

## TO THE PARENTS

The **Program Planning Handbook** is published to assist parents and their high school students in educational planning and course selection. Guidance is given for course selection, for grading interpretation, for meeting college admission requirements, and for completing graduation requirements. Special education is described. Schooling alternatives are listed. Guidance services are outlined. The whole purpose of the **Handbook** is to offer a single source of information about each high school so that families can make informed choices.

In the spring of each year, packets of high school enrollment information are sent to parents of eighth-grade students via their middle school. The **Program Planning Handbook** is included in these packets. Please use this handbook as a reference as you and your student select courses for the ninth grade. Keep it as a reference for subsequent years.

The **Handbook** can assist in making decisions about course selection throughout the high school years. **SAVE IT.** Use the student's transcript as a means to keep track of your student's progress through high school.

## TO THE STUDENTS

This handbook can help you to make appropriate course selections. Use it regularly. Although it won't take the place of guidance counselors, it is the best single source of information for making course selection decisions.

If you read the Handbook carefully, you will be better prepared to receive the greatest benefit from Career Technical Education (CTE) opportunities offered at your high school. Early career exploration and goal setting are important as you navigate through high school. You can make better course choice decisions once you have begun the process of developing career goals.

Take responsibility for your educational planning now. Use this handbook as a tool in that planning process.

# CARLMONT HIGH SCHOOL FOUR-YEAR EDUCATION PLAN

**Future Educational Goal** (2-year community college, 4-year state college, 4-year University of California campus, competitive 4-year private university, specialized training school/college, military):

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**Career Goal:** \_\_\_\_\_

**Directions:**

1. Review graduation requirements.
  2. Become familiar with college requirements.
  3. Include courses below required for graduation and future plans on your four-year education plan.
- \*\*Note:** All students in support will be enrolled in seven classes. Students in AVID, BUILD and performing arts may enroll in seven classes when space and budget allows.

<u>9<sup>th</sup> Grade</u>		<u>10<sup>th</sup> Grade</u>	
<b>1.</b>	English I or AS English I	<b>1.</b>	English II or AS English II
<b>2.</b>	Life Skills/World Studies 1,2	<b>2.</b>	Modern European History or AP European History
<b>3.</b>	P.E. 1	<b>3.</b>	P.E. 2
<b>4.</b>	AIS or Biology	<b>4.</b>	Lab Science
<b>5.</b>	Math	<b>5.</b>	Math
<b>6.</b>		<b>6.</b>	
<b>(7.)</b>	**	<b>(7.)</b>	**
<b>Summer</b>		<b>Summer</b>	
<u>11<sup>th</sup> Grade</u>		<u>12<sup>th</sup> Grade</u>	
<b>1.</b>	English III or AS English III	<b>1.</b>	English IV or AP English/Comp or AP English Lit
<b>2.</b>	US History or AP US History	<b>2.</b>	Govt/Econ or AP Govt/Econ
<b>3.</b>		<b>3.</b>	
<b>4.</b>		<b>4.</b>	
<b>5.</b>		<b>5.</b>	
<b>6.</b>		<b>6.</b>	
<b>Summer</b>			

# COURSES OFFERED

**NOTE:** Course offerings are periodically updated and revised. The descriptions here are accurate at the time of printing, but it is advisable to check with guidance counselors each year for additions and changes. Of all the other courses listed on this and the following pages, only those having minimum enrollment will actually be scheduled.

- P- indicates the course satisfies the University of California a-g requirement
- HP - indicates the course is approved by the University of California as an honors
- AS - Advanced Standing
- AP – Advanced Placement
- \* indicates the course meets the fine arts graduation requirement.
- + indicates the course meets the career technical education graduation requirement

## COMPUTER SCIENCE

### +MOBILE APPS DEVELOPMENT- P Grades 9-12

The course is designed to be an introductory course for any student (9th-12th grade) who wants to explore the process of designing and building apps for Android mobile devices. The visual programming language App Inventor 2 will be used to create increasingly complex apps over the course of the school year. Utilizing this programming language, students will explore the 7 Big Ideas and 6 Computational Thinking Practices employed by computer scientists. This course satisfies the "a-g" subject requirements of the UCs and our district's CTE graduation requirement. Additionally, it will provide the base for a sequence of programming courses, the next being Java Programming followed by Database Design/SQL Programming

### +COMPUTER SCIENCE I–P Grades 10-12

A one-year course that teaches the fundamentals of computer programming using SNAP (similar to Scratch), a visual programming language. Content includes discussion of interesting applications of computers, the history and future of computing, and the relevance of computing to society. Students will work in teams to design and create their own computer programs.

### +AP COMPUTER SCIENCE–HP Grades 10-12

Suggested Prerequisite: Completion of Computer Science I or instructor approval and Algebra II or Math department recommendation.

A one-year college-level course that prepares students to pass the AP Computer Science national examination. The Java language will be the sole medium of instruction. Content includes: object oriented design, inheritance and polymorphism, linked data structures (lists and trees), sorting and searching algorithms. Students will work in teams to design and create their own computer programs. This course meets the UC “g” elective requirement.

**NOTE:** Course can only be used to fulfill the elective requirement

## ENGLISH

The Sequoia Union High School District English course of study is based on the Common Core Standards. The standards are composed of objectives for each grade level in the areas of language, critical thinking, speaking, writing, listening and reading achieved through the study of significant literature from various cultures. Students must pass four years of English to graduate; all courses are two semesters in duration.

### **CP ENGLISH I-P** – Grade 9

English I is a standards-based course of study for students who are reading and writing at grade-level as determined by a variety of measures. The objectives of this course include the study of written communication and vocabulary and the development of literary and rhetorical analysis. The English I curriculum focuses on creative and expository writing, the development of public speaking skills, and a foundation in grammar.

### **ENGLISH I SUPPORT** – Grade 9

This course is designed for 9th grade students who are enrolled in English I-P and are reading at or above the 6<sup>th</sup> grade level but not yet at grade level. The course uses Scholastic's English 3D curriculum, a language development program designed to ensure proficiency in the academic vocabulary, speaking, listening, and writing vital to success in school and life. \*Note: Students in this course earn five units of elective credit per semester.

### **ENGLISH I INTENSIVE AND ENGLISH I INTENSIVE SUPPORT** – Grade 9

This double period of English is designed for 9th grade students who are reading below the 6th grade level. The course exposes students to some grade-level texts and uses Scholastic's Read 180 curriculum, which focuses on reading comprehension skills, fluency, vocabulary, and writing. \*Note: Students in this course earn five units of English credit toward graduation and five units of elective credit per semester.

### **INTERVENTION ELA AND INTERVENTION ELA SUPPORT**

This double period of Reading Intervention is designed for 9th and 10th grade students who are reading below the 4th grade level and who score Pre-Decoder, Beginning Decoder, or Developing Decoder on the Scholastic Phonics Inventory, administered in the summer before the 9th grade year or at the start of the 9th grade year. The course uses Scholastic's System 44 curriculum, which focuses on phonics, decoding, sight words, and fluency.

\*Note: Students in this course earn ten units of elective credit per semester. A student who takes Intervention ELA as a freshman will not earn English I credit; however, if in the future an Intervention ELA student proceeds to pass a complete year of a high school grade level English course, the student's ELA Intervention will count as having met the English I requirement for high school graduation.

### **AS ENGLISH I-P**

Prerequisite: Student performance, teacher recommendation, GMRT scores.

AS classes are for students who have high intellectual potential, a consistently strong work ethic and enjoy the in-depth study of language and literature. The objectives of this standards-based course include the study of written communication, vocabulary, and the development of literary and rhetorical analysis. The curriculum covers the skills necessary to succeed not only in college, but also on the 11th and 12th grade AP exams. Study consists of intensive work in composition established in classical literature, vocabulary development and grammar review.

### **CP ENGLISH II-P**

English II is designed for students who are performing at grade level.

The objectives of this course include the continuation of study in written communication, with an emphasis on logical organization and effective sentence structure, vocabulary building, and the development of literary analysis through the study of short stories, novels, plays, poetry, and forms of non-fiction. Student skills in expository writing are expanded as the students are preparing to pass the CAHSEE. At this level, students are encouraged to look beyond the plot and examine themes, metaphors, similes and other elements of good writing.

### **AS ENGLISH II-P**

Prerequisite: Student performance, teacher recommendation encouraged, and completion of English I.

AS English II is designed for students who are performing above grade level. AS classes are for students who have high intellectual potential, a consistently strong work ethic and enjoy the in-depth study of language and literature.

The objectives of this course include the continuation of study in written communication, with an emphasis on logical organization and effective sentence structure, vocabulary building, and the development of literary analysis through the study of short stories, novels, plays, poetry, and forms of non-fiction. Student skills in expository writing are expanded as the students are preparing to pass the CAHSEE. At this level, students are expected to look beyond plot to examine the elements of figurative language.

### **CP ENGLISH III-P**

The objectives of this course include the continuation of study in written communication, organization of sentence, paragraph and composition patterns, vocabulary building and the development of literary analysis through the study of American authors, past and present, short stories, novels, plays, poetry, and forms of non-fiction.

### **AS ENGLISH III-HP**

Prerequisite: Student performance, teacher recommendation, and completion of English II.

AS English III is designed for students who are performing above grade level. AS classes are for students who have high intellectual potential, a consistently strong work ethic and enjoy the in-depth study of language and literature.

The objectives of this course include the continuation of study in written communication, organization of sentence, paragraph and composition patterns, vocabulary building and the development of literary analysis through the study of American authors, past and present, short stories, novels, plays, poetry, and forms of non-fiction. Students must complete the Advanced Placement summer reading to enroll in AP Literature and Composition in their senior year.

### **CP ENGLISH IV-P**

The objectives of this course include the continuation of study in written communication with an emphasis on composition writing, vocabulary building and the development of literary analysis through the study of literature, short stories, novels, plays, poetry, and forms of non-fiction. Students completing this course meet the CSU criteria to enter college-level English.

### **AP LANGUAGE & COMPOSITION-HP**

Prerequisite: Student performance, teacher recommendation, and completion of an English III course.

Advanced Placement Language & Composition is designed for seniors who are performing above grade level. AP classes are for juniors and seniors who have high intellectual potential, a consistently strong work ethic and enjoy the in-depth study of language and literature. This is a college level course.

This English course is based on the National Advanced Placement standards. This course is organized under the guidelines established by the College Board. Students will read widely in many genres of literature, write frequent impromptu essays, as well as a critical term paper utilizing outside sources. All students in this class may take the national Advanced Placement Language and Composition test in May.

### **AP LITERATURE & COMPOSITION-HP**

Prerequisite: Student performance, teacher recommendation, and completion of English III.

Advanced Placement Literature & Composition is designed for seniors who are performing above grade level. AP classes are for juniors and seniors who have high intellectual potential, a consistently strong work ethic and enjoy the in-depth study of language and literature. This is a college level course.

This English course is based on the National Advanced Placement standards. This course is organized under the guidelines established by the College Board. Reading consists of both classics and recent works of recognized literary merit in all genres: novels, dramas, poetry and short stories. Frequent writing assignments include impromptu and timed essays and term papers. All students in this class may take the national Advanced Placement Literature and Composition test in May.

## **JOURNALISM II-P, III-P (Grades 10-12) \***

Prerequisites:

Journalism II: English with an A or B or teacher recommendation.

Journalism III: Journalism II with teacher recommendation.

Journalism focuses on the development of practical skills for students interested in a career in journalism or mass media. Students will learn the ethical and legal responsibilities as well as learning to use technology required to work as a journalist in the 21st century. Journalism I focuses on press law, ethical issues, and writing skills. Journalism II is an advanced writing course that focuses on practical application of those skills in the production of the school newspaper using industry standard technology. Journalism III focuses on mass media production including management, finances, and advanced critical decision-making.

## **YEARBOOK I, II** Grades 10 -12

Prerequisite: *Yearbook I*: None *Yearbook II*: Yearbook I **or** teacher recommendation.

Production of the school annual; practical experience in journalist methods, art, business, magazine format, and style; key positions filled by advanced students.

## **ENGLISH LANGUAGE DEVELOPMENT/ENGLISH LANGUAGE ARTS**

All English Learners are placed in an appropriate English course. Based on their previous scores on the California English Language Development Test (CELDT) and the results of a locally adopted reading diagnostic test, students are initially placed in English Language Arts (ELA).

In addition, students scoring at the CELDT levels of Beginning, Early Intermediate, and Intermediate levels are placed in an English Language Development (ELD) course appropriate for their level (ELD I, II, or III). They receive 10 credits in English and 10 credits in English electives in these classes. English Learners at Early Advanced and Advanced levels on CELDT are placed in English I for which they receive 10 credits of English.

*English Language Arts I/ELD I* - This level is for beginning English learners as determined by CELDT. The course follows the state and district ELA and ELD standards for beginning English learners. It prepares the EL student to follow simple oral directions, to understand common everyday vocabulary, to engage in short conversations, to respond to questions using simple sentence structures, to develop basic English literacy by reading a variety of level-appropriate fiction and non-fiction selections. Students learn to write complete sentences and paragraphs following familiar formats with minimal errors.

*English Language Arts II/ELD II* - This level is for early intermediate English learners as determined by CELDT. The course follows the state and district ELA and ELD standards for early intermediate English learners. The course prepares the EL student to demonstrate basic conversational skills in a variety of settings and to deliver short oral reports. Students continue to read both fictional and expository selections and they analyze literature. They write short essays and stories and an evaluative composition.

*English Language Arts III/ELD III-Level III-P* - This level is for intermediate English learners as determined by CELDT. The course follows the state and district ELA and ELD standards for intermediate English learners. Students continue to read fiction and non-fiction level-appropriate materials. They engage in more complex classroom discussions and continue to practice conversational skills in a variety of settings. Students write short persuasive essays in which they take a position on an issue and justify it with evidence.

*English* – This is a general program class. English Learners are placed in this class when they are at the Early Advanced or Advanced levels as determined by the CELDT. Instruction is specially designed to ensure that EL students can understand class materials and lessons. The curriculum follows the state’s English Language Arts standards. Students meet all grade-level expectations.

## **WORLD LANGUAGE**

**NOTE:** \* = May satisfy CTE

## **FRENCH I-P OR SPANISH I-P** Grades 9-12

Practical mastery of skills necessary for understanding, speaking, reading, and writing the language; teaching of basic grammatical structures; appreciation of the culture and heritage of the countries in which the language is spoken.

**FRENCH II-P OR SPANISH II-P** Grades 9-12

Suggested Prerequisite: Completion of French I or Spanish I with a C or better or department recommendation.

Continuation of French I or Spanish I; intensified study in the four basic skills: listening, reading, speaking, and writing, as well as a progression to intermediate grammar structures; emphasis on vocabulary enrichment; introduction to literature; and appreciation of the culture and heritage of the countries in which the language is spoken. The class is conducted mostly in the target language.

**+FRENCH III-P OR SPANISH III-P** Grades 10-12

Suggested Prerequisite: Completion of French II or Spanish II with a C or better or department recommendation.

Continuation of French II or Spanish II; refinement of the four basic skills; study of advanced grammar structures, development of composition skills; additional reading in the literature; appreciation of the culture and heritage of the countries in which the language is spoken. The class is conducted principally in the target language.

**+FRENCH III-HP (HONORS) OR SPANISH III-HP (HONORS)** Grades 10-12

Prerequisite: Completion of French II or Spanish II with a B+ or better and teacher recommendation.

Continuation of French II or Spanish II, refinement of the four basic skills, study of advanced grammar structures, development of composition skills, additional reading of literature, appreciation of the culture and heritage of the countries in which the language is spoken. This course also provides preparation for the AP level French or Spanish courses which includes an introduction to test taking skills. The class is conducted principally in French or Spanish. This course is a pre-requisite for those students wishing to study in the AP French or Spanish program.

**+FRENCH IV-P OR SPANISH IV-P** Grades 10,11,12

Suggested Prerequisite: Completion of French III or Spanish III with a C or better or department recommendation.

Continuation of French III; appreciation of the culture and heritage of the countries in which the language is spoken; emphasis on literature and culture with vocabulary building, composition, and oral competency. The class is conducted entirely in French and prepares students for AP French.

Spanish IV is a continuation of Spanish III. The course continues to refine the four basic skills and advanced grammar skills. Students also continue to appreciate the cultures of the Spanish-speaking world through literature and other sources. This course is conducted entirely in Spanish. This course does not continue to the AP Spanish program.

**SPANISH I - NS- P** (*for the native speaker*) Grades 9-12

Prerequisite: Introductory level- Students speak, read and write Spanish at a Basic level.

Description: This course is designed for heritage learners of Spanish and accommodates students who are minimally functional, (can comprehend Spanish but are not able to speak fluently, read or write). It is not necessary that students speak or write at the intermediate level prior to entering the course. This class is conducted exclusively in Spanish. Students are expected to participate in Spanish to the best of their ability.

**SPANISH II-NS-P** (*for the native speaker*) Grades 9-12

Prerequisite: Ability to understand and communicate verbally in Spanish and be able to write simple basic sentences. Department recommendation by Spanish for Native Speakers teacher preferred.

Beginning course designed for students who speak Spanish but wish to improve their reading, writing, speaking, and vocabulary skills. This literature-based course includes basic principles of composition, grammar, spelling, sentence structure, punctuation, accents, and paragraph organization. The literature component includes the study of Latin American and Spanish literature and culture with selections from novels, myths, short stories, plays, and poetry. Class is conducted entirely in Spanish.

**+SPANISH III-NS-P** (*for the native speaker*) Grades 9-12

Suggested Prerequisite: Completion of Spanish for Native Speakers II with a C or better or teacher recommendation.

Intermediate course of study in literature and composition; in-depth study of the indigenous civilizations and cultures of Hispanic America and Spanish settlements in southwestern United States; instruction in writing compositions. Career research component. Continued focus and study of Latin American and Spanish literature and culture with more selections of novels, myths, short stories, plays, and poetry. Class is conducted entirely in Spanish.

### **CHINESE I-P** Grades 9-12

Building solid foundation of skill necessary for basic understanding, speaking, reading, and writing the language, teaching of basic sentence structures; appreciation of the culture and heritage of the countries in which the language is spoken.

### **CHINESE II -P** Grade 9-12

Suggested Prerequisite: Completion of Chinese I a C or better or department recommendation.

Continuation of Chinese I; expand the study in the five basic skills: listening, reading, speaking, writing, and typing, as well as a progression to intermediate sentence structures; emphasis on vocabulary enrichment; introduction to, and appreciation of the culture and heritage of the countries in which the language is spoken.

### **+CHINESE III-P and CHINESE III-HP (Honors)**

Suggested Prerequisite: Completion of Chinese II with a C or better or department recommendation.

B+ or better for Chinese III-HP

Continuation of Chinese II; intensify the study of the five basic skills; study of complex sentence structures, development of basic composition skills; supplemental reading in modern literature; appreciation of the culture and heritage of the countries in which the language is spoken. The class is conducted mostly in the target language.

### **+CHINESE IV-P**

Suggested Prerequisite: Completion of Chinese III with a C or better or department recommendation.

Continuation of Chinese III; refinement of the five basic skills; study of advance sentence structures, development of composition skills; additional reading in newspapers and modern literature; appreciation of the culture and heritage of the countries in which the language is spoken. The class is conducted principally in the target language.

## **MATHEMATICS**

### **ALGEBRA READINESS** Grade 9

Algebra Readiness/Algebra Topics is the first year of a two-year sequence designed for students who require academic intervention based on test scores. The course starts with a foundation in the fundamentals of mathematics and progresses to the first part of a grade-level algebra 1 class second semester. Students receive elective credit for Algebra Readiness/Algebra Topics, but the course does not count as math credit for graduation.

### **ALGEBRA I-P Graduation Requirement** Grades 9-12

This course covers elementary algebra topics such as order of operations, rational number operations, solving linear equations and inequalities, polynomials, factoring, investigating patterns, functions, graphing of linear and quadratic functions, systems of linear equations, and radical expressions.

### **ALGEBRA SUPPORT**

Algebra Support supplements the regular Algebra 1 class for students who need extra support to be successful. Students receive extra guided practice for the concepts being taught concurrently in algebra, with a basic skills review. *(Students receive elective credit for Algebra Support, but the course does not count as math credit for graduation.)*

### **INTEGRATED MATHEMATICS** Grades 10-12

Prerequisite: Completion of Algebra I with teacher recommendation.

Algebra I concepts are reviewed while new Geometry topics are introduced.

This course integrates Algebra I and Geometry topics. New topics include representing data, coordinate geometry, area, surface area and volume.

### **GEOMETRY-P** Grades 9-12

Prerequisite: Completion of Algebra I This is a college-prep course that addresses the California State Standards for Geometry. Successfully completing this course ensures students are prepared for math topics that will be taught in subsequent math courses. Topics covered include inductive and deductive reasoning, angles, polygons, congruent triangles, constructions, circles, right triangles, similarity, solids, logic, and introductory trigonometry.

**GEOMETRY ENRICHED-P** Grade 9

Prerequisite: B+ or higher in Algebra 1 or teacher recommendation Schools: CA, MA, WD Designed for the upper-level college bound student, this is a rigorous class that goes into more depth and breadth than the regular Geometry course. With an emphasis on deductive reasoning, this course studies all topics covered in regular geometry as well as enrichment topics. Students are required to understand and explain the logic behind their problem solving strategies.

**ALGEBRA II-P** Grades 10, 11, 12

Prerequisite: Geometry or Geometry Enriched with a grade of C or higher Algebra 2 is a college-prep course required for admission to almost all four-year colleges. Students review and expand upon concepts learned in Algebra I. The topics include linear, quadratic, exponential, and logarithmic functions, systems of equations, sequences, series, polynomials, rational expressions, the complex number system, statistics and probability. Real-world applications of each topic are explored throughout the course.

**NOTE:** Most four-year colleges require Algebra II (or Algebra II/Trigonometry) for admission.

**ALGEBRA II/TRIGONOMETRY-P** Grades 9, 10, 11, 12

Suggested Prerequisite: Completion of Algebra I or Geometry with a B or better and teacher recommendation.

Open to 9th-graders who have earned an A in an honors level full-year algebra course in the 7<sup>th</sup> grade, an A in an honors level Geometry course in the 8th grade and an MDTP score of 36 or higher.

Same content as Algebra II, but includes Trigonometry through Law of Sines and Law of Cosines.

**PRE-CALCULUS-P** Grades 10, 11, 12

Suggested Prerequisite: Algebra II/Trig, Algebra II, Geometry, and Algebra I with a grade of "C" or better or department rec.

A challenging elective course whose purpose is to prepare students to take AP Calculus AB or AP Statistics. It covers trigonometry, including circular trig, triangle trig, and real world modeling with sinusoidal functions. The emphasis is on integrating graphing into the study of all concepts. The remainder of the course curriculum covers a wide range of topics including function theory, complex numbers, logarithms, polar coordinates, vectors, analytic geometry, matrix algebra, infinite series, probability, statistics, and a preview of calculus.

**PRECALCULUS HONORS-HP,** Grades 9, 10, 11, 12

Suggested Prerequisite: Completion of Algebra II-Trigonometry with a B or better

Further instruction in functions, probability, statistics, data analysis, trigonometry, matrices, conic sections, polar coordinates, parametric equations, infinite series, and vectors; Analytic Geometry/Calculus Honors also includes the Calculus topics of limits, differentiation and integration.

**AP CALCULUS AB-HP** Grades 11, 12

Prerequisite: Completion of Analytic Geometry/Calculus with a grade of C or better or completion of Pre-Calculus with a grade of B or better.

This is a college level honors course. Topics include differentiation of functions, finding tangents to curves, computing rates of change, solving related rates and problems involving distance, velocity, and acceleration, integration of functions including exponential and logarithmic functions, finding volumes of solids of revolution, computing area under curves, and applying the Fundamental Theorem of Calculus.

**AP CALCULUS BC-HP** Grades 11, 12

Prerequisite: Completion of Analytic Geometry/Calculus with a grade of B or better, or completion of Calculus AB with a B or better.

This course includes all of Calculus AB, but goes deeper into integration and differentiation, with analysis of polar and parametric equations, vectors and infinite series. Students who complete the course will be prepared for the BC level of the Advanced Placement Calculus exam. This course earns dual credit through Cañada College.

**STATISTICS-P - Grades 11,12**

Prerequisites: "C" or higher in Algebra II.

The purpose of Statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Course work will include exploring data, planning a study, anticipating patterns, and statistical inference. Hands-on activities will be emphasized.

**AP STATISTICS-HP** Grades 11,12

Prerequisites: B or higher in Analytic Geometry/Calculus or Precalculus or concurrent enrollment in Analytic Geometry/Calculus or Precalculus.

The purpose of AP Statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Course work will include exploring data, planning a study, anticipating patterns, and making statistical inferences. Students who complete the course will be prepared for the Advanced Placement Statistics exam.

**MULTIVARIABLE CALCULUS-HP** Grade 12

Prerequisites: B or higher in AP Calculus BC or A in AP Calculus AB

This course covers all of the topics in UC Berkeley Math 53 and Cañada College Math 253. Topics include: Parametric Equations, Polar Coordinates, Vectors, 3-D Geometry, Vector Functions, Partial Derivatives, Multiple Integrals, and Vector Calculus.

## PHYSICAL EDUCATION

**PE 1** Grade 9

This course is designed for introducing and developing student fitness and recreation, including **Individual Sports** (*Swimming, Frisbee Golf, Golf, Track and Field, Jump Rope, Yoga, Pilates, Singles Tennis, recreational games*), **Dual Sports** (*Tennis, Badminton*), **Rhythm and Dance** (*Beginning Dance, Line Dances, Ballroom, Square*), **Aquatics** (*Freestyle, Elementary Backstroke, Backstroke, Breaststroke, Sidestroke, Butterfly*) and Circuit Fitness Training. Students will develop flexibility, muscular strength and endurance, cardio respiratory endurance, and proficiency in appropriate sport skills. They will understand history, rules, and strategies of sports, and many of the aspects for developing a positive self-image and healthy body.

The students must pass 5 out of 6 parts of the California Physical Fitness Test as part of their graduation requirement. Students who do not pass 5 out of 6 parts of the California Physical Fitness Tests will be required to take PE 2 as a sophomore. The students will work on aerobic capacity (mile run and interval training); body composition (Body Mass Index, fitness training in weight room); abdominal strength and endurance (curl-ups, leg lifts, core strength); trunk extensor or strength and flexibility (trunk lifts); upper body strength (push-ups, fitness training); and endurance and flexibility (sit and reach, various stretching techniques, yoga). The California Physical Fitness Test is listed below:

California Physical Fitness Test		
Zone Number	Healthy Fitness Zone	Type of Test
1	Aerobic Capacity	Mile Run
2	Body Composition	Body Mass Index
3	Abdominal Strength and Endurance	Curl-Ups
4	Trunk Extensor Strength and Flexibility	Trunk-Lifts
5	Upper body Strength and Endurance	Push-Ups
6	Flexibility	Sit and Reach

**PE 2** Grades 10-12

This course is designed to increase the skill levels in **Team Sports** (*Volleyball, Basketball, Flag Football, Soccer, Indoor Soccer, Floor Hockey, and Softball*) emphasizing the importance of life-long activities and fitness. Including, **Aquatics** (*Elementary Backstroke, Breaststroke, Sidestroke, Crawl stroke, Diving, Beginning Life Saving*), **Combatives/Self-Defense** (*mental focus, self-discipline, self-confidence, positive attitude and effective practical defensive skills based on the combative skills of martial art and related disciplines*), **Gymnastics/Tumbling** (*coordination, balance, and rhythm to perform tumbling and gymnastic routines. Use isometric, isotonic, and isokinetic contractions to develop strength and endurance. Determine individual center of gravity with regard to body alignment to perform tumbling and gymnastic routines*),

**PE WEIGHT TRAINING** Grades 10-12

Prerequisite: *Physical Education Department recommendation. Students must have passed 5 out of 6 parts of the California Physical Fitness Test in their Freshmen year.*

This course is designed for those students wishing to further their fitness levels working in a structured program of strength training exercises and aerobic conditioning.

**PE– DANCE** Grades 10-12

Prerequisite: Department recommendation. Students must have passed 5 out of 6 parts of the California Physical Fitness Test in their Freshmen year.

Beginner to intermediate level dance class. Students are exposed to a variety of genres and styles of dance, which may include, but are not limited to ballet, modern, jazz, tap, musical theater, hip hop, jazz-based aerobics, and ethnically-based forms. Traditional and contemporary dance steps and styles, basic coordination, aerobic fitness, strength and flexibility, choreographic concepts, and performance skills are the focus of the class.

**\*PE-INTERMEDIATE DANCE –P** Grades 10 -12

Prerequisite: Teacher recommendation. Students must have passed 5 out of 6 parts of the California Physical Fitness Test in their Freshmen year.

This course is designed for those students who have attained a proficient level of Beginning Dance (as demonstrated through an audition). Intermediate Dance involves student participation in various aspects of movement. It will continue to enhance their aesthetic perception and valuing, creative expression, and the study of dance heritage. Various activities and performances throughout the course will accomplish these goals. By further expressing, exploring and creating, students will build upon existing knowledge of this movement art. All students will perform in the spring dance show. This course meets the PE or the fine arts graduation requirement as well as the UC “f” requirement.

**\*PE-ADVANCED DANCE XL-P** Grades 10-12

Prerequisite: Teacher recommendation. Students must have passed 5 out of 6 parts of the California Physical Fitness Test in their Freshmen year.

This course is designed as a technique, choreography and performance class. This class is meant to provide a more challenging level of technique and choreographic assignments for students who have successfully auditioned. The class consists of students who have moved up from the beginning or intermediate level classes as well as new students to the program. Advanced Dance involves student participation in various aspects of movement. It will continue to enhance their aesthetic perception and valuing, creative expression, and the study of dance heritage. Various activities and performances throughout the course will accomplish these goals. By further expressing, exploring and creating, students will build upon existing knowledge of their movement art. All students will perform in the spring dance show. This course meets the PE or the fine arts graduation requirement as well as the UC “f” requirement

**SCIENCE**

### **ADVANCED INTEGRATED SCIENCE-P** Grades 9-10

Suggested Prerequisites: None

This is a science and lab foundation course for freshmen, integrating science topics from biology, chemistry, earth & space science, environmental science, and physics. Students focus on science literacy, lab inquiry, study skills, and problem solving through the study of thematic integrated science units. Foundation skills that are necessary for success in later science courses are emphasized.

\*This course is UC/CSU approved to meet the “ Elective” (g) requirement.

### **BIOLOGY–P,** Grades 9-12

Prerequisites: Score at or above 9<sup>th</sup> grade reading level on the GMRT

A one-year laboratory survey course that studies living organisms and their interrelationships. Studies include cell biology, the structure and function of organisms, ecology, changes over time, human body and health, and developmental biology. A special four to six week laboratory intensive unit on molecular biology and biotechnology also emphasizes bio-ethical issues. \*This course is UC/CSU approved to meet the “laboratory science” (d) requirement.

### **BIOLOGY FOR BIOTECHNOLOGY STUDENTS – P** Grades 9-12

Suggested Prerequisite: Score at or above 9<sup>th</sup> grade reading level on the GMRT

This is a one-year laboratory survey course that studies living organisms and their interrelationships designed for students in the Carlmont Biotechnology Career Pathway. Studies include scientific methods and processes, biochemistry, cell biology, genetics, biotechnology, evolution, human body, health, and ecology. Students will complete independent long-term projects. There is a strong focus on hands-on, industry skills building that will continue in future Biotechnology classes. This course is UC/CSU approved to meet the “laboratory science” (d) requirement.

### **AP BIOLOGY-HP** Grades 11, - 12

Prerequisite: Successful completion of Biology-P, Chemistry-P, and Algebra I with a grade of B- or better, and department recommendation

This course is equivalent to introductory college Biology. Emphasis is on developing students’ ability to express and interrelate biological concepts. The College Board AP labs further develop analytical and critical thinking skills. Extensive inquiry focused laboratory activities, reviews, essays, and multiple choice-type examinations prepare students for the national AP Biology examination, which all students are expected to take. Colleges may offer credit for successful completion of the national exam. This course is UC/CSU approved to meet the “laboratory science” (d) requirement.

### **HUMAN BIOLOGY-P** Grades 10-12

Prerequisite: Successful completion of 1 year of Biology-P

This course focuses on human anatomy, physiology, behavior, evolution, and culture. Students explore a variety of issues including pathogenic diseases and health and human impact on the environment. This course is recommended for students who are interested in learning more about their own anatomy and physiology, and/or students interested in medicine, dentistry, medical terminology, nursing, or any other medical field. This course is UC/CSU approved to meet the “laboratory science” (d) requirement.

### **CHEMISTRY - P** Grades 10-12

Prerequisite: Successful completion of Algebra I and Biology or department recommendation.

The course follows a logical, sequential development of fundamental chemistry concepts and skills. Core topics include atomic structure, chemical bonding, chemical reactions, gases, solutions, acids and bases, energy, and kinetics. Students gain extensive laboratory experience, with emphasis on logical analysis and computational skills. This course is UC/CSU approved to meet the “laboratory science” (d) requirement.

### **AP CHEMISTRY-HP** Grades 11 - 12

Prerequisite: Completion of Chemistry with a B or better and completion of Algebra II, and department recommendation

This course is taught as a second year chemistry course due to the amount and degree of difficulty of the material to be covered. Topics that involve qualitative material will be quickly reviewed whereas those involving calculations will be studied in detail (e.g. solutions, thermodynamics, chemical equilibrium, and kinetics). Emphasis is made on problem solving and critical thinking of chemical systems. Laboratory work includes eight guided-inquiry college-level experiments and write-ups in research notebooks. Extensive review and practice examinations prepare students for the national AP Chemistry examination which all students are expected to take. Colleges may offer credit for successful completion of the national exam. This course is UC/CSU approved to meet the “laboratory science” (d) requirement.

### **PHYSICS – P** Grades 10 - 12

Suggested Prerequisite: Successful completion of Biology and successful completion of Geometry with a B- or better (or successful completion of Algebra I and concurrent enrollment in Geometry)

This course covers the fundamental principles of Physics, including motion, forces, electricity, magnetism, heat, light, and sound waves. Conceptual understanding of the content is gained through hands-on labs and projects. Special emphasis is given to data analysis, problem solving and critical thinking skills. Competence in solving basic algebraic equations involving fractions and square roots is mandatory. This course is UC/CSU approved to meet the “laboratory science” (d) requirement.

### **AP PHYSICS - C - Mechanics - HP** Grades 11-12

Prerequisite: Concurrent enrollment in AB or BC calculus and successful completion of one science course.

This course covers classical mechanics in great depth – motion in 1 and 2 dimensions, rotational motion, forces, energy, rotational dynamics, gravitation and planetary orbits and simple harmonic motion. This course is intended for students with a strong interest in physical science. Concepts are introduced through inquiry-based laboratories, lectures, discussion and readings. Emphasis is on rigorous problem-solving and critical thinking. Competence in trigonometry and algebra, and concurrent enrollment in calculus is mandatory. Colleges may offer credit for successful completion of the national AP exam. This course is UC/CSU approved to meet the “laboratory science” (d) requirement.

### **ENGINEERING AND GREEN TECHNOLOGY - P Grades 11-12**

Prerequisite: Physics or permission of the instructor and successful completion of Algebra II.

This year-long course introduces students to the many disciplines of engineering through hands-on projects. Topics and projects may include alternative energy, mechanical machines, electronics and computer programming, structures and bridges. Students may learn computer-aided design and 3D printing and operate machine tools to construct their projects. This course is UC/CSU approved to meet the “elective” (g) requirement.

### **INTRODUCTION TO BIOTECHNOLOGY 1 & 2** Grades 10-12

Suggested Prerequisite: Completion of Algebra I and Biology with a grade of C- or better.

A one-year laboratory course consisting of two semesters that serves as an introduction to the field of biotechnology. Includes concepts and vocational information. Students will develop laboratory, critical thinking, and communication skills currently used in the biotechnology industry. Through extensive research and workplace experience, students will evaluate career opportunities in the field of biotechnology. As a part of the biotechnology career pathway, students will enroll in Introduction to Biotechnology 1; the next semester they will take Biotechnology 2. Biotechnology 1 & 2 is UC/CSU approved to meet the “laboratory science” (d) requirement for college admissions.

### **ADVANCED BIOTECHNOLOGY 3 & 4** Grades 11-12

Prerequisite: Successful completion of Biotechnology 1-2 or AP Biology with a grade of C or better.

Biotechnology 3 & 4 are the second two semesters of the four- year Carlmont Biotechnology Career Pathway. Biotechnology 3 & 4 are designed to give students an introduction to the scientific concepts and laboratory research techniques currently used in the field of biotechnology. Students develop laboratory skills, critical thinking, and communication skills currently used in the biotechnology industry. Through extensive reading, laboratory work, and workplace experiences, students will explore and evaluate career opportunities in the field of biotechnology. Biotechnology 3 & 4 is UC/CSU approved to meet the “laboratory science” (d) requirement for college admissions.

## **CHEMISTRY FOR BIOTECHNOLOGY STUDENTS - P** Grades 11-12

Prerequisite: Successful completion of Biotechnology 1-2.

This is a Chemistry course for students in the Carlmont Biotechnology Career Pathway. The course follows a logical, sequential development of the fundamental chemistry concepts and skills. Students gain extensive laboratory experience, emphasizing logical analysis and computational skills. There is a strong focus on the direct application of chemistry skills to the field of biotechnology. This course is UC/CSU approved to meet the “laboratory science” (d) requirement.

## **SOCIAL STUDIES**

### **WORLD STUDIES 1-P & 2-P, - The Non-Western World** Grade 9

World Studies is a three quarter survey course of the history, culture and contemporary affairs in various world regions. This course meets the California Social Science Framework ninth grade guidelines and includes: developing social science vocabulary, accessing information using maps and almanacs, improving research skills, and completing formal written assignments. The course requires textbook and supplemental reading.

### **MODERN WORLD HISTORY-P,** Grade 10

Modern World History is designed for students who are performing at the tenth grade level.

It meets the California standards for tenth grade social science. A two semester survey course that studies major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. Students trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

### **AP EUROPEAN HISTORY-HP** Grade 10

Prerequisite: Student performance, teacher recommendation, and successful completion of World Studies 1 & 2.

AP European History is designed for students who are performing above the high school level, have a consistently strong work ethic, and enjoy the study of European history.

This one-year course of study is based on the 10<sup>th</sup> grade California Social Science and National Advanced Placement standards. The course covers the span of European History from roughly 1450 to the present. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. Students that successfully navigate this class will be prepared to take the AP European History national exam in May and may earn college credit for this course.

### **U.S. HISTORY-P** Grade 11

U.S. History is designed for students who are performing at the eleventh grade level.

A one-year course of study based on the 11<sup>th</sup> grade California Social Science Standards. The objectives of this course include the study of the development of \_U.S. political, economic and social institutions from progressivism to present, and preparation for competency as citizens in a democratic society through an understanding of American political traditions.

### **AP U.S. HISTORY-HP** Grade 11

Prerequisite: Student performance, teacher recommendation, and successful completion of a pre-requisite essay.

AP U.S. History is designed for students who are performing above the high school level, have a consistently strong work ethic, and who enjoy the in-depth study of American history and government.

This one-year course of study is based on the 11<sup>th</sup> grade California Social Science and National Advanced Placement standards. This course is organized under the guidelines established by the College Board to prepare students for the national AP examination. This course covers the entire span of United States History; is an in-depth study of the development of American political, economic, and

social institutions; includes selected interpretive study of ideas, issues, analytical materials, and biographical information. Students in this class will take the AP U.S. History national exam in May and may earn college credit for this course.

### **ECONOMICS-P** Grade 12

Economics is designed for students who are performing at the 12<sup>th</sup> grade level

This is a one semester course of study based on the California content standards for economics. It is designed to allow students to master fundamental economic concepts, the basic economic principles of micro- and macroeconomics, international economics, and comparative economic systems.

### **AP MICROECONOMICS-HP** Grade 12

Prerequisite: Student performance, teacher recommendation, and successful completion of a pre-requisite reading and essay assignment.

AP Micro is designed for students who are performing above the high school level, have a consistently strong work ethic, and who enjoy the in-depth study of economics.

This one-semester course will focus on microeconomics, examining in-depth basic economic theory and specific aspects of our economy as related to consumers, businesses, and our government. Based on the National Advanced Placement Standards for microeconomics, it is designed to prepare students to be successful on the national AP examination. As well, the course will review all of the California content standards for high school economics, including basic macroeconomics.

### **AMERICAN GOVERNMENT-P** Grade 12

American Government is designed for students who are performing at the 12<sup>th</sup> grade level.

This one semester course of study is based on the California content standards for American government. It provides an understanding of the institutions of American government, comparing systems of government in the world today and analyzing the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judicial branches.

### **AP AMERICAN GOVERNMENT-HP** Grade 12

Prerequisites: Successful student performance in US History and teacher recommendation.

AP American Government is designed for students who are performing above the high school level, have a consistently strong work ethic, and who enjoy the in-depth study of American government and politics.

This one-semester course is based on the 12<sup>th</sup> grade California Social Science and National Advanced Placement standards. This course is organized under the guidelines established by the College Board and provides an analytical perspective on government and politics in the U.S. Students in this class will take the AP American Government national exam in May and may earn college credit for this course.

### **PSYCHOLOGY-P** (Elective) Grades 11-12

This elective course is a two-semester survey that explores the field of psychology including: History, Approaches, and Research; Biological Basis of Behavior; Motivation and Emotion; Consciousness; Human Development; Learning, Memory, and Intelligence; Personality Theory; Abnormal Psychology and Therapy; and Social Psychology. Completing both semesters of this course is necessary to meet the UC requirement for the “g” elective.

### **AP PSYCHOLOGY-P** (Elective) Grades 11-12

Prerequisite: Desire to take a challenging course and complete college-level work. Completion of summer reading and writing assignment.

This two-semester, college-level survey course prepares students for the AP Psychology Exam. It explores the field of psychology including: History and Approaches; Research Methods; Biological Basis of Behavior; Sensation and Perception; Motivation and Emotion; Stress; Consciousness; Human Development; Learning and Memory; Thinking, Language, Testing & Intelligence; Personality Theory; Abnormal Psychology and Therapy; and Social Psychology. Completing both semesters of this course is necessary to meet the UC requirement for the “g” elective.

### **INTERNATIONAL RELATIONS-P** Grades 11-12

This one semester elective course provides an introduction into the field of political science and international relations and focuses on the important political, economic, religious and socio-cultural issues facing our contemporary world. Topics include: war and human nature, democracy and peace, power politics, free trade, globalization, international terrorism, and many more. For those students wishing to one day major in the social sciences, or who simply wish to learn more about the modern world, this class serves as an excellent educational starting point. This course meets the “g” requirement for UC’s and CSU’s.

**AP COMPARATIVE GOV (Elective)**-HP Grades 11-12

AP Comparative Politics is a one-semester elective course open to Juniors and Seniors. It will introduce students to the discipline of political science and more specifically the sub-field of comparative politics. Students will be exposed to comparative theories, the politics and governmental organizations of 6 main nation-states, facts, and principles through reading, writing, research, technology, and critical thinking activities. Students will cover all content included on the AP Comparative Politics Exam. The six core countries studied are Britain, Russia, China, Iran, Nigeria and Mexico. This course meets the “g” requirement for UC’s and CSU’s.

## **VISUAL & PERFORMING ARTS**

### ***ART***

Note: Course offerings are periodically updated and revised. The descriptions here are accurate as the time of printing, but it is advisable to check with guidance counselors each year for additions and changes. Unless noted, all courses are year-long, UC “f” approved.

**\*ADVANCED DRAWING & PAINTING II-P** Grades 10-12

Advanced drawing and painting is a course offering the serious art student a way to expand upon his/her creative expression, aesthetic valuing, perceptions, historical and cultural context. Particular attention is given to student recognition and application of the relationships of visual arts towards various ways the arts are used to create expressive communication. Students will compile work to demonstrate their abilities through the use of a portfolio, which can be used for college entrance or employment in visual art field. Topics will be supported by homework in some or all of the following areas: writing, reading, computer work, and portfolio development.

\*\*\*Prerequisite Drawing & Painting I-P with a grade of B or better or instructor approval

**\*ART 1-P** Grades 9-12

This class is designed to introduce the new art student to the world of art. The student will learn artistic concepts and fundamentals within a framework of learning about cultural world art. The art student will create 2 dimensional and 3 dimensional art, and be exposed to a variety of techniques including, but not exclusively, watercolors, clay, papier mache, book-making, collage, jewelry design, ceramics, painting, and drawing, and much more. Students need not have prior art experience.

**+FILM CRITIQUE AND VIDEO PRODUCTION-P** Grades 9-12

Prerequisite: Completion of either Computer Applications I, or Computer Graphics, or department recommendation.

This course introduces film history, video critique, video production, and advance computer applications. We will focus on film and video projects. We will cover the elements of pre-production, production, and post-production in order to create many different types of videos and to develop useful, marketable skills for the future. Students will use digital camcorders and learn non-linear editing, titling, and special effects on the computer editing suites.

**+VIDEO PRODUCTION II** Grades 10-12

Prerequisite: Completion of FILM CRITIQUE AND VIDEO PRODUCTION or department recommendation.

Students make movies using the applications they learned in Film Critique and Video Production. They will learn new programs such as Motion and DVD Studio to enhance their videos.

**\*COMPUTER GRAPHICS- P** Grades 10-12

A comprehensive beginning study of computer graphics. Through theory and a wide-range of hands-on training, students will learn computer graphics and traditional art fundamentals. The class is structured around projects emphasizing basic foundations of computer graphics and design history. Students will develop an appreciation of traditional and contemporary artistic expression both verbally and visually as an additional means of successful communication in today's society. Class final project will be a comprehensive art history research project.

\*\*\* Previous art experience is highly recommended but not required. Basic computer knowledge is helpful to begin this course.

**\*WEB DESIGN-P** Grades 10-12

A comprehensive beginning study of computer graphics. Through theory and a wide-range of hands-on training, the students will learn the principals of design and traditional art fundamentals. The class is structured around projects emphasizing basic foundations of web and print layout design. Students will develop an appreciation of traditional and contemporary artistic expression both verbally and visually as an additional means of successful communication in today's society. Class final project will be a live web site built by the student.

\*\*\*Previous art experience is highly recommended but not required. Basic computer knowledge is helpful to begin this course.

**\*ANIMATION I - P** Grades 9-12

A comprehensive beginning study of animation with an emphasis on technology/computer graphics. Students will learn Flash animation on the computer as well as traditional techniques and principals of animation. The class is structured around projects emphasizing basic animation techniques including animation history. Students will develop an appreciation for traditional animation and contemporary animation both verbally and visually as an additional means of successful communication in today's society. Class final project will be creating your own short animated film.

\*\*\*Previous art experience is highly recommended but not required. Basic computer knowledge is helpful to begin this course.

**\*CERAMICS I-P** Grades 11 - 12

This course is a technical and aesthetic exploration of three-dimensional design through the medium of clay. The course will include two-dimensional basic drawing and layout skills. The student will participate in a wide range of experiences using additive and subtractive sculpture techniques designed to build artistic and creative confidence. The products created in this course may serve as functional items or fine art works. Topics will be supported by homework in some or all of the following areas: writing, reading, computer work, and portfolio development.

\*\*\*Previous art class is highly recommended.

**ILLUSTRATION & DESIGN** Grades 10-12

This course is designed to introduce the art student to more advanced drawing and design techniques. The students will create commercial art-based work, such as editorial illustration, basic layout, text design, cartoon illustration, product and logo design, and much more. The media used includes pen and ink, paint, watercolors, airbrushing, silk-screening, and more. This class can help prepare the student for a career in commercial art and students will create portfolios.

\*\*\*Previous art experience is recommended, or entrance via teacher approval.

**ILLUSTRATION & DESIGN II** Grades 11-12

This course is offered to students who have completed Illustration and Design 1 in high standing (an A or B) and/or have teacher approval. This class is designed for students who want to have a serious career focus in their artistic experience and are willing to do rigorous work in creating a professional portfolio and to learn advanced art techniques within the illustration and design fields. Students must be highly motivated, creative, and independent learners and artists. Students will finish this class "art career-ready."

\*\*\*Previous experience required, teacher approval, finished Illustration & Design 1 in good standing\*\*\*

**\*CERAMICS II-P** Grades 11-12

Advanced Ceramics is a course offering the serious visual art student a way to expand upon his/her creative expression, aesthetic valuing, perceptions, and historical and cultural context. Particular attention is given to student recognition and application of the relationships of the visual arts toward various ways the arts are used to create expressive communication. Students will compile enough work to demonstrate their abilities and techniques through the use of a portfolio, which can be used for college entrance or

employment in a visual art field. Topics will be supported by homework in some or all of the following areas: writing, reading, computer work, and portfolio development. \*\*\*Prerequisite: Ceramics I-P with letter grade B or better or consent of instructor.

**\*DIGITAL PHOTOGRAPHY I-P** Grades 10-12

Photography I is an introductory black and white photography course. This course will provide students with opportunities to develop their knowledge and skills in the field of photography. This course will familiarize the student with photographic equipment, materials, methods, and film/print processing. Students will keep journals allowing them to critique famous photographs and learn about master photographers and photo history. It is suggested that students provide their own SLR cameras, although the program does supply cameras for student use. These areas will be supported by homework in some or all of the following areas: writing, reading, computer work, and portfolio development. \*\*\*Previous art class is highly recommended.

**\* DIGITAL PHOTOGRAPHY II-P** Grades 11-12

Photography II is an advanced photography course. This course will provide students with opportunities to extend and advance their knowledge and skills in the field of photography, such as working with filters, flash and tripods. This course will familiarize the student with advanced photographic equipment, materials, methods and processes. Students will do research allowing them to critique famous photographs and learn about master photographers and photo history. They will present their research to the class orally and through computer presentations. It is suggested students provide their own SLR cameras, although the program does supply cameras for student use. These areas will be supported by homework in some or all of the following areas: writing, reading, computer work, and portfolio development.

\*\*\*Prerequisite: Photography I-P with letter grade B or better or consent of instructor.

**\*AP STUDIO ART: Drawing-HP** Grades 11,12

Advanced Placement Studio Art is a lecture and lab course designed for the visual arts student who is interested in advanced, in-depth study in a wide and diverse range of experiences. Students will demonstrate advanced proficiency in the use and application of the elements of art and principles of design including visual organization in drawing, two-dimensional design or three-dimensional design. Students will continue to research and study the historical and cultural aspects of the visual arts as they research and analyze works of art. Students will conceive works of art that develop their intentions, both in concept and execution, and apply a variety of theoretical perspectives to their own artworks and the works of others, develop a body of related works, develop a body of original artworks and investigate emerging technologies that will change the definition of the visual arts.

\*\*\*Students will develop a portfolio of artwork to be presented for Advanced Placement credit.

\*\*\*Prerequisite: Two years of high school visual arts course work and/or interview with instructor and portfolio review.

\*\*\*Student lab fees may apply for portfolio development.

**\*AP ART HISTORY: Grades 11, 12**

Prerequisites: 11, 12 grades, must have already completed the VAPA requirement, or be concurrently enrolled in a visual or performing arts class.

This is a comprehensive and rigorous class that covers the history of art throughout the world, Students will be required to identify and have knowledge of at least 250 works of art, will be required to write and will be required to do projects related to learning about world art

**+\*FILM CRITIQUE & VIDEO PRODUCTION-P** Grades 10,11,12

Prerequisite: Completion of either Computer Applications I or Computer Applications II, or department recommendation

Introduction to film history and criticism. Course covers the use of the video camcorder and non-linear computer editing equipment. Students learn shot composition, film and editing techniques, and storytelling. Projects include documentaries, narratives, music videos, news bulletins and instructional video. Artistic development and appreciation are emphasized.

***DRAMA***

**\*DRAMA I (Introduction to Theatre)-P** Grades 9 - 12

This course is a beginning exploration into all areas of the dramatic arts. We will begin with a study of improvisation and theater games as well as explore the origins of theater history beginning with Greek and Roman drama. Throughout the year, we continue studying theater history and will cover such periods as Medieval, Elizabethan, Commedia del Arte and Modern Theater. We will learn stage

directions and presence as well as a variety of acting techniques such as pantomime, monologue and scene study and character analysis. We will focus on the basics for stage work such as blocking and movement, voice and diction and script analysis. Stage combat, make-up, introduction to stagecraft, Children's Theater and Reader's Theater will also be included in the year long course.

**\*DRAMA II (Acting & Directing)-P** Grades 10 - 12

Prerequisite: Audition required

This course is an in depth study into areas of acting, directing, play analysis, playwriting and Shakespearean and 20<sup>th</sup> century world theater styles. Drama II builds upon the concepts introduced in Drama I, by allowing the students to experience a wider variety of acting methods and techniques. The course begins with a unit on improvisation and theater games and the skills learned will be practiced and reinforced throughout the year. Historical studies of Modern Theater styles include Realism, Naturalism and Post/Modern or Absurd Theater. Four standard dialects will be learned including British, Cockney, American Southern and Irish. Students will have the opportunity to write an original scene and perform it as well as perform scenes from Children's Theater for children's audiences. A One-Act Play Festival that is student produced and directed is put on in the spring by the Advanced students and a Drama Showcase culminates the year.

**\*DRAMA III-P** Grades 10-12

Prerequisite: Audition required

Students in Drama III will continue to develop their acting, vocal and playwriting technique, while being given the opportunity for the first time to produce and direct their peers. Students in Drama III-IV select scripts for the annual One Act Festival in the spring, cast the shows, direct or co-direct a one-act as well as perform all the tasks necessary for production including lighting, set and make-up design. The students find all their own costumes and props as well as design sound for their individual shows. In addition to these responsibilities, the Drama III-IV students create and distribute publicity material for the One Act Festival. As directors, they set rehearsal schedules, create the blocking or movement for their actors and provide any assistance with character development. Students who choose not to be directors can choose to perform such duties as Stage Manager, Producer or Stage Crew member. All Advanced Drama students are involved in the Children's Theater performances as well as have the opportunity to perform in the Drama Showcase.

**\*DRAMA IV-P** Grades 10-12

Prerequisite: Audition required

Drama IV is the culminating course for students who have had three prior years' experience in Drama class, or its equivalent in classes. This course is an in-depth, hands-on workshop environment focusing on acting, directing, producing and/or technical theatre. Special emphasis placed on further developing the individual student's approach to performance and production in class and through community outreach performances (local elementary and middle schools, mall venues, etc.) The student's work is then tailored within the perimeters of the class to help them clearly define and execute their after high school plans in relation to the field of theatre arts and other related fields of study. Emphasis continues to be placed on historical and contemporary performance theories for theatre, film and TV. Students continue to gain experience using performance theories for greater character development, analysis of dramatic literature, dramaturgy and playwriting.

## ***DANCE***

**\*INTERMEDIATE DANCE-P** Grades 10 –12

Prerequisite: Teacher recommendation

This course is designed for those students who have attained a proficient level of Beginning Dance (or the equivalent). Intermediate Dance involves student participation in various aspects of movement. It will continue to enhance their aesthetic perception and valuing, creative expression, and the study of dance heritage. Various activities and performances throughout the course will accomplish these goals. By further expressing, exploring and creating, students will build upon existing knowledge of this movement art. All students will perform in the spring dance show. This course meets the PE or the fine arts graduation requirement as well as the UC "F" requirement.

**\*ADVANCED DANCE XL-P** Grades 10-12

Prerequisite: Teacher recommendation

This course is designed as a technique, choreography and performance class. This class is meant to provide a more challenging level of technique and choreographic assignments for students who have moved up from Intermediate Dance as well as offering a challenge to new members of the program. Advanced Dance involves student participation in various aspects of movement. It will continue to enhance their aesthetic perception and valuing, creative expression and the study of dance heritage. Various activities and performances throughout the course will accomplish these goals. By further expressing, exploring and creating, students will build upon existing knowledge of their movement art. All students will perform in the spring dance show. This course meets the PE or the fine arts graduation requirement as well as the UC "f" requirement.

For beginning dance, see physical education.

## *MUSIC*

### **+\*Band II (Concert Band)-P**

Prerequisite: At least two years instrumental experience or by teacher approval.

Emphasis on rehearsal and performance techniques of standard and current band literature and is the first step into the Carlmont band program. Performs for concerts and band festivals. Open to all grades. Band II is an intermediate level band. Meets the CTE graduation requirement. May be repeated for credit.

### **+\*ADVANCED BAND (Symphonic Band)-P**

Prerequisite: Admission by audition only. Contact Mr. DaBaldo to schedule an audition.

Intense study of standard and current band literature. Performs for concerts, band festivals, school, and community activities. Spring musical orchestra members are selected from this group. Open to 10th-12th graders and by audition for 9th graders. Meets the CTE graduation requirement. May be repeated for credit.

### **+\*JAZZ ENSEMBLE-P**

Prerequisite: Admission by audition only. Contact Mr. DaBaldo to schedule an audition.

Rehearses and performs advanced level standard and current big band jazz literature written for the following instruments: saxophones, trumpets, trombones and rhythm section. Performs for concerts, jazz festivals, and school and community activities. Spring musical orchestra members are selected from this group. Open to 9th - 12th graders by audition and teacher approval. May be repeated for credit. Meets the CTE graduation requirement.

### **+\*STRING ORCHESTRA (Intermediate Orchestra)-P**

Prerequisite: At least two years instrumental experience or by teacher approval.

Emphasis on rehearsal/performance techniques of standard and current string orchestra literature and is the first step into the Carlmont orchestra program. Performs for concerts and orchestra festivals. Open to all grades. This course is an intermediate level string class. May be repeated for credit. Meets the CTE graduation requirement.

### **+\*SYMPHONY ORCHESTRA (Advanced Orchestra)-P**

Prerequisite: Admission by audition only. Contact Mr. DaBaldo to schedule an audition.

Study of standard and current full orchestral literature. This is an advanced performing ensemble composed of orchestral strings, winds and percussion. Spring musical orchestra members are selected from this group. This group performs for concerts, orchestra festivals and community activities. Open to advanced players by audition only. May be repeated for credit. Meets the CTE graduation requirement.

### **\*CHORAL I (Women's Choir)-P**

Women's Choir is a class designed for grade 9-12 women. There is no prior singing or musical experience required to join. We will sing and perform music written for women's voices and explore concepts of basic vocal technique, music theory and sight singing. Students who have sung in Women's Choir are eligible to join Treble Clef and audition for Show Choir and Chamber Singers. Annual Spring Tour. May be repeated for credit. Meets the CTE graduation requirement.

### **+\*CHORAL I (Men's Choir)-P**

Men's Choir is a class designed for grade 9-12 men. There is no prior singing or musical experience required to join. We will sing and perform music written for men's voices and explore concepts of basic vocal technique, music theory and sight singing. Barbershop, doo-wop, and classical music are all part of the curriculum. Students who have sung in Men's Choir are eligible to audition for Show Choir and Chamber Singers. Annual Spring Tour. May be repeated for credit. Meets the CTE graduation requirement.

#### **+\*CHORAL II (Concert Choir)-P**

Prerequisite: Successful completion of Choral I or by placement assessment.  
Contact Mrs. Tep to schedule a placement assessment. [gtep@seq.org](mailto:gtep@seq.org)

Concert Choir is designed for intermediate singers. This class is open to all choir students who have successfully completed a year in Choral I. We will continue to explore vocal technique, music theory, and sight singing. Annual Tour. Good citizenship is required. May be repeated for credit. Meets the CTE graduation requirement.

#### **+\*CHORAL II (Treble Clef)-P**

Prerequisite: Placement assessment  
Contact Mrs. Tep to schedule an audition [gtep@seq.org](mailto:gtep@seq.org)

Treble Clef is designed for advanced singers. We will continue to explore vocal technique, music theory, and sight singing. Music is challenging university level Women's (SSAA/SSA) Repertoire. This class will also participate in spring choral festivals and competitions. Annual Spring Tour. Good citizenship is required. May be repeated for credit. Meets the CTE graduation requirement.

#### **+\*ADVANCED CHORAL (Chamber Singers)-P**

Prerequisite: Placement assessment, contact Mrs. Tep to schedule an audition [gtep@seq.org](mailto:gtep@seq.org)

Chamber Singers is an auditioned group of experienced singers. Music is challenging university level SATB div. repertoire. This is the top choir at Carlmont High School and expectations are high. Expect to be challenged! Competitions and festivals will be a required part of participation in this choir. Annual Tour. Good citizenship required. May be repeated for credit. Meets the CTE graduation requirement.

### ***OTHER COURSES***

#### **AVID I, II, III, IV** Grades 9-12

Prerequisite: The AVID staff selects students through an application process.

AVID (Advancement via Individual Determination) prepares motivated students in "the middle" for a four-year college by encouraging them to enroll in the most rigorous curriculum and supporting them in their classes. Curriculum includes study skills; note taking; writing; test preparation (PSAT, CAHSEE, SAT, ACT); academic readiness for college; and college and scholarship research and application process. The class awards elective credit and includes tutoring, field trips to colleges, speakers, and motivational activities.

#### **STUDENT CLERK** Grades 10, 11, 12

**NOTE:** 2.5 units of credit per semester (half the credits of regular courses).

Assistance in school offices or helping individual teachers, performing services such as typing, data entry, record-keeping, and filing.

#### **TECHNICAL ASSISTANT** Grades 10, 11, 12

Assistance to teachers as laboratory aides, locating and preparing materials for laboratory setups, acting as peer tutors, translating materials. Assisting in school offices by answering main switchboard, office and copy machine operation and maintenance duties, delivering messages, and miscellaneous office duties.

#### **STUDENT LEADERSHIP (ASB)** Grades 9, 10, 11, 12

Prerequisite: Officers are elected by their peers. Commissioners are appointed via an interview process.

Leadership – A.S.B. is a course that incorporates all elements of Leadership 1 and 2 and utilizes those skills to plan, organize, and produce all of the student government activities. It is specifically designed for those students who are either elected in as officers or appointed as commissioners. Students in A.S.B. must demonstrate proficiency at the Leadership 1 and 2 levels.

#### **LEADERSHIP I** – Grade 9

Leadership 1 is a course designed to actively engage students in a variety of hands-on activities, lessons, and projects that will teach them the basic skills of leadership. Students participating in this course will be able to:

1. Demonstrate responsible personal and social behavior.
2. Demonstrate the ability to use effective interpersonal skills.
3. Demonstrate the ability to use the decision-making skills of appropriate goal setting, risk taking, and problem solving.
4. Understand that challenge, enjoyment, creativity, self-expression and social interaction are important, life-enhancing experiences and are found in this curriculum.
5. Demonstrate an understanding of and respect for differences.

### **LEADERSHIP II**– Grades 9, 10, 11, 12

Leadership 2 is a course that will build on the basic knowledge gained in Leadership 1. Students will utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction. Students will also work with peers to promote divergent and creative activities that benefit the student body using effective leadership, group dynamics, team and individual decision making, and conflict resolution. Students must demonstrate proficiency at the Leadership 1 level to be eligible for Leadership 2.

### **LIFE SKILLS** Grade 9

Life skills is an introductory, quarter-long course that covers mental, emotional, social, personal, and community health, as well as substance abuse. It introduces high school to freshmen, including discussions of high school success skills and goal setting while addressing state- and district-approved Health Education Standards. Using “high school success” as a framework, the course integrates critical academic skills, goal-setting paradigms, and career/college tools. Many of the health concepts such as drug abuse, family communication, suicide, stressors, and disease prevention connect easily to personal applications and decision making skills. Students will regularly revisit their career, academic and personal goals, through the lens of prevention and awareness of key health issues.

### **+PERSONAL FINANCE** Grades 11-12

Prerequisite: Successful completion of two year math graduation requirement

Personal finance focuses on a student’s role as a citizen, student, family member, consumer, and active participant in the business world. The intent of this course is to inform students of their various financial responsibilities and to provide them with opportunities for self awareness, expression, and satisfaction in a highly technical and competitive society. This course will help students investigate many important areas of interest that will enhance their financial security. They will also better understand their own wants, needs, and values, and how these affect personal financial decisions. Understanding the concepts presented in this course will enable them to make wise decisions and will help their financial future and make them a more effective consumer.

### **+COMPUTER APPLICATIONS I** Grades 9-12

This is a one-year course. Upon successful completion of this course, students may earn up to seven and a half units of college credit that is transferable to all CSUs and some UCs. Students will be introduced to computers, and will learn alphabetic and numeric keyboarding, document formatting, and a variety of business correspondence types such as reports, envelopes, and letters.

*In addition, the following units are covered:*

Computer Use (PC) - Including: hardware, file management, and working in a server environment.

Internet - Areas covered: navigation basics, exploring web sites, doing research, and utilizing e-mail.

Microsoft Word - Including document setup, formatting, saving to different file types, websites in Word, the Mail Merge feature and basic tables.

Microsoft Excel - Students will learn to create various types of spreadsheets and charts, culminating in a large personal budget spreadsheet that utilizes information gleaned from the internet.

Microsoft PowerPoint - Students will create slideshows using the software’s features.

### **PHOENIX** Grades 10-12

Students enrolled in this course are recovering credits or improving a grade to be a-g eligible. Carlmont uses Cyber High software to facilitate credit recovery in a variety of subjects. Cyber High classes are College Board, a-g approved but not approved through NCAA.

