP	*Fundamental of Anatomy CP	Conceptual Physics CP
	*Fundamental of Anatomy CP	*Zoology CP	*Forensic Science
	*Zoology CP		Earth Science

\*semester- long courses

### BIOLOGY (CP)

9-10

**Prerequisite: 9th graders must be enrolled in Algebra or higher math.**

Biology CP is an in-depth study of the areas of cell biology, genetics, ecology, evolution and human physiology with relevant Earth Science components related to biology in accordance with the Next Generation Science content standards. Students will learn how organisms perform life functions and how they interrelate through a variety of laboratory activities, in-class work, and homework. A minimum of 4 hours of homework a week is expected. Meets the UC/CSU "D" or "G" requirement.

**HONORS BIOLOGY (CP)**

9

**Prerequisite: 9th graders must have concurrent enrollment in Honors English and Honors Geometry or higher math; or Honors English and Honors Algebra.**

Honors Biology CP is a rigorous, accelerated laboratory science course which focuses on investigating major biological concepts. In addition, emphasis will be placed on the study of chemistry, physics, and statistical analysis as applied to biological systems, genetics, evolution, ecology, and physiological processes in organisms. The course covers relevant Earth Science components related to biology in accordance with the Next Generation Science content standards. The course is open to college-preparatory students who have demonstrated exceptional ability in science. A minimum of 5 hours of homework a week is expected. Meets the UC/CSU "D" or "G" requirement.

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**CHEMISTRY (CP)**

10-12

**Prerequisite: Completion of Biology (CP) and Algebra or higher math with a grade of "C" or better. Recommended completion or concurrent enrollment in Algebra or higher level math**

Chemistry (CP) is a laboratory-based course designed to provide students with an understanding of the following topics using critical thinking and application: atomic and molecular structure, chemical bonding, stoichiometry, gases and their properties, acids and bases, solutions, chemical equilibrium, chemical thermodynamics, nuclear processes, reaction rates, and organic and bio-chemistry. This course covers the Chemistry content standards. A minimum of 4 hours of homework a week is expected. Meets the UC/CSU "D" or "G" requirement.

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**HONORS CHEMISTRY**

10

**Prerequisite: Completion of Honors Biology (CP) and Algebra or higher math with a grade of "A" or "B" or teacher recommendation. Completion or concurrent enrollment in Algebra or higher level math.**

Honors chemistry is a laboratory-based course designed to provide students with an in depth understanding of atomic and molecular structure, nomenclature, chemical bonding, stoichiometry, gases and their properties, acids and bases, solutions, chemical equilibrium and chemical thermodynamics. This STEM based class is designed to motivate students who are planning to seek advanced study in science, engineering, and mathematics. Students will move more quickly through the standardized CP curriculum and thus will have the capability to explore advanced components and applications of chemistry. A minimum of 5 hours of homework a week is expected. Meets the UC/CSU "D" or "G" requirement.

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**PHYSICS (CP)**

11-12

**Prerequisite: Completion or concurrent enrollment in Algebra 2 and completion of Chemistry with a grade of "C" or better**

Physics is an algebra and laboratory based college preparatory course covering fundamental principles of matter and energy. The primary topics include mechanics, sound and light waves, electricity, magnetism, and thermodynamics. Emphasis is placed on quantitative analysis of data collected in laboratory exercises, and applied problem solving. This course covers Physics content standards. A minimum of 4 hours of homework a week is expected. Meets the UC/CSU "D" or "G" requirement.

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**CONCEPTUAL PHYSICS (CP)**

10-12

**Prerequisite: Concurrent enrollment in Algebra B or equivalent**

Conceptual Physics is the study of the concepts of physics. Investigation of mechanics, properties of matter, heat, sound and light, and electricity and magnetism. Analysis and mathematics through Algebra A are used in solving problems. This course covers Physics content standards. A minimum of 3 hours of homework a week is expected. Meets the UC/CSU "G" requirement.

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**EARTH SCIENCE****10-12****Prerequisite: Completion of Biology (CP)**

The study of Earth Science helps students gain a conceptual understanding Earth's place in the universe. Earth science students will explore the dynamic physical and chemical systems and processes that formed Earth and continue to shape this planet. This course covers the High School Earth Science standards described in HS-ESS and is reinforced by hands-on investigations and inquiry projects. This course will meet the SSUSD science graduation requirement for a physical science, but is not a a-g UC lab science course.

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**FUNDAMENTALS OF ANATOMY AND PHYSIOLOGY (CP) (semester course)****11-12****Prerequisite: A grade of "B" or better in Biology (CP)**

Fundamentals of Anatomy and Physiology provides an introduction to physiology and anatomy of the human body. Major organ systems that will be investigated include nervous, immune, digestive, endocrine, etc. Contemporary scientific issues affecting biology will be integrated into course curriculum. Topics may include DNA's role in behavior, current medical research issues and pathology. This course is designed to support students interested in health-related careers. Students use dissection as the major laboratory tool. A minimum of 4 hours of homework a week is expected. Meets the UC/CSU "G" requirement.

**ZOOLOGY (CP) (semester course)****11-12****Prerequisite: A grade of "B" or better in Biology (CP)**

Zoology is a more in-depth study of the animal kingdom than is possible in Biology. Each of ten major animal groups (phyla) will be studied starting with an emphasis on vertebrates. Many aspects of their anatomy, physiology, and natural history will be covered in lecture and laboratories. Live animal labs emphasizing ecology and evolution, using student observation and analysis skills are the major laboratory skills. A minimum of 4 hours of homework a week is expected. Meets the UC/CSU "G" requirement.

**FORENSIC SCIENCE (semester course)****11-12****Prerequisite: A grade of "C-" or better in Biology and one other year of any college prep science.**

Forensic Science is a course in which students will familiarize themselves with the basic principles and uses of forensic science in the American system of justice. Forensic science is the study and application of science to the processes of law and involves the collection, examination, evaluation, and interpretation of evidence. The course will review the basic applications of the biological, physical, chemical, medical, and geological sciences to questions of evidence and law. A minimum of 3 hours of homework a week is expected.

## **SOCIAL SCIENCE**

<b>Year</b>	<b>Advanced</b>	<b>Proficient</b>
9	World Geography	World Geography
10	Honors Modern World History	Modern World History
11	AP U.S. History	U.S. History
12	AP Micro Economics (1 semester) AP Government (1 semester) AP Macro Economics (1 semester)	Economics (1 semester) U.S. Government (1 semester)

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### **WORLD GEOGRAPHY**

**9**

#### **Prerequisite: none**

World Geography is a semester long course designed to develop students' awareness of place and locational skills, and to enhance understanding of human and environmental interaction, world regions and their historical, cultural, economic and political characteristics. A minimum of 3 hours of homework a week is expected. Meets the BHS graduation requirement. Meets the UC/CSU "G" requirement.

### **MODERN WORLD HISTORY**

**10**

#### **Prerequisite: teacher recommendation**

Modern World History is a study of the major turning points that shaped the modern world from late eighteenth century through the present. Students will develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural (art, music, literature) contents. Competency-based educational objectives will be in compliance with California State Model Curriculum Standards. A minimum of 2-3 hours of homework a week is expected. Meets the UC/CSU "A" or "G" requirement.

### **HONORS MODERN WORLD HISTORY**

**10**

#### **Prerequisite: teacher and department recommendation**

Honors Modern World History is an intensive study of the modern world, from the late eighteenth century through the present, including the cause and course of both World Wars and the Cold War period. Students also develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and culture (art, music, literature) contents. The standards for the year-long course are taught and learned through eight major themes sequenced chronologically. Competency-based educational objectives will be in compliance with California State Model Curriculum Standards. A minimum of 2-3 hours of homework a week is expected. Meets the UC/CSU "A" or "G" requirement.

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

**11**

#### **Prerequisite: none**

U.S. History is a course in which students examine the economic, social, and political development of the United States, concentrating primarily on the twentieth century. Throughout the course students will explore American culture, literature, the arts, and the mass media. Students will demonstrate competency in questioning, critical thinking, research, and writing as it applies to the discipline of history. Competency-based educational objectives will be in compliance with California State Model Curriculum Standards. A minimum of 3 hours of homework a week is expected. Meets the UC/CSU "A" or "G" requirement.

**ADVANCED PLACEMENT U.S. HISTORY**

11

**Prerequisite: Teacher recommendation**

Advanced Placement U.S. History is an intensive study of the economic, social, and political development of the United States. During the year certain themes will be emphasized: the expanding role of the federal government and federal courts; the continuing tension between the individual and the state; the emergence of a modern corporate economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for social minorities; and the role of the United States as a major world power. Throughout the course students will explore American culture, literature, the arts, and the mass media. Students will demonstrate competency in questioning, critical thinking, research, and writing as it applies to the discipline of history. Competency-based educational objectives will be in compliance with California State Model Curriculum Standards. Students are required to take the AP Exam administered in the spring. A minimum of 7 hours of homework a week is expected. Meets the UC/CSU "A" or "G" requirement.

**AMERICAN GOVERNMENT**

12

**Prerequisite: none**

American Government covers topics such as voting, elections, Congress and the Presidency, bureaucracy, national courts, Bill of Rights, and state and local governments. A minimum of 2 hours of homework a week is expected. Meets the UC/CSU "A" or "G" requirement.

**ECONOMICS**

12

**Prerequisite: none**

Economics covers topics such as fundamental economic concepts, microeconomics, comparative economics systems, and international economic concepts. A minimum of 2 hours of homework a week is expected. Meets the UC/CSU "G" requirement.

**ADVANCED PLACEMENT AMERICAN GOVERNMENT (CP)**

12

**Prerequisite: Teacher recommendation**

An intensive study of American government. Students are required to take the AP exam in spring. A minimum of 7 hours of homework a week is expected. Meets the UC/CSU "A" or "G" requirement.

**ADVANCED PLACEMENT ECONOMICS AND MACRO ECONOMICS**

12

**Prerequisite: Teacher recommendation**

First semester is an intensive study of microeconomics. Second semester is the intensive study of macroeconomics. Students are required to take the AP exam in spring. A minimum of 7 hours of homework a week is expected. Meets the UC/CSU "G" requirement.



## WORLD LANGUAGES

### GERMAN I (CP)

9-12

**Prerequisite:** Freshmen must have a grade of "B" in their 8th grade English class. Sophomores & Juniors must have received a grade of "C" or better in CP English or consent of teacher.

German I is a beginning class that teaches basic understanding, speaking, reading, and writing in German. Daily life and culture are also studied. There is a minimum of 3 hours of study a week. Meets the UC/CSU "E" requirement.

### GERMAN I HONORS

9-12

**Prerequisite:** Freshmen must be enrolled in at least two other Honors level classes. Sophomores & Juniors must be currently enrolled in and successfully completing two other Honors level classes with minimum grades of "C" or better.

German I Honors is a beginning class that teaches listening, speaking, reading, and writing in German at a deeper and more accelerated level. Daily life and culture are also studied. In addition to the German I (CP) curriculum, students will be given more complex listening, speaking, reading, and writing tasks per unit. There is a minimum of 5 hours of study a week. Meets the UC/CSU "E" requirement.

### GERMAN II (CP)

9-12

**Prerequisite:** grade of "C" or better in German I or consent of teacher

German II builds on what has been learned in German I. It introduces more advanced grammar patterns; requires more speaking, listening, and writing; and enables the student to read and understand written texts. There is a minimum of 5 hours of study a week. Meets the UC/CSU "E" requirement.

### GERMAN II HONORS

9-12

**Prerequisite:** grade of "C" or better in German I Honors or grade of "B+" or better in German I (CP)

German II Honors builds on what has been learned in German I. It introduces more advanced grammar patterns; requires more speaking, listening and writing; and enables the student to read and understand written texts independently. In addition to the German II (CP) curriculum, students will be given more complex listening, speaking, reading, and writing tasks for each unit. There is a minimum of 5 hours of study a week. Meets the UC/CSU "E" requirement.

### GERMAN III (CP)

10-12

**Prerequisite:** grade of "C" or better in German II or consent of teacher

German III reviews and reinforces the basic language structures of German. It refines pronunciation and increases listening, speaking, and writing skills. Reading authentic literature is a major part of the course. There is a minimum of 5 hours of study a week. Meets the UC/CSU "E" or "G" requirement.

### GERMAN III HONORS

9-12

**Prerequisite:** grade of "C" or better in German II Honors or grade of "B+" or better in German II (CP)

German III Honors refines pronunciation and increases listening, speaking, reading and writing skills as well as reviewing all relevant grammar structures. Reading authentic literature is a major part of the course. In addition to the German III (CP) curriculum, students will be given more complex listening, speaking, reading and writing tasks per unit. These tasks are designed to help students prepare for the AP German Language and Culture exam. There is a minimum of 7 hours of study a week. Meets the UC/CSU "E" or "G" requirement.

### ADVANCED PLACEMENT GERMAN / GERMAN IV

11-12

**Prerequisite:** grade of "C" or better in German III Honors or a "B+" in German III (CP)

Advanced Placement German prepares the student for the AP exam. This course offers a review of German language grammar through intensive reading, writing, speaking, and listening exercises. In addition, current social, economic and lifestyle trends are investigated using newspapers, books, films, computers and native speakers. Students should have a strong desire to want to improve language skills for academic and/or travel purposes. Most universities award course credits for a grade of 3 or better on the AP exam. There is a minimum of 7 hours of study a week. Meets the UC/CSU "E" or "G" requirement.

**SPANISH I (CP)**

9-12

**Prerequisite: Freshmen must have a grade of “B” in their 8th grade English class. Sophomores & Juniors must have received a grade of “C” or better in CP English or consent of teacher.**

Spanish I is a beginning course that develops the four communication skills of listening, speaking, reading, and writing; explores Hispanic cultures; and builds basic vocabulary, grammar, and competency in idiomatic expressions in Spanish, as outlined in ACTFL and California frameworks. Oral and written exercises, both individually and in groups, provide practice to develop these skills for practical application. There is a minimum of 3 hours of study a week. Meets the UC/CSU "E" requirement.

**SPANISH I HONORS**

9-12

**Prerequisite: Freshmen must be enrolled in at least two other Honors level classes or have completed the 8<sup>th</sup> grade Spanish I class with a “B+” or better & consent of 8<sup>th</sup> grade Spanish I teacher. Sophomores & Juniors must be currently enrolled in & successfully completing two other Honors level classes with grades of “C” or better.**

Spanish I Honors is a beginning course that teaches listening, speaking, reading, and writing in Spanish at a deeper and more accelerated level. Daily life and the diversity of Hispanic culture are also studied. In addition to the Spanish I (CP) curriculum, students will be given more complex listening, speaking, reading and writing tasks per unit. There is a minimum of 5 hours of study a week. Meets the UC/CSU "E" requirement.

**SPANISH II (CP)**

9-12

**Prerequisite: grade of “C” or better in Spanish I or consent of teacher**

Spanish II is designed to further develop the four communication skills of listening, speaking, reading, and writing, and continue building skill in vocabulary, grammar, and idiomatic expressions. Students will increase their vocabulary and ability to use it in progressively more complicated structures, reinforcing their ability to use previously learned material. Individual and group oral and written exercises help increase the creative ability to use the language. There is a minimum of 5 hours of study a week. Meets the UC/CSU "E" or "G" requirement.

**SPANISH II HONORS**

9-12

**Prerequisite: grade of “C” or better in Spanish I Honors or grade of “B+” or better in Spanish I (CP)**

Spanish II Honors builds on what has been learned in Spanish I/Spanish I Honors. It introduces more advanced grammar patterns, requires more speaking, and enables the student to read and understand written texts. In addition to the Spanish II (CP) curriculum, students will be given more complex listening, speaking, reading, and writing tasks per unit. There is a minimum of 5 hours of study a week. Meets the UC/CSU "E" or "G" requirement.

**SPANISH FOR NATIVE SPEAKERS (CP)**

9-12

**Prerequisite: Placement test score of minimum 80% and informal interview in Spanish**

Spanish For Native Speakers is a course designed to meet the linguistic and cultural needs of heritage Spanish speakers in preparation for taking the Advanced Placement Spanish course. The class enables Spanish speaking students to gain academic preparation and literacy skills in their native language in order to increase their academic and literacy skills in English. Additionally, students learn a variety of academic, literary, grammatical and syntactic skills in their primary language that encourage their linguistic competence in listening, speaking, reading, and writing in Spanish. There is a minimum of 7 hours of study a per week. Meets the UC/CSU "E" or "G" requirement.

**SPANISH III (CP)**

10-12

**Prerequisite: grade of “C” or better in Spanish II or consent of teacher**

Spanish III prepares the student for the more advanced structures and communication activities required at the college level. Reading and writing practice is more extensive and classroom discussion in Spanish increases. The creative ability to use the language orally and in writing is stressed. There is a minimum of 5 hours of study a week. Meets the UC/CSU "E" or "G" requirement.

**SPANISH III HONORS**

9-12

**Prerequisite: grade of “C” or better in Spanish II Honors or grade of “B+” or better in Spanish II (CP)**

Spanish III Honors refines pronunciation and increases listening, speaking, reading, and writing skills as well as reviews all relevant grammar structures. Reading authentic literature is a major part of the course. In addition to the Spanish III (CP) curriculum, students will be given more complex listening, speaking, reading and writing tasks per unit. These tasks are designed to help students to prepare for the AP Spanish Language and Culture exam. There is a minimum of 7 hours of study a week. Meets the UC/CSU "E" or "G" requirement.

**SPANISH IV / ADVANCED PLACEMENT SPANISH**

**11-12**

**Prerequisite: grade of "C" or better in Spanish III Honors or a "B+" in Spanish III (CP)**

Advanced Placement Spanish Language refines the skills required for advanced work equivalent to a third year college level course and for the AP Language examination. Extensive reading, writing, and speaking practice increases the competency level to that required on the AP examination. Selected literary works are analyzed. There is a minimum of 7 hours of study a week. Meets the UC/CSU "E" or "G" requirement.

## **PHYSICAL EDUCATION**

High School Courses 1 and 2 provide the foundation for High School Instruction. Students develop proficient movement skills in each area of physical education; they expand their capabilities for independent learning; and they examine practices that allow for sound decision making to enhance successful participation in movement activities. High School Courses 2 and 3B/C are electives that provide students with the opportunity to explore a variety of physical activities in search of one they can enjoy and participate in for a life time. High School Course 3F is a Weight Training and Fitness elective for student athletes who are participating in a regular school-sponsored interscholastic athletic program.

All students are required to take four years of Physical Education unless exempted by one of the following:

- Temporary – the superintendent or designee may grant a temporary exemption for physical education under either of the following conditions:
  1. The student is ill or injured and a modified program to meet his or her needs cannot be provided.
  2. The student is enrolled for one-half time or less.
- Two-Year – with the students consent, the superintendent or designee may exempt a student from physical education courses for any two years during grades 10-12 provided that the student has satisfactorily met at least five of the six standards of the state’s physical fitness test in grade 9.
- Permanent – the superintendent or designee may grant permanent exemptions for physical education to a student who is either:
  1. Age 16 years or older and has been enrolled in grade 10 for one or more academic years.
  2. Enrolled as a post graduate student.
  3. Enrolled in a juvenile home, ranch, camp, or forestry camp school with scheduled recreation and exercise.
- Other – the superintendent or designee may grant an exemption for physical education under the following special circumstances:
  1. The student in grades 10-12 is excused for up to 24 clock hours in order to participate in automobile driver training.
  2. The student in grades 10-12 attends a regional occupational center or program and attendance in physical education courses results in hardship because of the travel time involved.
  3. The student is in high school and is engaged in a regular school-sponsored interscholastic athletic program carried on wholly or partially after school hours.

### **PE 9 (Course 1)**

- **Standard 1** Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
- **Standard 2** Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
- **Standard 3** Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

**Students at in Course 1 will participate and be evaluated in the following types of activities to meet and exceed the California PE standards:**

1. **Individual and Dual Activities**
2. **Aquatics**
3. **Rhythms and Dance**
4. **Fitness Activities**
5. **Common Core Literacy and Math Activities**

**Students will complete the FitnessGram® fitness test in the spring semester. Students will be given a pretest in the fall while marking progress throughout the semester to achieve scores within the Healthy Fitness Zone.**

This course will meet BHS graduation requirements.

### **PE 10 (Course 2)**

- **Standard 1** Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
- **Standard 2** Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
- **Standard 3** Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity

**Students in Course 2 will participate and be evaluated in the following types of activities to meet and exceed the California PE standards:**

1. **Team Activities**
2. **Combative Activities**
3. **Gymnastics and Tumbling**
4. **Fitness Activities**
5. **Common Core Literacy and Math Activities**

**Students will complete the FitnessGram® fitness test in the spring semester. Students will be given a pretest in the fall while marking progress throughout the semester to achieve scores within the Healthy Fitness Zone.**

This course will meet BHS graduation requirements.

### **PE 11-12 (Course 2) Elective Course**

- **Standard 1** Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
- **Standard 2** Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
- **Standard 3** Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

**Students in PE 10-12 (Course 3 PE Elective) will participate and be evaluated in the following types of activities to meet and exceed the California PE standards:**

1. **Team Activities**
2. **Combative Activities**
3. **Gymnastics and Tumbling**
4. **Fitness Activities**
5. **Common Core Literacy and Math Activities**

### **PE 11-12 (Course 3 B/C - Aerobic, Individual and Dual Activities) Elective Course**

- **Standard 1** Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
- **Standard 2** Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
- **Standard 3** Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

**Students in Course 3 B/C will participate and be evaluated in the following types of activities to meet and exceed the California PE standards:**

1. **Walking**
2. **Running**
3. **Yoga**
4. **Badminton**
5. **Tennis**
6. **Two-player Volleyball**
7. **Golf**
8. **Racquetball**
9. **Handball**

**Athletic PE (Course 3F - Weight Training and Fitness) Elective Course**

- **Standard 1** Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
- **Standard 2** Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
- **Standard 3** Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

**Students in Course 3F will participate and be evaluated in the following types of activities to meet and exceed the California PE standards:**

1. **Identify principles of lifting, identify prime mover muscles, antagonistic muscles, and stabilizer muscle and assess muscular strength, muscular endurance, cardiorespiratory endurance, and flexibility.**
2. **Learn proper lifting techniques**
3. **Establish a set of personal fitness goals; create a strength-training program.**
4. **Self and Peer evaluation of performance**
5. **Write an analysis of performance**
6. **Demonstrate proper spotting techniques**
7. **Measure and Assess balance, reaction time, agility, coordination, power, and speed.**
8. **Safety Equipment**

**Health**

Health is a semester long course. This course will help students make informed decisions, modify behaviors, and change social conditions in ways that are beneficial to one's health. Students will gain literacy in the following topics: Nutrition and Physical Activity, Growth, Development, and Sexual Health, Injury Prevention and Safety, Alcohol, Tobacco, and Other Drugs, Mental, Emotional, and Social Health, Personal and Community Health

- **Standard 1: Essential Health Concepts** - All students will comprehend essential concepts related to enhancing health.
- **Standard 2: Analyzing Health Influences** - All students will demonstrate the ability to analyze internal and external influences that affect health.
- **Standard 3: Accessing Valid Health Information** - All students will demonstrate the ability to access and analyze health information, products, and services.
- **Standard 4: Interpersonal Communication** - All students will demonstrate the ability to use interpersonal communication skills to enhance health.
- **Standard 5: Decision Making** - All students will demonstrate the ability to use decision-making skills to enhance health.
- **Standard 6: Goal Setting** - All students will demonstrate the ability to use goal-setting skills to enhance health.
- **Standard 7: Practicing Health-Enhancing Behaviors** - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.
- **Standard 8: Health Promotion** - All students will demonstrate the ability to promote and support personal, family, and community health.

This course will meet BHS graduation requirements.

## FINE ARTS

### ART 1 (semester course)

9-12

#### **Prerequisite: none**

Development of basic fine art theory, exploration of media and skills related to good design. Emphasis placed on using and recognizing the Elements of Art. Meets the BHS Fine Arts graduation requirement. Meets the UC/CSU "F" requirement.

### ART 2 (semester course)

9-12

#### **Prerequisite: completion of Art 1 with a grade of "D" or better**

Continued development of basic art theory, exploration of media and skills related to good design. Emphasis placed on using and recognizing the Principles of Art. Meets the BHS Fine Arts graduation requirement. Meets the UC/CSU "F" requirement.

### DRAWING 1&2 (semester courses)

10-12

#### **Prerequisite: completion of Art 1 & 2 or consent of teacher**

Drawing techniques employing many mediums, styles, and genres in order to develop more advanced composition skills and sophisticated concepts.. Meets the BHS Fine Arts graduation requirement. Meets the UC/CSU "F" requirement.

### DRAWING 3&4 (semester courses)

10-12

#### **Prerequisite: grade of "C" or better in Drawing 1 & 2 or consent of teacher**

Continued exploration of drawing concepts with use of traditional and non-traditional drawing techniques and media. Introduction to working in a conceptual series for portfolio building. Meets the BHS Fine Arts graduation requirement. Meets the UC/CSU "F" or "G" requirement.

### DRAWING 5&6 (semester courses)

11-12

#### **Prerequisite: grade of "B" or better in Drawing 3 & 4 or consent of teacher**

Advanced exploration of drawing concepts with use of traditional and non-traditional drawing techniques and media. Continuation of working in a conceptual series for portfolio building. Meets the BHS Fine Arts graduation requirement. Meets the UC/CSU "F" or "G" requirement.

### AP STUDIO ART - DRAWING

11-12

#### **Prerequisite: Recommendation and consent of AP teacher. Must have completion of at least 1 year of drawing or painting, and/ or portfolio approval.**

Students will explore the formal elements and principles of art using traditional techniques to develop sound technical and conceptual skills for creating expressive drawing works of art. AP and Honors projects are designed to help young artists grow and advance their artistic skills and philosophies in order to help them advance towards college and/or workplace. Year-long course leading to submission of completed AP portfolio. Meets the BHS Fine Arts graduation requirement. Meets the UC/CSU "F" or "G" requirement.

### PAINTING 1&2 (semester courses)

10-12

#### **Prerequisite: completion of Art 1&2, or Drawing 1, or consent of teacher**

Painting techniques employing many mediums, styles, and genres in order to develop more advanced composition skills and sophisticated concepts. Meets the BHS Fine Arts graduation requirement. Meets the UC/CSU "F" requirement.

### PAINTING 3&4 (semester courses)

11-12

#### **Prerequisite: grade of "C" or better in Painting 1 & 2 or consent of teacher**

Continued exploration of painting concepts with use of traditional and non-traditional drawing techniques and media. Introduction to working in a conceptual series for portfolio building. Meets the BHS Fine Arts graduation requirement. Meets the UC/CSU "F" or "G" requirement.

### PAINTING 5&6 (semester courses)

11-12

#### **Prerequisite: grade of "B" or better in Painting 3 & 4 or consent of teacher**

Advanced exploration of painting concepts with use of traditional and non-traditional drawing techniques and media. Continuation of working in a conceptual series for portfolio building. Meets the BHS Fine Arts graduation requirement. Meets the UC/CSU "F" or "G" requirement.

**AP STUDIO ART – 2D DESIGN**

11-12

**Prerequisite: Recommendation and consent of AP teacher. Must have completion of at least 1 year of drawing or painting, and/ or portfolio approval.**

Students will explore the formal elements and principles of 2D design using traditional and emerging technologies to develop sound technical and conceptual skills for creating expressive 2D works of art. AP and Honors projects are designed to help young artists grow and advance their artistic skills and philosophies in order to help them advance towards college and/or workplace. Year-long course leading to submission of completed AP portfolio. Meets the BHS Fine Arts graduation requirement. Meets the UC/CSU "F" requirement.

**CERAMICS/SCULPTURE 1&2** (semester courses)

10-12

**Prerequisite: completion of Art 1&2**

Introduction to basic clay building, design, tools, and glazes. Emphasis on hand building techniques. Meets the BHS Fine Arts graduation requirement. Meets the UC/CSU "F" requirement.

**CERAMICS/SCULPTURE 3&4** (semester courses)

11-12

**Prerequisite: completion of ceramics/ sculpture 1&2 with a grade of "C" or better**

Continued practice and experience in ceramics/sculpture, with emphasis on more advanced building techniques, concepts, and design. Introduction to throwing on the wheel. Meets the BHS Fine Arts graduation requirement. Meets the UC/CSU "F" or "G" requirement.

**CERAMICS/SCULPTURE 5&6** (semester courses)

11-12

**Prerequisite: completion of sculpture 3&4 with a grade of "B" or better**

Advanced practice and experience in ceramics/sculpture, with emphasis on developing an investigative series that explores advanced 3-D design concepts. Meets the BHS Fine Arts graduation requirement. Meets the UC/CSU "F" or "G" requirement.

**AP STUDIO ART – 3D DESIGN**

11-12

**Prerequisite: Recommendation and consent of AP teacher. Must have completion of at least 1 year of ceramics/sculpture, and/ or portfolio approval.**

A rigorous investigation of three-dimensional form in space is central to this course. This will be a mixed media approach with an emphasis on ceramics. The course will explore how to integrate a sense of integrity for quality within a concentration and artistic breadth throughout this process. AP and Honors projects are designed to help young artists grow and advance their artistic skills and philosophies in order to help them advance towards college and/or workplace. Year-long course leading to submission of completed AP portfolio. Meets the BHS Fine Arts graduation requirement. Meets the UC/CSU "F" or "G" requirement.

**DRAMA 1&2 (CP)** (semester courses)

9-12

**Prerequisite: none for Drama 1, "C" or better in Drama 1 for Drama 2**

This is a one year course that is an introduction to the theatre from early man to the present. Each focus unit consists of group projects exposing students to various aspects of performance: technical theatre, text analysis, scene writing, directing and acting. Each semester teaches a different part of theatre history and genres. . The semesters do not need to be taken chronologically. Fall semester: Early man through Shakespeare. Spring semester: 17th century Drama through present day. (Includes T.V. and film history). A minimum of 2 hours of homework a week is expected. Meets the BHS Fine Arts graduation requirement. Meets the BHS Fine Arts and CP Elective graduation requirement. UC/CSU "F" requirement.

**DRAMA COMPANY (CP)** (semester course)

10-12

**Prerequisite: a grade of "B" or better in Drama 2, consent of teacher after audition**

Advanced acting and theatre production class with a focus on a public performance. A minimum of 4 hours of homework a week is expected. Meets the BHS Fine Arts graduation requirement. Meets the UC/CSU "G" requirement.

**TECHNICAL THEATRE 1 (CP)** (semester course)

10-12

**Prerequisite: a grade of "B" or better in Drama 1&2 or consent of teacher**

Introduction to technical aspects of theatre; lighting, sound, props, scenery, makeup and costumes. This course also provides hands-on training and requires students to function as the operating technical crew for the Parker Performance Arts Center. A minimum of 2 hours of homework a week is expected. Meets the BHS Fine Arts graduation requirement. Meets the UC/CSU "G" requirement.



**TECHNICAL THEATRE 2 (CP)** (semester course)

10-12

**Prerequisite: a grade of "B" or better in Technical Theatre 1 or consent of teacher**

Continued development of technical and design skills related to makeup, costumes, props, scenery, lighting, sound, and special effects. This course also provides hands-on training and requires students to function as the operating technical crew for the Parker Performance Arts Center. Meets the BHS Fine Arts graduation requirement. Meets the UC/CSU "G" requirement.

**CONCERT CHOIR**

9-12

**Prerequisite: Instructor's Permission**

Concert Choir is an advanced class in singing with an emphasis on Western Art music, folk music, and ethnic music. Music reading, composition, and arranging will be taught in addition to the proper breathing, tone, production, and posture inherent in any voice class. This group will travel to a festival to perform for judges and will perform numerous concerts outside of the school day. In addition there will be many optional opportunities for students to perform for an audience. Meets the BHS Fine Arts graduation requirement. Meets the UC/CSU "F" requirement.

**ORCHESTRA**

9-12

**Prerequisite: At least minimal competence on a violin, viola, cello or bass**

Orchestra teaches string instrument technique and literature. Students with at least a minimal competence on violin, cello, and string bass can expect to be enhanced in their artistry as we study both works composed for students and works from the canon of classical music. Students in this class can expect to travel to a festival to perform for judges and to perform in numerous concerts outside of the school day. In addition there will be many optional opportunities for students to perform for an audience. Meets the BHS Fine Arts graduation requirement. Meets the UC/CSU "F" requirement.

**CADET BAND**

9-12

**Prerequisite: the ability to read music and an Audition**

Cadet band is applied instrumental education. Students will learn music concepts aligned with State standards for music education and band performance. The band plays at one home football game, at least one concert per semester and joins Symphonic Band in two local parades and possibly a band festival trip. Meets the BHS Fine Arts graduation requirement.

**SYMPHONIC BAND (CP)**

9-12

**Prerequisite: the ability to read music and an Audition**

High quality public performances including concerts, festivals, football/field shows, parades, small ensemble and solo work for qualified musicians. A minimum of 2 hours of homework a week is expected. Meets the BHS Fine Arts graduation requirement. Meets the UC/CSU "F" requirement.

## **CARREER TECHNICAL EDUCATION (CTE)**

### **INTRO TO ENGINEERING DESIGN (PLTW)**

9-12

**Prerequisite: none**

Introduction to Engineering Design is a year-long course that will emphasize the following: evolution and history of design, the steps in a design process, 3D modeling, and Reverse Engineering. Students will be introduced to a variety of opportunities to enhance their design skills, and will apply the design process to create a solution to a problem that currently exists.

At the end of the course the student will be eligible to take a final that may give the student three units of college credit. The Intro to Engineering Design course is a *foundation* course and is part of a sequence of courses in the Project Lead The Way® program. Meets the UC/CSU "G" requirement.

### **PRINCIPLES OF ENGINEERING (PLTW)**

10-12

**Prerequisite: concurrent enrollment in Geometry or higher, or successful completion of Intro to Engineering Design**

Principles of Engineering is a broad-based survey course designed to help students understand the unlimited and diverse opportunities of engineering. Students develop problem solving, critical-thinking, and drafting and design skills by exploring various engineering systems and manufacturing processes. Student hands-on activities including but are not limited to: construction and programming of an intelligent robotic interfaces, Rube Goldberg simple machine construction, material strength and property exploration, trajectory device construction and structural truss design. Students will utilize state-of-the-art computer software, such as: Inventor 11 -Computer Solid Modeling, PowerPoint, WB Bridge Builder, ROBO Pro -Robotics programming, MD Solids- Mechanical properties simulator, and Photoshop. Students are also responsible for keeping a working portfolio and journal - an important tool for college and workplace preparation.

The Principles of Engineering course is a *foundation* course and is part of a sequence of courses in the Project Lead The Way® program. Meets the UC/CSU "G" requirement.

### **DIGITAL ELECTRONICS (PLTW)**

10-12

**Prerequisite: Successful completion of Introduction to Engineering Design and Principles of Engineering**

This course is designed to teach you about applied logic, which introduces you to the basics of electronics and digital systems – the building blocks to many products you use. The course is designed to expose students to engineering design and troubleshooting techniques that are used in the electronics field. Computer simulation software is used to design and test digital circuitry prior to actually constructing them in order to see if the circuits work. The projects are traditional, such as those found in watches, digital cameras, and calculators to combinational logic using SSI chips to small subsystem implementation in programmable devices, in which you will learn how machines “think.” You will also learn a systematic approach that engineers use to design the electronics that is used every day. The course includes topics on: Basic electron theory, Electron laws, Number systems, Logic systems, Boolean Algebra, Microprocessors, Student Self-directed project

This course is important for anyone exploring a career in engineering or engineering technology. The Digital Electronics™ course is an *advanced* course and is part of a sequence of courses in the Project Lead The Way® program. Meets the UC/CSU "G" requirement.

### **COMPUTER SCIENCE PRINCIPLES (PLTW)**

11-12

**Prerequisite: completion of Algebra 1**

Computer Science Principles (CSP) is a PLTW course to implement the College Board’s new AP CSPprinciples framework. Students work in teams to develop computational thinking and solve problems. The course does not aim to teach mastery of a single programming language, but aims instead to develop computational thinking, to generate excitement about the field of computing, and to introduce computational tools that foster creativity. The course also aims to build students’ awareness of the tremendous demand for computer specialists and for professionals in all fields who have computational skills. Each unit focuses on one or more computationally intensive career paths. The course also aims to engage students to consider issues raised by the present and future societal impact of computing.

**Not guaranteed to be offered.**

## **CAREER & TECHNICAL EDUCATION (CTE)**

**Are you interested in:**

- Cars?
- Assembling and Repairing Engines?
- Figuring out how an automobile works?

**Then CTE Automotive Mechanics Program is for you.**

**Are you interested in:**

- \* Providing legal or social services?
- \* Helping to protect your community?
- \* Becoming a police officer or highway patrol officer?

**Your interests match the CTE Criminal Justice program.**

**Are you interested in:**

- \* Food?
- \* Working in kitchens
- \* Working in the food service industry?

**Then CTE Restaurant Careers is the program you need.**

**Are you interested in:**

- \* Becoming a Radiologist, Nurse, Vet, or other Health professional?
- \* Caring for people?
- \* Working in the dental or medical fields?

**Then CTE Health Careers is the program you should check out.**

**REMINDER: You must be a junior or senior or at least 16 years of age to take a CTE Class.**

FYI: CTE Health Careers is a program in which students work in paid and non-paid positions in the business and medical industries. You work and receive school credit!

The Career Technical Education Programs offer you the opportunity to explore, apply and study occupations which will prepare you to successfully enter the world of work. Upon satisfactory completion of the course, per instructor, you shall have a certificate of completion. What does this mean to you and potential employers? You have the necessary skills to succeed in that specific occupation/industry! You are a better employee than the average applicant, because you completed a CTE class!

CTE classes give 10 elective credits per semester. For further information, ask your counselor about your CTE program or stop by to see the CTE Career Technician in the Counseling Center TODAY. You may also call the Career Technician at 499-1800.

**YOU CAN BE PREPARED FOR TODAY'S WORK FORCE  
BECAUSE  
CTE IS HIRE EDUCATION!**

## **CAREER & TECHNICAL EDUCATION (CTE)**

### **AUTO MECHANICS** (2 hours/day)

**11-12**

#### **Prerequisite: none**

Auto Mechanics is designed to help students learn how automobiles should be serviced (prevention/maintenance of vehicles; and how to adjust various parts of automobiles to get the best possible performance. Emphasis is placed upon developing the students' interest in proper maintenance and proper operation of automobiles and understand how the various units of the automobile work. Students work on laboratory units and on automobile component disassembly and assembly. They practice making repairs and adjustments. VHS, CDX programs, models, and charts play an important part in the instruction. Introduction to all Automotive Service Excellence (ASE) areas are covered.

### **CRIMINAL JUSTICE** (2 hours/day)

**11-12**

#### **Prerequisite: none**

Introduction to careers in law enforcement and the field of criminal justice. Includes classroom study as well as field trips to city and/or county law enforcement facilities. May include experiences in the field with law enforcement or criminal justice personnel. If you are interested in a career in the criminal justice field, this is the class for you.

### **HEALTH CAREERS** (2 hours/day)

**11-12**

#### **Prerequisite: Overall GPA of 2.0 or better. Driver's License and transportation. Anatomy and Physiology highly recommended.**

Introduction to various medical/health careers including Dental, Veterinarian, EMT, and Nursing. This includes classroom theory as well as clinical experience in the local Hospital, Clinics, and Long Term Care Facility in such departments as Laboratory, Physical Therapy, X-Ray, Medical Records.

### **RESTAURANT CAREERS** (2 hours/day)

**11-12**

#### **Prerequisite: none.**

This course is designed to give students and introduction to the food service industry while learning valuable skills that can help when applying for jobs in the field. Students will learn about creating balanced, nutritious menus. Students will gain an excellent understanding of current issues in diet and food processing. Students will learn how to safely handle food in restaurant environments. Techniques taught include baking, broiling, grilling, poaching, simmering, and sautéing. Includes knife skills and kitchen procedures.

## **APPLIED ARTS**

### **METAL I** (semester course)

9-12

#### **Prerequisite: none**

Safe use of tools and machines. Applying knowledge to practice basic skills in sheet metal, forging, ARC welding, and oxy-acetylene welding.

### **METAL II**

10-12

#### **Prerequisite: a grade of "B" or better in Metal I or teacher consent**

Safe use of complex machines. Applying knowledge to practice intermediate skills in sheet metal, forging, ARC welding, oxy-acetylene welding, MIG welding, and casting. As well as project construction. Meets the BHS Fine Arts graduation requirement.

### **METAL III**

11-12

#### **Prerequisite: a grade of "B" or better in Metal II or teacher consent**

Safe use of complex machines. Applying knowledge to practice skills in basic machining and manufacturing processes. Advanced project construction.

### **WOOD I** (semester course)

9-12

#### **Prerequisite: none**

Wood I involves the use of basic hand tools and the demonstration and use of woodworking machines. Emphasis is placed on safety and experimental learning. The course includes the introduction to hand tools (handling, care, and function), planning a project (sketching, reading scales, assembly), and introduction and use of power equipment. A minimum number of projects is required during the semester, normally students find time to do an individual project near the end of the semester.

### **WOOD II**

10-12

#### **Prerequisite: a grade of "C" or better in Wood I or teacher consent**

Wood II involves multiple woodworking projects encompassing: various wood species, measuring and marking, basic cuts and joints, drilling holes and driving screws, sanding, scraping, clamping, using hand tools, routing, finishing and using the stationary power equipment. Students will be required to pass and correct the safety exam following the safety training. Meets the BHS Fine Arts graduation requirement.

### **WOOD III**

11-12

#### **Prerequisite: a grade of "C" or better in Wood II or teacher consent**

Advanced project construction.

## ELECTIVE CREDIT COURSES

### DIGITAL MULTIMEDIA DESIGN

10-12

**Prerequisite: Approval of advisor. Typing, computer and good English skills are helpful. Must maintain a 2.0 GPA**

Digital Multimedia Design is a course designed for students who are interested in exploring the real-world applications of the arts. The course focuses on design and how it pertains to a variety of creative techniques, including digital photography, desk top publishing, and the digital darkroom. Students develop skills in technology-based programs, problem solving, communication, and time management that contribute to lifelong learning and career skills. Students ultimately publish a book. The course will follow the Visual and Performing Arts course standards. Meets the UC/CSU "F" requirement.

### NEWSWRITING

10-12

**Prerequisite: Approval of advisor. A grade of "B" or better in English**

Newswriting students will be required to submit weekly writings of some length for publication in the school paper or magazine. A minimum of 1000 words will be written per quarter, which will demonstrate the students' understanding of story guidelines and the principles of writing for a publication, including style and terminology. Students will meet story, layout, photo and/or page deadlines, and be required to learn the computer programs that the Newswriting staff utilizes to produce its publications. Does not give English credit for graduation. Daily homework required. Ninth graders may submit an application. Meets the UC/CSU "G" requirement.

### ASB LEADERSHIP

9-12

**Prerequisite: Must have been elected or appointed to the ASB cabinet or class office. Must maintain a 2.5 GPA as a required by the ASB Constitution**

ASB Leadership is a one year course for the elected and appointed officers of the Associated Student Body. The course provides officers with skills and knowledge necessary to lead an effective student government. A minimum of 5 hours of homework a week is expected.

### ELEMENTARY SCHOOL AIDE, TEACHER AIDE, OFFICE INTERN, COMMUNITY SERVICE/TUTOR:

These courses benefit students by offering work based learning opportunities in professional settings such as offices, classrooms, or libraries. Specifically, students learn the importance of punctual attendance, responsibility, following directions, working under supervision, use of various types of technology and programs, and appropriate professional demeanor and attitude for success in the workplace. **Students must have parent permission to enroll in one of the courses listed above. Counselors will provide parent permission form to students.**

### ELEMENTARY SCHOOL AIDE

12

**Prerequisite: Counselor recommendation and approval of program director. Must have transportation to assigned site**

**Parent Permission Form Required**

Helping elementary school teachers with material preparations, working with individuals and small groups.

No more than a total of 20 semester credits may be earned in teacher aide and elementary school aide in grades 9-12.

### TEACHER AIDE

12

**Prerequisite: approval of teacher**

**Parent Permission Form Required**

Typing, filing and assisting teachers with material preparations and working with individuals students.

No more than a total of 20 semester credits may be earned in teacher aide and elementary school aide in grades 9-12.

### OFFICE INTERN (semester course)

12

**Prerequisite: approval of Office Staff**

**Parent Permission Form Required**

Office Interns support the office staff with precise typing, filing, computer, and related office skills.

### COMMUNITY SERVICE/TUTOR

11-12

**Prerequisite: counselor referral and approval of teacher**

**Parent Permission Form Required**

Lend Support to teacher by providing one-on-one assistance to students.

**AVID (ADVANCEMENT VIA INDIVIDUAL DETERMINATION)**

9-12

**Prerequisite: Between 2.0 and 3.25 GPA; average or above standardized test scores; enrollment in Basic Algebra or higher; student interview; high student motivation; positive attitude; parent contract**

The AVID courses are a series of elective classes for students who are college bound. While concurrently enrolled in a college-prep course of study meeting the "a-g requirements" of UC/CSU, students will learn strategies to enhance their academic success. To ensure success in rigorous college-prep course work, students work individually, as well as in tutor-led collaborative groups. Note taking, outlining, writing, speaking, reading, test-taking strategies, collaborative work and self-awareness are stressed. In addition, the course includes college motivational activities such as college field trips, guest speakers from the professional world, etc. The AVID Curriculum focuses on Writing, Inquiry, Collaboration, Organization and Reading strategies (WICOR) through the AVID High School Libraries in both teacher and tutor led activities. Meets the UC/CSU "G" requirement.

**AVID TUTOR**

11-12

**Prerequisite: Completed Application and Approval of AVID Site Coordinator**

Lend Support to student tutorial groups in the AVID Elective classroom. AVID tutors will complete 16 hours of training and receive certification. Tutors are expected to be strong college-bound academic role models.

# **SPECIAL SERVICES**

## **SPECIAL EDUCATION**

Burroughs High School has ten full-time Special Education teachers and a support staff of ten paraprofessionals.

Special education courses are available to students who qualify for special education services. These students are in a Life Skills, Special Day class or Resource Program, depending upon individual needs. Individual need is determined by an in-depth assessment process, as prescribed by law. Assessment findings must indicate that the student qualifies for special services by meeting the guidelines of one or more of the thirteen handicapping conditions as established by the State of California.

Each of the programs is defined as follows:

### **Educational Life Skills Program**

The Educational Life Skills program serves students with a range of mild to moderate to severe cognitive disabilities and/or physical disabilities including Down Syndrome, autism, cerebral palsy, and others. The students receive training in independent living which includes personal health, hygiene, cooking, and problem solving. The curriculum also includes functional academics such as reading community words, telling time, and using money. The class participates in frequent community outings to assist them in generalizing these skills. Eligible students receive speech and language, social work, occupational therapy, physical therapy, and prevocational training services. The focus of the program is to build as much independence as possible and provide them with the skills necessary to live and work in the community.

### **Workability Program:**

This program focuses on preparing high school students with disabilities for successful transition to employment, continuing education and quality adult life with an emphasis on work based learning opportunities. This program involves on the job training at different community sites such as Rite Aid, Taco Bell, Ridgecrest Animal Shelter, and more. Students do have to qualify through IEP, 2.0 grade or higher, and no discipline. Placement is a case by case basis based on student ability and need.

### **Employability Course**

This is an Adult Transition class that is a one-year elective course. Students will develop adaptive daily living and social skills that will enable them to meet Individual Transition Plan Goals appropriate to their IEP. Placement is on a case by case basis dependent upon IEP Team decision. The course consists of identifying interests related to adult living, vocational training, and social skills building that can be used across multiple settings with diverse populations. Students may use computers, work in groups, complete projects, create portfolios, participate in job internships, gain on-campus work experience, volunteer, and be involved in community-based instruction. This course may be repeated yearly as needed.

### **Special Day Course**

Special Day Classes (SDC) provides educational services to individuals with exceptional needs who meet state eligibility criteria and whose educational needs are defined in a current Individual Educational Plan (IEP). Students usually spend a majority of their day in the Special Day Classes. Classes are aligned with district course curriculum, supplements, California Content Standards, Common Core State Standards and modified for students according to their unique needs. Student enrolled in SDC will be working towards a High School Diploma or Certificate of Completion.

### **RESOURCE SPECIALIST PROGRAM (RSP)**

The Resource Specialist Program (RSP) is designed to meet the educational needs of students who meet state eligibility criteria for special education and need special services which cannot be provided by the general program alone. Students in the Resource Specialist Program spend most of their day in general education classes. Resource instruction provides an individualized program with accommodations according to the goals and objectives defined in each student's current IEP. RSP classes are aligned with district course curriculum and California Content Standards. Students enrolled in RSP and general education classes will be working toward a High School Diploma.

Special education courses are available in the language arts, mathematics, sciences, and social sciences as well as job-preparedness skills. The student receiving special education services through an active Individualized Education Plan (IEP) can take these courses along with elective courses, and/or any other course, in the general education program. Special Education courses are offered according to the students' ability as agreed to by the IEP team. The special education teacher and support staff will assist students with academic assignments as well as assist the general education teacher(s) with modifications and adaptations.



Through careful IEP development, the special education student can meet, and is responsible for meeting, minimum requirements for graduation as outlined on page 1 of this course description guide. The federal “No Child Left Behind” act has mandated that all graduating seniors pass an Algebra I course. This requirement took effect in June 2004. The Special Education Department has carefully selected curriculum and will provide their students an opportunity to meet this requirement in the special education classroom.

If a student with disabilities is unable to meet the requirements for a high school diploma, he or she may be awarded a certificate or document of educational achievement or completion by meeting a reduced set of requirements:

1. Satisfactorily completed a prescribed alternative course of study approved by the Governing Board of the district in which the student attended school or the district with the jurisdiction over the student as identified in his/her IEP.
2. Satisfactorily met his/her goals and objectives during high school as identified in his/her IEP.
3. Satisfactorily attended high school, participated in the instruction as prescribed in his/her IEP, and met objectives of the statement of transition services.

In accordance with education code, a student with disabilities who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate.

It is the goal of the Burroughs High School administration, special education teachers, paraprofessionals, and general education staff to provide all students with disabilities the opportunity to be successful in the high school setting. What is more, the staff also aims to provide students with the training necessary to make a smooth transition from school to work and/or college.

## **SECTION 504 PROGRAM**

Burroughs High School works with students, staff, and parents to define appropriate accommodations for qualified students.

Protection under Section 504 of the Rehabilitation Act is provided to students with qualifying conditions. Students must have a 504 Plan established by school personnel which describes and documents the qualifying condition and its impact on the student’s educational experience. It also defines specific accommodations to be provided to the student.

Students on 504 Plans must meet all graduation requirements as set by the State of California and the Sierra Sands Unified School Board of Education.

Please contact the student’s counselor for more information.