

Northwood High School

COURSE DESCRIPTION CATALOG AND EDUCATIONAL PLANNING GUIDE FOR GRADES 9-12 2017-2018

4515 Portola Parkway
Irvine, California 92620
949-936-7200

IRVINE UNIFIED SCHOOL DISTRICT

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NORTHWOOD HIGH SCHOOL LEADERSHIP TEAM

Leslie Roach, Principal
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Jess Calbreath, Head Counselor
Leanne Lauritzen, Administrative Assistant
Zeff Dena, Activities Director
Phil Roh, Co-Athletics Director
Brandon Emery, Co-Athletics Director
Jennifer Guy, Humanities/English
Greg Guy, Humanities/History
Alan Simsovic, Library Media
Lisa Schneider, Mathematics
Tim O'Brien, Physical Education and Health
Margie Gutierrez, Physical Education and Health
Mickey Dickson, Science
Angie Olivares, Science
Elise Green, Special Education
Jennifer Petrosian, Special Education
Ben Case, Visual and Performing Arts
Nancy Kirkpatrick, World Languages

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Northwood High School

EXPECTED SCHOOLWIDE LEARNING RESULTS

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

<p>A. EFFECTIVE COMMUNICATORS</p> <ul style="list-style-type: none">• Communicate clearly and appropriately for various audiences and purposes• Read, write, listen and speak reflectively, critically and with integrity• Listen with the intent to understand• Utilize multiple forms of communication effectively• Foster understanding and forge connections
<p>B. COMPLEX THINKERS</p> <ul style="list-style-type: none">• Ask essential and relevant questions that stimulate dialogue• Access, analyze and synthesize information to formulate conclusions, solve problems and make decisions.• Use a logical and effective decision-making process to analyze and understand possible outcomes.• Make recommendations based on justifiable rationale• Seek out multiple perspectives• Explore ideas beyond the surface• Consider unconventional ideas and solutions
<p>C. PRODUCERS OF QUALITY WORK</p> <ul style="list-style-type: none">• Develop, create and support purposeful, intellectual, artistic and practical works• Establish and use rigorous and consistent standards of quality• Accept and provide constructive criticism• Develop a sense of ownership
<p>D. HEALTHY INDIVIDUALS</p> <ul style="list-style-type: none">• Practice behaviors that promote physical fitness and emotional and social well-being• Develop self-discipline and accept responsibility• Prioritize and use time effectively• Resolve conflicts constructively• Respect, accept and appreciate individual differences• Seek help when necessary• Be flexible and adapt to different situations• Develop positive self-esteem• Learn from mistakes• Strive for balance
<p>E. SELF-DIRECTED, LIFE-LONG LEARNERS WHO ARE ABLE TO:</p> <ul style="list-style-type: none">• Assess their strengths and weaknesses realistically• Set and strive toward realistic goals• Assume responsibility for their own learning and employ effective learning strategies• Acquire a body of knowledge, both shared and understood, as a basis for learning• Approach life with intellectual curiosity and be willing to take intellectual risks• Apply knowledge obtained in school to life• Stay informed• Engage in continual self-reflection and assessment
<p>F. COMMUNITY PARTICIPANTS WHO:</p> <ul style="list-style-type: none">• Contribute what they have learned to enriching the quality of life in their communities• Effectively collaborate with others toward a common goal• Expand their sense of community to include a global perspective• Understand, recognize, and practice ethical behavior• Appreciate cultural diversity• Anticipate and responsibly address the needs of future generations• Develop a sense of pride and ownership in the school, community and the world• Experience the satisfaction of making a difference in the world• Become positive role models

NORTHWOOD HIGH SCHOOL MISSION STATEMENT

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

NORTHWOOD HIGH SCHOOL GUIDING DOCUMENT

Pursuing growth is our school-wide responsibility.

- We believe all students can learn.
- We believe students learn differently.
- We believe learning is an active and ongoing process.
- We believe collaboration enhances learning.
- We believe growth is achieved through reflection, support, and intellectual risk-taking.
- We believe in fostering an environment that encourages the overall balance to support the whole person.
- We believe we all need to feel emotionally, physically, socially, and intellectually safe.
- We believe embracing diversity fosters understanding and strengthens our community.
- We believe making a connection to school is essential.
- We believe in compassion, mutual respect, and trustworthiness.

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

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

Tutorial - In order to address individual student needs further, we structured into our bell schedule forty minutes of tutorial time twice a week for students and teachers to meet outside the context of large group instruction. Tutorial provides many opportunities for students to work individually with their teachers, to meet with other students to work on group projects, as well as to engage in many of the other learning opportunities listed below:

- Making-up exams/ Reviewing exams with teachers
- Practicing for presentations
- Participating in post-writing or post-project student/ teacher conferences
- Engaging in research in the library/computer lab
- Viewing educational videos
- Engaging in silent reading
- Working on homework

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

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

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

Alternating-Block Schedule

Odd Day	Even Day
Period One	Period Two
Period Three	Period Four
Period Five	Period Six
Period Seven	Period Eight

ACADEMIC POLICIES

1. COURSE ENROLLMENT EXPECTATIONS

Because most colleges and universities are increasing their admissions requirements and leaders of business and industry are concerned about the academic preparation of those people entering the work force, the faculty and administration at Northwood High School expect all students in grades 9-11 to enroll in six courses during each year of high school. Seniors whose plans allow them to meet graduation requirements with room to spare are encouraged to consider a modified program.

2. COURSE ENROLLMENT EXPECTATIONS GRADES 9-12

Grades 9-11

- All freshman, sophomores, and juniors must be enrolled in a minimum of six classes on campus to include periods 3-6. ROP courses are considered as an on campus course. However, courses at IVC or other community colleges will not be considered for the six class minimum.
- Students will be limited to six classes except a 7th and/or 8th class that must be designated as Open Enrollment courses.
- The following Open Enrollment classes are subject to being closed based on enrollment or staffing issues:

Athletics	ASB	Pep Squad/Color Guard
Drama	Student/Tech Assistant	Peer Tutor
Music Performing Groups	Speech and Debate Team	Theatre Tech
Model United Nations	Directed Studies	Intern
Yearbook	Newspaper	

Grade 12

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

3. ATTENDANCE

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

Parents/Guardians are encouraged to report their student's absences directly to our 24-hour attendance line. To leave a message, call 949-936-7201. Absences not cleared within three days will be marked as unexcused; the attendance staff will follow up and the student will be assigned to detention.

4. PREREQUISITES/PERMISSION

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

5. PROGRAM CHANGES

Prior to schedule distribution, sufficient time is allotted for students to make changes and adjustments to their schedules. Once the school year begins, students must follow administrative procedures and timelines for any further changes. These procedures apply to the following scenarios:

- Entry into/exit out of athletics/activities
- Inappropriate class placement not meeting prerequisites, meeting graduation or college entrance requirements
- Accommodating ROP classes

Changes will NOT be made for teacher preference. If a student alleges a conflict with a teacher, consideration for change may be given only if the student's parents followed the IUSD Complaint Procedure. Specific guidelines for these procedures are available in the administrative offices.

6. ADD/DROP POLICY

Adds: Students will be allowed to add a class through the end of week two of quarters 1 and 3 provided space is available.

Exceptions:

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

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

Transcript notations for dropped courses:

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

7. UNITS OF CREDIT

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

8. CONTRACT COURSES/CREDIT LIMITATIONS

Student Assistant: 10 credits maximum* may be counted towards the 215 required to meet graduation requirements.

Teaching Assistant: 10 credits maximum* may be counted towards the 215 required to meet graduation requirements.

Work Experience: 20 credits maximum* may be counted towards the 215 required to meet graduation requirements.

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

9. CREDIT FOR PRIVATE INSTRUCTION

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

Procedure:

1. A student must complete the form "Application for Private Instruction"
2. A student must gain the approval of the administrator in charge of Private Instruction.
3. The completed form must be placed on file with the administrator by the second week of each semester for credit to be awarded.
4. Pass/Fail marks will be issued for Private Instruction.

10. CONCURRENT INSTRUCTION

Prior approval for courses taken elsewhere must be obtained from your administrator before the start of the course. Course credit earned outside of IUSD will not appear on the NHS transcript, nor will it serve to meet NHS prerequisites or graduation requirements.

Procedure to take courses outside of IUSD: Obtain approval of the principal's designee within two weeks of the start date of the course.

Community Colleges

- Students must attend a minimum day at the high school. This means 6 classes for 9-11th graders and 5 classes for seniors.
- Students will be limited to 11 units per semester/summer session at a community college.
- Students must exhaust all opportunities to enroll in equivalent courses at their high school.
- Students must demonstrate adequate preparation for any course.
- 11th and 12th grade students at NHS will have priority for community college enrollment over Freshmen or Sophomores.
- All special Admissions Request forms must be approved by the designated Assistant Principal.

Religious Credit

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

Private Foreign Language

Units of elective credit shall be awarded based on the time spent in class. Pass/Fail grades will be awarded. Approval from the designated Assistant Principal must be secured prior to beginning the course. Appropriate transcript entries shall be made. However, the course title used shall not appear on the University of California approved course list.

Adult Education/ San Joaquin H.S. Independent Study

All concurrent independent study enrollment through SJHS requires prior approval of your counselor and the principal.

IUSD Blended Learning

IUSD Blended Learning Classes are online/in-person hybrid classes offered on a limited basis to high school students within IUSD. Students complete most of their course work online, and attend one in-person meeting per week for discussions, activities, and test proctoring. All blended learning course pre-requisites will be the same as the NHS requirements. No student will be permitted to take more than one IUSD Blended learning course at the same time.

Blended Learning Parameters by Grade Level

- **Seniors** are permitted to count a blended learning course as one of their required five total courses, however no 2nd semester blended learning course can serve as a graduation requirement.
- **Sophomore-Juniors** A blended learning course will count as a sixth course towards a student's total course load. A 10th or 11th grade student may take Blended Learning Health or PE as an open enrollment class.
- **Freshmen** A blended learning course will count as a sixth course towards a student's total course load. A 9th grade student may take Blended Learning Health as an open enrollment class. 9th grade students may not enroll in Blended Learning PE.

11. GRADING PROCEDURES

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

Reporting Periods

- **Progress Reports** are issued for those students earning a D or lower in one or more classes at the end of the fourth week of each nine-week period. They are designed to communicate with the parents regarding student progress.
- **Quarter Grade Reports** - Mid-term grades are issued at the end of the ninth and twenty-seventh weeks of school.
- **Progress Grades** show student status in the class at that time. These grade reports carry unit credit only in case of quarter classes.
- **Semester Grade Reports** - Final grades are issued twice a year, at the end of the eighteenth and thirty-sixth weeks of school. These grades are recorded on the official transcript/permanent record.

Grade Correction Policy: When grades are given for any course, the grade given to each student shall be the grade determined by the teacher of the course. The determination of the student's grade by the teacher, in the absence of error, shall be final. Teacher errors

or data entry errors shall be corrected on the proper form, obtainable from the records office, and only by the teacher of the course in question.

Grade Point Average: Grade Point Average (GPA) is a term that is used to indicate the average of a student's grades.

- **Principal's Honor Roll** - The Principal's Honor Roll is designed to honor those Northwood High School students who, at the end of each semester, have earned 3.5 or above academic grade point average.
- **The School Honor Roll** recognizes those students who have earned a 3.0 to a 3.49 academic grade point average.
- **NHS Academic GPA** - For selection of school honors, all grades except P.E./Athletics or any "P" grades from grades 9 through 12 are used.
- **NHS Activity/Athletics GPA** - All grades including P.E. from grades 9 through 12 are used. If full credit is not earned in a variable credit class an F is averaged in for the amount of credit not earned.
- **Total GPA** - All grades including P.E./Athletics from grades 9 through 12.

Grade point average at Northwood High School is calculated as follows:

A = 4 points

B = 3 points

C = 2 points

D = 1 points

F = 0 points

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

California State University (CSU) Campuses: All grades except P.E. or "P" grades from grades 10 through 12 are used. Grades in up to four AP or designated honors courses taken in the last two years of high school are given extra weight: A = 5 points, B = 4 points, C = 3 points.

University of California (UC) Campuses: The only grades used by UC are those grades in classes used to make up the pattern required for admission from grades 10 through 12. Grades in up to four AP or designated honors courses taken in the last three years of high school are given extra weight: A = 5 points, B = 4 points, C = 3 points.

12. CALIFORNIA SCHOLARSHIP FEDERATION REGULATIONS

The California Scholarship Federation (CSF) (grades 10-12) is an academic honor organization that meets on campus. Students who meet all the requirements are eligible for special honors at commencement. The following information is excerpted from the California Scholarship Federation State By-Laws. Membership shall be based on scholarship in academic subjects and citizenship only. Membership is for the semester following the one in which the qualifying grades were earned, and is for one semester only. In order to become a member the student must submit an application with the previous semester's report card (not a transcript) for each semester for which he/she is eligible. Grades earned in the second semester of the twelfth grades will count toward Life Seal bearer membership but no application is necessary at that time.

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

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

CSF points shall be calculated as follows. Additional questions should be addressed to the current CSF Advisor:

List 1 Classes:

A in AP Class 6 points

A in Honors/non-Honors class or B in AP Class 5 points

B in Honors class 4 points

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

List 2 or 3 Classes:

A 2 points

B 1 point

13. INCOMPLETE GRADE (I)

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

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

14. ATHLETIC AND EXTRA CURRICULAR ELIGIBILITY

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

California Interscholastic Eligibility policies will govern the participation of all students in athletic programs in the Irvine Unified School District. Students participating in any school-sponsored activity which requires extensive time outside of the regular school day shall also comply with eligibility requirements of the Irvine Unified School District.

Eligibility Requirements for Activities

- Previous Quarter GPA 2.0 or higher
- Pass 4 classes in the previous quarter (no more than 5 credits can be from PE/Athletics)
- Enrollment in at least 5 classes

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

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

15. GRADUATION REQUIREMENTS

High School Graduation Requirements:

- **Completion of 215 Total Credits:** Students must complete a total of 215 credits. Each course taken for a semester earns 5 credits. Students must be enrolled in 6 courses each semester in grades 9-11.
Note: A course taken for a semester normally earns five semester units of credit. A course counts in only one category. For planning purposes, the following is provided
- **Specific Course Requirements:** There are specific course requirements that must be met by all students to obtain a high school diploma. These course requirements are listed in the table below.

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

Content Area	High School Diploma Requirements	UC/CSU Minimum Course Requirements
English <i>May include 10 units of ELD 2</i>	40	40*
Mathematics	20 <i>Must Include Math 1</i>	30 <i>Must Complete Math 2</i>
Science	20	20*
Social Science	30	30*
Social Science units must include:	[10]	[10]*
World Studies	[10]	[10]*
American History	[5]	[5]*
Economics	[5]	[5]*
Foreign Language		20*
Fine Arts		10*
Foreign Language or Fine Arts/or CTC <i>10 units of one or 10 of the other</i>	10	
Physical Education	20	
Health	5	
U.C. Elective		Min. 10*
Elective	70	32.5
Total Units	215	215

**UC Approved Courses*

16. COMMUNITY SERVICE

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

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

17. COLLEGE/CAREER RESOURCES

The College & Career Center at Northwood High School provides students and parents with a wealth of free resources relative to both career pursuits and college admission. **Naviance Family Connections**, a web-based planning tool, is available to assist Northwood families in managing the academic, career, and college aspects of high school. Naviance is used in conjunction with classroom guidance lessons, individual appointments, and informational seminars offered to all grade levels by the NHS counseling team. Additional materials and activities found in our Career Center include:

College View Books	Test Prep Resources	Summer Programs
College Guidebooks	Financial Aid Information	Study Abroad Programs
College Visits	Scholarships	Work Permits
Service Academy Information	Career Information	Job Opportunities
Community College Information	ROP Information	Community Service Opportunities
Vocational College Programs	Military Information	Full Time ROP, College and Career Specialist
Testing Information (SAT, ACT)		

18. COASTLINE REGIONAL OCCUPATIONAL PROGRAM (ROP)

ROP is designed to provide students with the opportunity to explore, discover, or confirm their career interests. Choosing the right job, the right college or the right career path can be a long and difficult endeavor. Education, experience, and exposure can make this process easier. Early exposure, preparation and experimentation by taking classes specific to a career pathway are solid steps toward future success. ROP classes are offered in each of the career pathway areas (with sample courses):

Arts and Communication: Broadcast News, Visual Imagery, Advanced Visual Imagery

Business and Marketing: Business Internship

Health Sciences: Animal Health Care Internship, Emergency Medical Responder, Medical Nursing Careers Internship, Sports Medicine

Public Services: Baking and Pastry Fundamentals, Careers in Education, Careers with Children Internship, Crime Scene Investigation, Fire Science 101, Hotel and Tourism Internship

Science and Technology: AP Computer Science, Automotive Technology Internship

Classes are held at various high school and business sites throughout Orange County. Students are responsible for their own transportation, including to and from internship sites. Most classes are held outside of the NHS bell schedule. Classes with an (unpaid) internship or cooperative arrangement earn 5-10 credits per semester, and classes without an internship or cooperative arrangement earn 5 credits per semester. ROP semesters run concurrent to the NHS calendar. Credits are shown on the transcript as elective units. Some ROP Classes are accepted for UC/CSU approval. For additional information and a complete list of courses that are currently available, contact the ROP Career Specialist in the College and Career Center.

19. POST HIGH SCHOOL INFORMATION

Below are listed minimum entrance requirements for the public-supported, post-high school institutions. Private schools and programs within the institutions listed may require more specific requirements.

Community College

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

Transfer Program

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

Vocational Program

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

Matriculation

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

There are five steps to enrolling at the Community College:

1. Apply: pick up application in Career Center in the Spring of Senior year.
2. Testing: make an appointment for placement testing as soon as application is submitted.
3. Orientation/advisement: after testing is completed, make an appointment for orientation/advisement.
4. Registration: you will be given an appointment card for registration. You may register on that date or any time afterward.
5. Counseling: Make an appointment for counseling to discuss career goals, transfer programs, or to update your program.

California State University (CSU) Requirements – all courses must be completed with a “C” or higher

1. **High School Diploma**
2. **Completion of Subject Requirements:**

English	4 years
Mathematics (Math I/Algebra I, Geometry, Algebra 2)	3 years
U.S. History and/or Government	2 years
Science (Including laboratory)	2 years
Foreign Language	2 years (In the same language subject to waiver for applicants who demonstrate equivalent competence)
Visual and Performing Arts	1 year
Electives	1 year (Courses selected from English, advanced mathematics, social studies, laboratory science, agriculture, foreign language, and the visual and performing arts.)
3. **Scholarship Requirements:** Eligibility for admission is determined by a weighted combination of GPA and a score on either the ACT or SAT. A GPA above 3.00 in grades 10-12 (all classes except P.E.) meets eligibility requirements regardless of test scores. Eligibility for students with grade point averages between 2.00 and 3.00 depends upon satisfactory SAT or ACT scores. Please note that eligibility and admissibility will both impact a student’s application.

University of California (UC) Requirements – all courses must be completed with a “C” or higher

1. **High School Diploma**
2. **Completion of Subject Requirements**

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

 - a. **HISTORY/SOCIAL SCIENCE - 2 years required**

Two years of history/social science, including one year of U.S. History or one-half year of U.S. History and one half year of Economics or American Government and one year of World History, Cultures, and Geography.
 - b. **ENGLISH - 4 years required**

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

c. MATHEMATICS - 3 years required (4 years recommended)

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

d. LABORATORY SCIENCE - 2 years required (3 years recommended)

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

e. LANGUAGE Other Than ENGLISH -2 years required (3 years recommended)

Two years of a language other than English. Courses should emphasize speaking and understanding, and should include instruction in grammar, vocabulary, reading and composition.

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

g. COLLEGE PREPARATORY ELECTIVES - 1 year required

One units year (2 semesters) in addition to those required in "a-f" above, chosen from the following areas: visual and performing arts, history, social science, English, advanced mathematics, laboratory science, and a 3rd year in languages other than in English. Documentation of formal instruction in a school where a language other than English was used for two years beyond 6th grade for UC system or three years after age 7 for CSU system. Check each school's criteria.

**For a complete list of NHS courses which fulfill UC/CSU Eligibility Requirements,
please visit the counseling page of our website:**

<http://www.nhscounseling.com/uccsu-eligibility-requirements.html>

3. Admission Guidelines

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

Independent Colleges and Universities

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

THE HUMANITIES CORE

An Introduction to Humanities Core

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

Humanities 9 is a one year course devoted to the exploration of the geography, history, literature and art of the modern world. The History component and the English Language Arts component are taught in separate classrooms by different teachers, but the course contents are coordinated in order to emphasize context and interrelationships. *We will focus on the Essential Question: How did the world come to look the way it did in the Twentieth Century? What do various factors, including developments in literature, art and science, philosophy and economics tell us about the human condition as we study the modern world?*

Humanities 10 is a one year course devoted primarily to the exploration of the history, geography, literature and art of the United States in the 20th Century. In terms of skill development Humanities 10 will reinforce and refine what was learned in Humanities 9. Again, the History component and the English Language Arts component are taught in separate classrooms by different teachers, but with coordinated course contents. *We will focus on the Essential Question: What did it mean to be an American in the Twentieth Century? The Twentieth century has been called *The American Century*. In studying this time period, we will explore a variety of questions, namely: What did this mean to people living in the United States? How might that meaning differ according to an individual's race, class, or gender? What might such an *American Century* mean to the rest of the world?*

HUMANITIES 9 HISTORY

History Component: The Modern World Required of all freshmen.

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

Understanding and Knowledge:

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

Skills: Students will be able to...

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

Assessment & ESLRs: Students will...

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

HONORS HUMANITIES 9 HISTORY

History Component: The Modern World

Prerequisite: Two of the following three criteria must be met in order to gain placement in Honors Humanities 9 History: Teacher appraisal; and 86% or higher on an assessment used to determine accurate placement; an A or B in Honors level Social Science or an "A" for 2 of 3 trimesters in a regular level Social Science course. Due to the nature of the Humanities Core Program, students must also meet the requirements for Honors Humanities 9 English.

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

Understanding and Knowledge:

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

Skills: Students will be able to...

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

Assessment & ESLRs: Students will...

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

HUMANITIES 9 ENGLISH

**Language Arts Component: World Literature
Required of all Freshmen.**

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

Understanding and Knowledge:

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

Skills: Students will be able to...

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

Assessment & ESLRs: Students will...

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

HONORS HUMANITIES 9 ENGLISH

Language Arts Component: World Literature

Prerequisite: Two of the following three criteria must be met in order to gain placement in Honors Humanities 9 English: Teacher appraisal; an “A” or “B” in Honors level English or 85% or higher on End of Course Exam.

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

Understanding and Knowledge:

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

Skills: Students will be able to...

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

Assessment & ESLRs: Students will...

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

HUMANITIES 10 HISTORY

History Component: Twentieth Century United States

Required of all Sophomores.

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

Understanding and Knowledge:

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

Skills: Students will be able to...

- Develop the ability to read a variety of materials effectively.
- Understand tools of analysis, such as charts, graphs, maps and statistics.
- Apply their knowledge of history to class discussions and class assignment.
- Apply the writing process to task of understanding history.

- Demonstrate such by producing analytical, interpretive and evaluative essays.
- Apply their awareness of history and culture to the development of various levels of identity.

Assessment & ESLRs: Students will...

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

HONORS HUMANITIES 10 HISTORY

History Component: Twentieth Century United States

Prerequisite: A grade of “B” or better in Honors humanities 9, no less than a “B-”Anchor average, and a teacher recommendation. A grade of “A” in CP Humanities 9, no less than a “B” Anchor average and a strong teacher recommendation. Due to the nature of the Humanities Core Program, students must also meet the requirements for Honors Humanities 10 English.

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

Understanding and Knowledge:

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

Skills: Students will be able to...

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

Assessment & ESLRs: Students will...

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

HUMANITIES 10 ENGLISH

Language Arts Component: American Literature

Required of all Sophomores.

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

Understanding and Knowledge:

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

Skills: Students will be able to ...

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

Assessment & ESLRs: Students will be able to...

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

HONORS HUMANITIES 10 ENGLISH

Language Arts Component: American Literature

Prerequisite: A grade of “B” or better in Honors Humanities 9, no less than a “B-” essay average, and a teacher recommendation. A grade of “A” in CP Humanities 9, no less than an 87% essay average and a strong teacher recommendation. Due to the nature of the Humanities Core Program, students must also meet the requirements for Honors Humanities 10 History.

Students will study 17th to 20th century American literature, art, and culture as an expression of the ideas of the time. Students will understand that artistic expression occurs within an historical context that has shaped national identity. The course content will reflect the multicultural dimensions of American literature. The development of thinking and writing skills begun in Humanities 9 will continue to be the focus of this course, which reinforces the grammar mastery, vocabulary enrichment, and reading habits established in the freshman year.

The honors course will approach the core content with greater depth and complexity. The accelerated pace may allow inclusion of supplemental readings. Honors students are expected to demonstrate a high level of motivation, engagement, and creativity.

Understanding and Knowledge:

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

Skills: Students will be able to...

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

Assessment & ESLRs: Students will be able to...

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

ENGLISH COURSES BEYOND THE CORE

EUROPEAN LITERATURE

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

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

Understanding and Knowledge:

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

Skills: Students will be able to...

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

Assessment & ESLRs: Students will...

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

HONORS EUROPEAN LITERATURE

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

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

Understanding and Knowledge: Students will...

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

Skills: Students will be able to...

- Read, understand, and appreciate content and style of complex literary works.

- Demonstrate clear, creative thinking and stylistic maturity in writing analytical, interpretive, and evaluative compositions.
- Analyze textual detail and consider historical context to interpret literary works.
- Apply literary analysis effectively in timed, in-class writings.
- Present an analysis or develop an argument at length, employing primary and secondary sources correctly and effectively.

Assessment & ESLRs: Students will...

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

ADVANCED PLACEMENT ENGLISH LITERATURE

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

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

Understanding and Knowledge:

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

Skills: Students will be able to...

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

Assessment & ESLRs: Students will...

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

CONTEMPORARY LITERATURE

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

In this college preparatory course, students will study significant works of American, British, and world literature, focusing on works from 1945 to the present. They will recognize how issues of the time and author’s style affect both form and content of literature. Students will continue to refine their composition skills to include more extended writings with attention to developing voice, style, and mature handling of ideas. In addition, students will express their ideas through oral and multi-media presentations.

Understanding and Knowledge:

- Know the major literary movements as expressed in 20th century literature.
- Study new forms of expression unique to the 20th century.

- Appreciate how historical context and genre shape content, form, and expression of ideas.
- Understand how significant literary works represent the cultural values and socio-political views of the time.

Skills: Students will be able to...

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

Assessment & ESLRs: Students will...

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

SHAKESPEARE PERFORMANCE

Prerequisites: Completion of H9 and H10 English. Semester or full-year college-prep course.

This course is designed for students interested in the performance approach to better appreciate Shakespeare. Students will learn the techniques for taking Shakespeare’s plays from “the page to the stage”, including film versions. The class will focus on why the playwright remains immensely popular, as his plays are constantly in production in dozens of countries and languages, over 400 years after his death in 1616.

The course will meet the High School English credit and U.C. “g” credit. This course will include detailed study of the different types of plays Shakespeare composed: tragedies, histories, comedies and romances. Students will read 3 different plays each semester, as well as study some of the sonnets to better understand the poetic techniques that both make his works so engaging and powerful yet also create challenges for modern readers; such as his extensive use of iambic pentameter and poetic verse in his plays, as well as the profound imagery that Shakespeare utilized to create the type of enduring emotional experiences that have helped keep his work relevant and vital, century after century.

Understanding and Knowledge:

- Students will direct and perform scenes from plays that we study on the theater stage, to gain a valuable appreciation for the power for performing a play rather than simply reading it.
- Students will read and analyze the plays in class before performing, also creating literary analysis essays to demonstrate their understanding of the play’s major thematic points.
- Students will learn how plays were performed in Shakespeare’s time and how the works have evolved as theaters have, as well as gaining an understanding of some of the earliest and more recent film versions of classic plays by famous directors such as Lawrence Olivier, Kenneth Branagh, and Julie Taymor, among others.
- Students will study how the plays have been interpreted in different historical periods and in a diverse set of cultural setting. Kurosawa’s powerful films such as *Ran* convey how Shakespeare’s themes can even be placed in the context of ancient Japan, etc.

Skills: Students will be able to:

- Read, interpret and write about Shakespearean literature.
- Demonstrate clear, higher-level thinking skills in textual analysis essays and scene direction.
- Develop and expand their creativity by planning and presenting original scenes on stage.

Assessments & ESLRs: Students will:

- Analyze the most famous writer in the English language, both plays and poems.
- Focus on how the literature is relevant to modern society.
- Develop initiative, collaborative and strong work ethic skills, as well as responsibility through working with others to develop original productions of scenes to perform on stage.

THE FORENSICS CORE: HONORS CRITICAL THEORY AND LITERATURE

Prerequisites: Juniors and Seniors only with teacher recommendation and completion of program application. Must have a “B” or higher in Honors Humanities and Science courses or an “A” in CP Humanities and Science courses during the preceding year.

Co-requisites: Students must be concurrently enrolled in Honors Forensic Science, Honors Forensic Psychology and Honors Critical Theory and Literature.

The Forensics core Program is a distinct, year-long cross-curricular program that sets out to investigate through scientific, psychological, and philosophical lenses. The inquiry-based program will consist of three courses: Forensic Science (Science), Forensic Psychology (Social Science) and Critical Theory and Literature (English) and will immerse students in a transdisciplinary experience devoted to developing a well-rounded understanding of human behavior, promoting a hands-on approach toward researching and testing theories, and understanding different legal contexts. Students will be expected to maintain a digital portfolio of their work in all three classes in order to complete and present a capstone project each semester that will combine all three courses into a comprehensive inquiry-based project. This program will introduce students to a variety of possible majors or careers related to the criminal justice system.

In the frame of the Forensics Core Program, Critical Theory and Literature seeks to examine violations of the law through the lens of philosophy and cultural/literary studies. A major aim of the course is to gain a fuller sense of the various case studies in Forensic Science and Forensic Psychology, both to their specific historical contexts and also to broader, more theoretical questions about the nature of “good” and “evil”. Readings will range from major schools of critical theory (e.g. Classical Greek; Marxist; psychoanalytic; New Historical; feminist, deconstructive; postcolonial) to poetry (e.g. Shakespeare; Milton) and literary/historical fiction (e.g. Edgar Allan Poe; Fyodor Dostoevsky; Truman Capote; Don DeLillo; David Foster Wallace).

Texts and major works of literature used will be:

- Critical Theory and Literature Course Reader
- *Hamlet* by William Shakespeare
- *Paradise Lost* by John Milton
- *Crime and Punishment* by Fyodor Dostoevsky
- *In Cold Blood* by Truman Capote
- *Libra* by Don DeLillo
- *Brief Interviews with Hideous Men* by David Foster Wallace

Understanding and Knowledge:

- Know and identify major schools of literary and critical theory.
- Continue the study of genres to include subgenres such as historical fiction, serialized short stories and crime fiction.
- Understand historical and cultural influences on the literature studied and the case studies presented in Forensic Science and Forensic Psychology.
- Study advanced theoretical concepts in order to inform a more nuanced reading of literature and to apply diverse critical lenses into student writing and capstone projects.

Skills: students will be able to...

- Read and understand challenging literary works.
- Demonstrate clear, creative thinking and greater stylistic maturity in writing analytical, interpretive, and evaluative compositions in a variety of forms.
- Present research findings, incorporating primary and secondary sources correctly and effectively.
- Deliver effective oral presentations in class, integrating multimedia elements to enhance communication.

Assessment and ESLRs: Students will...

- Analyze challenging literary works and synthesize ideas into effective interpretations.
- Address essential questions within the frames of critical theory and literary studies.
- Assume a high level of responsibility for their own learning, including effective time management, organization of materials, and conscientious fulfillment of assignments.
- Assume a level of personal responsibility commensurate with the rigors of a college-level course, including effective management of time and resources for academic success and personal well-being.

READING & WRITING FOR ACADEMIC SUCCESS

Prerequisite: Students are admitted to this class based on the results of a writing assessment administered during their freshman year.

This course presents students with a language development program that offers an exciting content and consistent instructional routines for vocabulary, writing, speaking and listening. In this class, students receive daily opportunities to participate in advanced academic tasks and interactions so that they develop the skills they need to be vibrant members of a school's learning community and be on the path to college and career readiness.

WRITING WORKSHOP

Prerequisite: Students are admitted to this class based on the results of a writing assessment administered during their freshman year.

The instructional focus for this yearlong course is to improve the students' critical thinking and analytical writing skills to increase literacy across the disciplines. The students will practice strategies to assess academic texts as well as practice expository and argumentative essay skills.

BUSINESS COMMUNICATIONS

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

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

Understanding and Knowledge:

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

Skills: Students will be able to...

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

Assessment & ESLRs: Students will...

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

INTRODUCTION TO FILM STUDIES

Prerequisite: Juniors and Seniors.

Film Appreciation is a college prep course designed to introduce students to the history of film and film analysis. Students will begin with watching and learning about the inception of film from the earliest motion pictures by Thomas Edison, Georges Melies, and the Lumiere brothers. They will understand the progression of film from one-reel shorts to the beginning of narrative films such as *The Great Train Robbery*, to more complex stories in the silent film era to the integration of sound in the talkies. As students progress, they will study each decade's social influence on film as well as the genres that defined each generation. The course will also examine aspects of film production, such as understanding the functions of music, screenwriting, lighting and special effects in film. The majority of the class will be focused on learning how to read and analyze a film by watching movies: from Chaplin and Keaton slapstick comedies to the

German expressionism in *Nosferatu*, from the Golden Age film *Gone with the Wind* to film noir greats like *Double Indemnity*, from grand musicals like *The Sound of Music* to sci-fi epics like *Star Wars*, from modern blockbusters to small independents and documentaries.

Understanding and Knowledge:

- Understand the elements of photographic composition.
- History and evolution of the motion picture.
- Understand the terminology of films and filmmaking.
- Understand story structure.
- Understand the different film genres.
- Understand how music works with film.
- Understand the role of historical context in the evolution of the cinema.

Skills: Students will be able to...

- Create a storyboard.
- Write a basic screenplay.
- Analyze film structure.
- Analyze critical reviews.
- Write a research paper on a film personality.
- Write a critical analysis of a film.

Assessment & ESLRs: Students will...

- Analyze films through discussion and effective written interpretations.
- Assume a high level of responsibility for their own learning including effective time management, organization of materials, and conscientious fulfillment of assignments.
- Extend their understanding of films to see both their personal and social relevance.
- Demonstrate critical and creative thinking in class discussions and written assignments by learning to focus on analysis, interpretation and evaluation.
- Be self-directed and assume responsibility for ethical research.
- Demonstrate complex thought by learning to access, analyze and synthesize information in order to draw conclusions.

SPEECH & DEBATE

Prerequisites:

1. English teacher recommendation
2. Speech & Debate teacher recommendation
3. Attendance and participation at Summer Training Camp (or equivalent experience)
4. Prior Speech & Debate class or club experience
5. Participation in at least one Novice Tournament

Students will develop the skills and understanding of the attributes of effective public speaking within the context of a variety of speech and debate categories including dramatic interpretation, advocacy, public forum, policy, morality, etc. In this self-disciplined class setting, students will organize and perform speeches and debates within a given time frame and evaluate the content of their research in order to create a well-defined thesis and argument for public speaking. Students will also incorporate professional attire with professional speaking skills, including facilitating appropriate tone and diction for the intended audience and event category. Students will compete in local Forensics competitions and are required to compete in two weekend tournaments per semester.

Understanding and knowledge:

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

Skills: Students will be able to...

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

Assessment & ESLRs: Students will...

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

JOURNALISM

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

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

Understanding and knowledge:

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

Skills: Students will be able to...

- Write effective, publishable news, sports, and feature stories.
- Construct informed opinion pieces.
- Recognize the effective elements of design and layout.
- Discuss the importance of photojournalism in shaping the news.
- Edit and proofread articles in accordance with standard Associated Press protocol.
- Recognize bias in media.
- Compile a portfolio of their work.

Assessment & ESLRs: Students will...

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

NHS HOWLER

Prerequisite: Successful completion of Journalism 1 and permission of the Howler advisor.

In this college preparatory course, students will study the types of writing specific to the print media. They will learn to write, edit, and publish a school newspaper and maintain an online site. Students will learn to be part of a team facing intense deadlines.

Understanding and knowledge:

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

Skills: Students will be able to...

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

Assessment & ESLRs: Students will...

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

FLASH FICTION

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

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

Understanding and Knowledge:

- Clearly communicate an opinion (through both written and oral language) when discussing the issue of political structures, propaganda, and persuasion.

- Know how to respond to literature in a persuasive or expository manner.
- Know how to respond to a variety of literary genres.
- Know the varying roles and purposes of literary genres.

Skills: Students will be able to...

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

Assessment and ESLRs: Students will...

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

CREATIVE WRITING

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

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

Understanding and Knowledge:

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

Skills: Students will be able to...

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

Assessment & ESLRs: Students will...

- Create a writing portfolio with examples of poetry, memoirs, short stories, essays, editorials, and possible ideas for novels, plays and screenplays.
- Self-select their best writing for a final written portfolio, representing their greatest efforts, abilities, and writing

- Generate a literary magazine to be published.
- Take responsibility for the ethics behind each creative expression.
- Understand the lifelong purpose of creative written expression, clear and creative communication, and continuing to read and write various genres of literature

ADVANCED CREATIVE WRITING

Prerequisite: Creative Writing and/or a teacher recommendation.

In this college preparatory class, students with experience, interest, passion, and expertise in creative writing will express their talent and ideas through various genres. Through a close and extended independent and group analysis of authors, students will expand their previous creative writing experiences to produce more sophisticated and purposeful pieces of writing. In addition to studying a sample of various authors, students share their ongoing research in preparation to formally present authors' styles in the following genres: prose (short stories, novel excerpts and memoirs), poetry and essays. The formal presentations will be made in Creative Writing to engage and expand the knowledge for students in each course. Using these skills the students will create a portfolio of original writing for each genre, which will ultimately be featured in a student and site-based literary magazine published each semester.

Understanding and Knowledge:

- Study the differences and impacts of each genre.
- Understand the responsibility of expressing ideas and opinions through creative expression.
- Realize the potential to publish individual creative writing and its impact on society.
- Understand self-directed and collaborative mechanisms of writing, evaluation, sharing ideas and developing insight and Perspective.

Skills: Students will be able to...

- Write with meaning and purpose in each genre.
- Write in different capacities of a descriptive, insightful and meaningful nature.
- Realize the differences between the styles of all genres of creative writing and adapt those to their writing.
- Study individual authors' techniques in depth and use as inspiration for their own.
- Use music, art, social and personal commentary to facilitate ideas and writing.
- Expand writing to include several themes on a variety of perspectives and issues.
- Capably write with figurative language, including metaphor, extended metaphor, kenning, simile, symbolism, oxymoron, paradox, litotes, hyperbole, humor and other forms of rhetoric.
- Work collaboratively for the benefit of all.
- Understand and apply thorough use of the writing process: generating ideas, pre-writing, writing, peer-response, editing, evaluation, questioning and final drafts.
- Think, understand and write from various perspectives.
- Develop into full-fledged writers, capable of being published.
- Write with the intent to communicate effectively and entertainingly.

Assessment & ESLRs: Students will...

- Create a writing portfolio with examples of poetry, memoirs, short stories, essays/editorials and possible ideas for novels, plays and/or screenplays.
- Self-select their best writing and contribute to such of others, for a final written portfolio, presenting their greatest efforts, abilities and writing.
- Take responsibility for the ethics and morals behind each creative expression
- Generate a literary magazine to be published.
- Understand the lifelong purpose of creating written expressions, clear and creative communication and the value of continuing to write and read various genres of literature.

LITERATURE AND SOCIETY

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

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

Understanding and Knowledge: Students will...

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

Skills: Students will...

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

Assessment & ESLRs: Students will...

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

ENGLISH LANGUAGE DEVELOPMENT 2

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

Understanding and Knowledge:

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

Skills: Students will be able to...

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

Assessment & ESLRs: Students will...

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

ENGLISH LANGUAGE DEVELOPMENT 3

Students enrolled in English Language Development 3 will transition from learning social language to incorporating higher academic language skills. This course is designed to equip non-native English speakers with the reading, writing, speaking, and listening skills needed to successfully communicate in English while developing critical thinking skills which could be utilized in other academic courses. Through use of methods of English language development and specially designed academic instruction in English, students in this class will continue enriching their vocabulary, reading a variety of materials through multitudes of genres, gaining practice in listening and speaking academic English, and will continue the process of writing to express their ideas, to communicate to an audience, and continue to practice grammatical rules and principles.

Understanding and Knowledge:

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

Skills: Students will be able to...

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

Assessment & ESLRs: Students will...

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

HISTORY/SOCIAL SCIENCE COURSES BEYOND THE CORE

ECONOMICS

One Semester, College Prep

Prerequisite: Juniors and Seniors.

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

This course is designed to introduce students to basic economic concepts. It focuses on economic issues that are domestic, regional and global. Units of study will include: Introduction to Economics; Money and Banking; Business; Government and Taxes; Macroeconomics. Issues will be studied through multiple perspectives in order to provide students with the tools necessary to understand their role in the economy and compare various economic points of view.

Understanding and Knowledge:

- Learn to identify assumptions which underlie economic theories.
- Obtain the ability to analyze and discuss significant economic and political themes.
- Understand various factors that influence such things as income and wealth.
- Develop the ability to discuss the interrelationships among government regulations, taxes, government spending, democracy and economic freedom.

Skills: Students will be able to...

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

Assessment & ESLRs: Students will...

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

ECONOMICS OF BUSINESS

One Semester, College Prep

Prerequisites: Juniors and Seniors

This will satisfy the California high school graduation requirement in Economics. This will be a college prep class recommended for students interested in meeting the requirement as well as interest in business. The course is designed to teach the principles of Economics through real world applications. It will focus on the skills and knowledge needed to start a business as a means of learning the foundation of Economics. Units of study will include interview skills, marketing, financial literacy for the business world, consumer sales, and creating a business proposal. The basic economic concepts will be covered through the lens of creating a business to provide the students with the skills necessary to be successful in their lives outside of the classroom.

Understanding and Knowledge:

- Learn to identify assumptions which underlie economic theories.
- Obtain the ability to analyze and discuss significant economic and political themes.
- Understand various factors that influence such things as: income and wealth.
- Understand what it takes to be successful in the business world.
- Appreciate the effects of new media and communication technologies on business organizations consider the importance of clear communication, professional behavior, and ethical conduct in business settings.
- Develop the ability to discuss the interrelationships among government regulations, taxes, government spending, democracy and economic freedom.

Skills: Students will be able to:

- Develop the ability to read about economics and politics effectively.
- Understand tools of analysis, such as charts, graphs and statistics.
- Apply their knowledge of political economy to class discussions and class assignments.
- Apply the writing process to task of understanding business problems.
- Express their ideas and factual information through public speaking.
- Demonstrate such by producing analytical, interpretive and evaluative projects.
- Apply persuasive techniques to professional situations, including interviews and new business proposals.
- Deliver effective oral presentations, integrating technology and public speaking skills
- Develop clear writing skills for resumes, business letters, etc.
- Rehearse skills and behavior necessary to succeed in a competitive professional environment.

Assessments & ESLRs: Students will...

- Be self-directed and assume responsibility for completing assignments beyond the school day
- Regularly reflect on what is learned.
- Demonstrate complex thought by learning to access and analyze different sources of information.
- Demonstrate critical and creative thinking in class discussions and written assignments by learning to focus on analysis, interpretation and evaluation.
- Expand their sense of being part of a global community by developing an increased understanding of the factors that contribute to the expanding global marketplace.
- Use skills and tools developed in course in future career goals.

AMERICAN GOVERNMENT

One Semester, College Prep**Prerequisite: Seniors only.**

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

Understanding and Knowledge:

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

Skills: Students will be able to...

- Identify the responsibilities of the different branches of government.
- Explain various methods by which one might affect decisions.
- Identify the values inherent in political and economic questions.

Assessment & ESLRS: Students will...

- Demonstrate critical and creative thinking in class discussions and written assignments by learning to focus on analysis, interpretation and evaluation.
- Expand their abilities to communicate effectively both verbally and in writing.

- Be self-directed and assume responsibility to manage their after school time effectively in order to keep up with their school work.
- Be expected to produce a level of work that exceeds normal high school standards.
- Apply their increased understanding of government and politics to help become more knowledgeable and sympathetic global citizens.

PSYCHOLOGY

One Semester, College Prep

Prerequisite: Juniors and Seniors.

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

Understanding and Knowledge:

- Understand the following topics of study: Methods, Approaches, and History of Psychology, Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Learning, Cognition, Motivation and Emotion, Developmental Psychology, Personality, Psychological Disorders, and Social Psychology.

Skills: Students will be able to...

- Apply knowledge of psychology to the process of psychological research and the presentation of findings through a student-conducted research project and APA style research paper.
- Identify various methods and approaches in the field of psychology.
- Identify, understand, and compare major theories that attempt to explain human and animal thought and behavior.

Assessment & ESLRS: Students will...

- Demonstrate critical and creative thinking in class discussions and written assignments by learning to focus on analysis, interpretation, and evaluation.
- Consider unconventional ideas and solutions while respecting, accepting, and appreciating individual difference.
- Work individually and in groups on projects utilizing various types of psychological methods.
- Utilize multiple forms of communication effectively.
- Apply increased understanding of psychology to become knowledgeable and sympathetic global citizens.
- Become self-aware and able to understand emotions and behaviors for effective inter-personal interactions.
- Self-directed learners that will become responsible for producing quality work.

THE FORENSICS CORE: HONORS FORENSIC PSYCHOLOGY

Prerequisites: 11th/12th grade students only with teacher recommendation and completion of program application. Student must receive a “B” or higher in Honors humanities and Science courses or an “A” in CP Humanities and Science courses during the preceding year.

Co-requisites: Students must also be concurrently enrolled in Forensic Science, Forensic Psychology, and Critical Theory and Literature.

Forensic Psychology is the application of the science and profession of psychology to questions and issues relating to law and the criminal and civil justice systems. This honor level course applies psychological theories, principles, and research to issues of concern within the criminal justice system. By examining case studies, trials, laws, and psychological research, students will gain knowledge into psychological aspects of criminal activity as well as a basic understanding of the role that psychology plays throughout the legal process in both criminal and civil cases.

Understanding and Knowledge:

- Understand the roles and responsibilities of forensic psychologists which include the following topics: interrogation and confessions; lie detection; forensic evidence processing; criminal profiling and psychological autopsies; jury selection;

eyewitness testimony; competency to stand trial; syndrome defenses; interviewing children; interviewing victims of violent crime; risk and violence assessment; correctional psychology and the death penalty; and issues related to civil trials

- Understand the psychological approach to studying behavior which apply to understanding criminal behavior: research methods; biological, behavioral, cognitive, psychodynamic and social perspectives on development; memory, personality, development; mental illness, psychopathology and sociopathology
- Understand key sociological ideas which apply to understanding criminal behavior: sociological theories of deviance and crime; various types of crime and their effects on society; issues of race, class and gender in criminal behavior; policing and law in relation to social control
- Understand key elements of forensic science investigation through a psychological lens; basic physical and trace evident processing; formulate explanations by using logic and evidence; and identify possible reasons for inconsistent results.
- Understand philosophical underpinnings related to ethics, morality, and society as it relates to the criminal justice system

Skills: students will be able to...

- Understand the structure and process of the criminal justice system and the specific roles that forensic psychologists take as expert witnesses, legal consultants, and preparers of amicus briefs.
- Analyze and solve problems that require combining and applying concepts from more than one area of science.
- Investigate a societal issue by researching literature and analyzing data, and presenting findings.
- Apply psychological frameworks to understanding issues related to criminal behavior.
- Establish a criminal profile based on behavioral and statistical analysis.
- Identify psychopathic and antisocial behaviors.
- Identify psychological assessments used with a legal context.
- Analyze and collect evidence related to a crime scene.

Assessments and ESLRs: Students will...

- Complete a summative capstone research project each semester, combined with the other two classes in the Forensics Core.
- Curate, maintain and reflect on evidence of learning through a student portfolio.
- Foster understanding and forge connections across social science, literature, and science.
- Become complex thinkers by accessing, analyzing and synthesizing information to formulate conclusions, solve problems and make decisions.
- Use a logical and effective decision-making process to analyze and understand possible outcomes.
- Develop a sense of ownership over producing purposeful, intellectual, artistic and practical works.
- Demonstrate intellectual curiosity and a willingness to take intellectual risks while engaging in continual self-reflection and assessment.
- Integration and application of technology across various projects.
- Understand, recognize and practice ethical behavior.

SOCIOLOGY

One Semester, College Prep

Prerequisite: Juniors and Seniors.

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

Understanding and Knowledge:

- Understand and explain the question “What is Sociology.”
- Understand the history and development of the field of Sociology, including several major theories and theorists.
- Understand the methods of exploring sociological questions.
- Understand the inequalities that exist within our society.

Skills: Students will be able to...

- Use a sociological perspective to interpret a wide variety of events and concepts.
- Identify and utilize sociological methodology to study society.
- Discuss sociological data thoughtfully and accurately.

Assessment & ESLRs: Students will...

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

CONSUMERISM, CAPITALISM & ADVERTISING IN AMERICA

Length: One Semester**Prerequisite: Juniors and Seniors.**

This semester course is an exploration and analysis of western industrial capitalism as it developed during the 20th century. The course work consists of a chronological study of 20th century American history and culture. Emphasis will be placed on understanding the influence that advertising and mass media has on American society, as well as the impacts and consequences of consumerism and capitalism.

The birth and subsequent growth of the advertising and public relations industries mirrors the major eras and events of American history in the 1900s. In this class, students will learn how advertising works and analyze a variety of ads in different formats to understand the techniques advertisers use to persuade consumers. Students will have the opportunity to apply what they have learned to create their own advertisements. In addition, the class will explore the impact advertising has on American society, specifically how Americans view issues of race, gender, and class.

“Consumerism, Capitalism, and Advertising in America” will also examine the evolution of industrial capitalism in the United States during the 20th century. The class will focus on its impact on three areas in particular: (1) the relationship between capital and labor, (2) US foreign policy, and (3) the environment.

Understanding and knowledge:

- Understand how advertising works.
- Understand the techniques advertisers use to persuade consumers.
- Understand how advertising and mass media influences our perception of race, gender, and social class in America.
- Understand the impact of consumerism on the environment.
- Understand the influence of capitalism on workers, international trade, and US foreign policy.

Skills: Students will be able to...

- Analyze advertising for its effectiveness.
- Create advertising and advertising campaigns using the techniques they learn in class.
- Identify the different ways that mass media and advertising affects their perception and understanding of the world.
- Identify the impacts that out consumer capitalism has on people, policies, and the world.

Assessment and ESLRs: Students will...

- Communicate clearly and appropriately for various audiences.
- Read, write, listen, and speak reflectively, critically, and with integrity.
- Listen with the intent to understand.
- Ask essential and relevant questions that stimulate dialogue.
- Make recommendations based on justifiable rationale.
- Seek out multiple perspectives.
- Explore ideas beyond the surface.
- Expand their sense of community to include a global perspective.
- Anticipate and responsibly address the needs of future generations.

CURRENT ISSUES

Exposing the Roots of Today's Global Issues

One Semester

Prerequisite: Juniors and Seniors.

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

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

Understanding and Knowledge:

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

Skills, Students will be able to...

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

Assessment & ESLRS: Students will...

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

WORLD RELIGIONS

One Semester, College Prep

Prerequisite: Juniors and Seniors.

This semester course is designed to introduce students to major elements in the world's most significant religions and philosophies. Students will study aspects of Christianity, Judaism, Islam, Hinduism, Buddhism, Native American spiritual beliefs and the secular traditions of Humanism. The course format will include student discussion and guest lectures. World Religions will also require a reasonable amount of reading and writing. **This course can be used to satisfy one semester of the World History high school graduation requirement. However, it does not satisfy one semester of the World History requirement for admission to California State Universities.**

Understanding and Knowledge:

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

Skills: Students will be able to...

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

Assessment & ESLRS: Students will...

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

AP UNITED STATES HISTORY

One-year course

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

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

Understanding and Knowledge:

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

Skills: Students will be able to...

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

Assessment & ESLRS: Students will...

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

AP AMERICAN GOVERNMENT AND POLITICS/ HONORS POLITICAL ECONOMY

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

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

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

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

Understanding and Knowledge:

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

Understanding and Knowledge in the second half of the course:

- Demonstrate understanding of the ideological assumptions which underlie various interpretations of contemporary economic developments
- Demonstrate understanding of international economic and political events.

Skills: Students will be able to...

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

Assessment & ESLRs: Students will...

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

AP WORLD HISTORY

One year course

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

The AP World History course requires students to engage in the dynamics of continuity and change as reflected during the entire course of human development. This class will use five chronological themes to cover over 10,000 years of history from Early Man to present day. These themes include: interaction between humans and the environment; development and interaction of cultures; state-building, expansion and conflict; creation, expansion and interaction of economic systems; and the development and transformation of social structures. The course includes extensive reading assignments from a college level text, in-depth essay writing assignments, as well as college-level summative assessments. AP World History reflects the new AP standards, which put an even stronger emphasis on helping students increase their critical thinking and writing skills. **There will also be a summer assignment that will be due on the first day of class.**

Understanding and Knowledge:

- Geospatial awareness to understand cross-cultural contacts, trade routes, migrations and the development of political identities in Africa, the Americas, Asia, Europe and Oceania.
- Demonstrate knowledge of chronology in Africa, the Americas, Asia, Europe and Oceania from before 8,000B.C.E. to present day.
- Understand the importance and the reasoning behind each of the following periodizations: Technological and Environmental Transformations (to c. 600 B.C.E.); Organization and Reorganization of Human Societies (c. 600 B.C.E. to c. C.E.); Regional and Transregional Interactions (c. 600 C.E. to c. 1450); Global Interactions (c. 1450 to c. 1750); Industrialization and Global Integration (c. 1750 to c. 1900); and Accelerating Global Change and Realignment (c. 1900 to present).
- Analyze and evaluate historical events and evidence using five course themes of historical inquiry: Interaction Between Humans and Environment; Development and Interaction of Cultures; State Building, Expansion and Conflict; Creation, Expansion and Interaction of Economic Systems; and Development and Transformation of Social Structures.

Skills: students will be able to...

- Craft historical arguments from the appropriate use of relevant historical evidence.
- Demonstrate chronological reasoning through analysis of historical causation, patterns of continuity and change overtime, and periodization of historical eras.
- Effectively use analytical skills of evaluation, cause and effect, compare and contrast, and contextualization.
- Analyze, evaluate and create diverse interpretations of the past as revealed through historical evidence.
- Synthesize meaningful and persuasive understandings of the past by drawing appropriately on ideas from different fields of inquiry or disciplines, a variety of historical evidence, or applying insights from historical contexts or circumstances, including the present.
- Demonstrate abilities to write college level essays and incorporate a variety of historical evidence into the writing.
- Develop the methodology needed to be successful on the AP World History exam.

Assessment & ESLRS: Students will:

- Demonstrate critical and creative thinking in class discussions and written assignments by learning to focus on analysis, interpretation and evaluation.
- Expand their abilities to communicate effectively both verbally and in writing.
- Apply their increased understanding of world events, culture, religion and economic systems to help them become more knowledgeable and sympathetic global citizens.
- Be self-directed and assume responsibility to manage after-school time effectively in order to keep up with schoolwork.
- Be expected to produce a level of work that exceeds normal high school standards.

MODEL UNITED NATIONS: INTERNATIONAL RELATIONS (Fall Semester)
MODEL UNITED NATIONS: COMPARATIVE POLITICS (Spring Semester)

One year course

Prerequisite: Juniors or Seniors and Teacher Recommendation.

This is a one-year course consisting of two integrated semesters and students must enroll in both semesters of the course. The course will fulfill the one semester economics graduation requirement and the one semester American Government graduation requirement. Students completing only the first semester will only receive credit for a social science elective, and will have to take government and economics separately to fulfill the graduation requirement.

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

Understanding and Knowledge:

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

Skills: Students will be able to...

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

Assessment & ESLRS: Students will...

- Demonstrate critical and creative thinking in class discussions and written assignments by learning to focus on analysis, interpretation and evaluation.
- Expand their abilities to communicate effectively both verbally and in writing.
- Be self-directed and assume responsibility to manage their after school time effectively in order to keep up with their school work.
- Apply their increased understanding of world events to help them become more knowledgeable and sympathetic global citizens.
- Be self-directed and assume responsibility to manage their after-school time effectively in order to keep up with their schoolwork.

- Be expected to produce a level of work that exceeds normal high school standards.

MATHEMATICS

The mathematics curriculum at Northwood High School is balanced and rich in both concept and skill development. It is designed to lead all students to genuine understanding of mathematical relationships and how these relationships apply to their daily lives as we enter the 21st century. It provides access to powerful mathematics imbedded in problems from all disciplines. Proficiency in computation, reasoning, seeing connections, and communicating mathematical understanding is the intended outcome for all students in all courses. Students will be placed in the curriculum at their appropriate mathematical level.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Math I A/B (high school credit only)		Electives Math II	Electives IVC 353/253
Math I	Math I	Math III Enhanced Math III	Functions, Statistics and Trigonometry AP Statistics Honors PreCalculus
Math II	Math II	Functions, Statistics and Trigonometry AP Statistics Honors PreCalculus	AP Statistics Calculus
Enhanced Math II	Math III Enhanced Math III	Calculus AP Statistics Honors PreCalculus	
	Honors PreCalculus AP Statistics		

MATH I

Length: 2 semesters

Pre-requisite: Grade of “C” or higher in 8th grade mathematics and teacher recommendation.

Math I is the first course in the college preparatory math sequence. It is a study of real numbers and their properties; linear and exponential functions; equations and expressions; statistics; transformations and congruence. This course is aligned with the Common Core state standards. Passing this course is a requirement for graduation.

Skills and Assessment: Students will...

- Connect concepts to the real world using mathematical modeling.
- Reason quantitatively and use units to solve problems.
- Explain and justify the processes they use in solving problems.
- Communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models, tables, graphs and symbols.
- Develop and extend strategies to transition from knowledge of concepts and skills to theoretical reasoning and application of concepts.
- Demonstrate mastery of concepts and skills through various assessments in the form of homework, quizzes, tests and performance tasks.
- Use appropriate technology to enhance learning and understanding.

MATH I ABCD

Length: 4 semesters

Pre-requisite: Teacher recommendation for two-year Math I course

The first year of this two-year course is designed to strengthen and build upon students’ prior understanding of mathematics, with a focus on linear algebra and statistics; the second year will expand on linear algebra through the study of exponential functions, as well as develop an understanding of congruence through transformations and algebra. This course is aligned with the Common Core state standards. Passing this two-year course will satisfy the Math I requirement for graduation.

Skills and Assessment: Students will...

- Connect concepts to the real world using mathematical modeling. Reason quantitatively and use units to solve problems.
- Explain and justify the processes they use in solving problems.
- Communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models, tables, graphs and symbols.
- Develop and extend strategies to transition from knowledge of concepts and skills to theoretical reasoning and application of concepts.
- Demonstrate mastery of concepts and skills through various assessments in the form of homework, quizzes, tests and performance tasks.
- Use appropriate technology to enhance learning and understanding.

MATH II

Prerequisite: A grade of “C” or higher in Math I and teacher appraisal.

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

Understanding and Knowledge:

Students will...

- Build on topics from Math I to enhance understanding and application of mathematical concepts and procedures learned previously.
- Reason quantitatively and with precision when solving problems.

- Communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models, tables, graphs and symbols.
- Investigate and explore problems that extend and develop mathematical skills, concepts, and relationships.
- Develop and extend strategies to transition from knowledge of concepts and skills to theoretical reasoning and application of concepts.
- Connect concepts to the real world using mathematical modeling.
- Demonstrate mastery of concepts and skills through various assessments in the form of homework, quizzes, tests, and performance tasks.

Skills:

Instructional time will focus on five critical areas:

- Extending the laws of exponents to rational exponents;
- Comparing key features of quadratic functions with those of linear and exponential functions;
- Creating and solving equations and inequalities involving linear, exponential, and quadratic expressions, including those with complex solutions;
- Extending work with probability;
- Establishing criteria for similarity.

Appropriate technology will be used throughout Math II to enhance learning and understanding. This course is aligned with the Common Core State Standards.

Assessments and ESLRs:

Students will...

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

ENHANCED MATH II

Prerequisite: A grade of "A" in Math I and teacher appraisal.

Enhanced Math II is the first course in the rigorous accelerated sequence of high school integrated math courses. The course content is similar to Math II; however the depth and breadth of the explorations and development of these topics will have increased in order to prepare students for advanced mathematics at an accelerated pace. Additional topics and projects are included as time permits. This course is aligned with the Common Core State Standards

MATH III

Prerequisite: A grade of "C" or higher in Math II and teacher appraisal.

Math III is the third course in the college preparatory integrated math sequence. Instructional time will focus on four critical areas: applying methods from probability and statistics to draw inferences and conclusions from data; expanding understanding of functions to include polynomial, rational, and radical functions; expanding right triangle trigonometry to include general triangles and trigonometric functions; and consolidate functions and geometry to create models and solve contextual problems. This course is aligned with the California Common Core State Standards.

Understanding and Knowledge:

Students will...

- Build on topics from Math II to enhance understanding and application of mathematical concepts and procedures learned previously.
- Reason quantitatively and with precision when solving problems.
- Communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models, tables, graphs and symbols.
- Investigate and explore problems that extend and develop mathematical skills, concepts, and relationships.
- Develop and extend strategies to transition from knowledge of concepts and skills to theoretical reasoning and application of concepts.
- Connect concepts to the real world using mathematical modeling.

- Demonstrate mastery of concepts and skills through various assessments in the form of homework, quizzes, tests, and performance tasks.

Skills and Assessment: Students will...

- Connect concepts to the real world using mathematical modeling.
- Reason quantitatively and use units to solve problems.
- Explain and justify the processes they use in solving problems.
- Communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models, tables, graphs and symbols.
- Develop and extend strategies to transition from knowledge of concepts and skills to theoretical reasoning and application of concepts.
- Demonstrate mastery of concepts and skills through various assessments in the form of homework, quizzes, tests, and performance tasks.
- Use appropriate technology to enhance learning and understanding.

Assessments and ESLRS:

Students will...

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

ENHANCED MATH III (HONORS)

Placement Criteria (must meet two of three): grades of “B” or better in all marking periods of prerequisite course (Enhanced Math II or HS Summer Bridge); 85% or better on End of Course Assessment for Enhanced Math II; teacher appraisal of work habits and mathematical practices.

Enhanced Math III is the second course in the rigorous accelerated sequence of high school integrated math courses. Instructional time will focus on five critical areas: expanding understanding of functions to include polynomial, rational, and radical functions; extending their work with complex numbers; extending trigonometry to general triangles, trigonometric functions, reciprocal functions, and inverse functions; working with parametric and polar curves; and consolidating functions and geometry to create models and solve contextual problems. In addition, students will deepen and extend their understanding in each of these areas through study of advanced related topics and application to more complex problem solving situations, in order to prepare students for advanced mathematics at an accelerated pace. This course is aligned with the California Common Core State Standards.

Skills and Assessments: Students will...

- Connect concepts to the real world using mathematical modeling.
- Reason quantitatively and use units to solve problems.
- Explain and justify the processes they use in solving problems.
- Communicate mathematical understanding and problem solving through the use of multiple representations such as diagrams, models tables, graphs and symbols.
- Develop and extend strategies to transition from knowledge of concepts and skills to theoretical reasoning and application of concepts.
- Demonstrate mastery of concepts and skills through various assessments in the form of homework, quizzes, tests, and performance tasks.
- Use appropriate technology to enhance learning and understanding.

FUNCTIONS, STATISTICS, AND TRIGONOMETRY

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

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

Understanding and knowledge:

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

Skills: Students will be able to . . .

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

Assessments and ESLRS: Students will...

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

ADVANCED PLACEMENT STATISTICS

Prerequisite: Grade of “B” or higher in Honors Algebra II, Honors PreCalculus, or Functions, Statistics and Trigonometry recommended and teacher recommendation. A grade of “A” in Algebra II and teacher recommendation.

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

Understanding and knowledge:

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

Skills: Students will be able to . . .

- Analyze data by observing patterns and departures from patterns in data.
- Create a strategic plan for a study.
- Anticipate & predict the distribution of data under a given model using probability.
- Determine the selection of appropriate models through statistical inferences.

Use appropriate technology to enhance learning, understanding, and applying course content.

Develop proficiency by:

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

Assessments and ESLRS: Students will...

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

HONORS PRECALCULUS

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

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

Understanding and knowledge:

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

Skills: Students will be able to . . .

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

- Investigating the graphs of Complex numbers with polar graphing.
- Working with concepts from three-dimensional analytic geometry involving vectors.

Assessments and ESLRS: Students will...

- Progress as Complex Thinkers by strengthening their ability to analyze, interpret, and synthesize information to formulate conclusions and solve problems.
- Progress as Effective Communicators by reading, writing, and speaking reflectively to express understanding of content.
- Progress as Producers of Quality Work by creating, and supporting their work with appropriate rigor.

CALCULUS

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

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

Understanding and knowledge:

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

Skills: Students will be able to . . .

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

Develop proficiency by . . .

- Analyze characteristics of models, graphs, and properties of a variety of function families—linear, polynomial, rational, exponential, logarithmic, and trigonometric.
- Explore applications involving these function families from a variety of academic disciplines.

AP COMPUTER SCIENCE

Prerequisite: Grade of “B” or better in Honors Algebra 2 or FST, or grade of “A” in Algebra 2.

AP Computer Science is a college-level course that covers the design, development, testing, and debugging of computer programs using the Java programming language. This introductory course is designed to serve as a first course in computer science for students with no prior computing experience. Emphasis will be placed on the study of Java syntax, object-oriented programming, problem solving, and algorithmic development. This course will also aim to prepare students for the College Board’s Advanced Placement Computer Science A examination.

Understanding and Knowledge:

- Students will obtain a broad foundational knowledge of the principle elements of computer science.
- Students will build on mathematical content and concepts from prior mathematics coursework.

- Students will investigate and explore logical approaches to problem solving.
- Students will study, create, and interpret functional relationships.
- Students will use methods to model and solve real-life problems.
- Students will engage in high-level critical thinking and problem solving.

Skills: Students will be able to...

- Design and implement computer-based solutions to problems in a variety of application areas by writing, running, and debugging computer programs.
- Discuss the use of computers and computer languages in other fields of study.
- Demonstrate knowledge of programming terminology and concepts.
- Differentiate among different levels of programming languages.
- Use and implement commonly-used algorithms and data structures.
- Develop and select appropriate algorithms and data structures to solve problems.
- Code fluently in an object-oriented paradigm using the programming language Java.
- Demonstrate the ability to read and modify large programs.
- Recognize the ethical and social implications of computer use.
- Collaborate with others to solve problems.

Assessment & ESLRs: Students will...

- Progress as effective communicators by writing and documenting clear and readable programs by collaborating with peers, and presenting their work.
- Progress as complex thinkers by accessing, analyzing, and synthesizing information to solve problems.
- Progress as producers of quality work by designing, creating, and refining their own original work.
- Progress as self-directed, life-long learners by acquiring a foundation in computer science that encourages the continued study of additional programming languages and paradigm.

ATHLETIC AND PHYSICAL EDUCATION DEPARTMENTS

ATHLETICS INFORMATION

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

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

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

Sports Seasons: The “season of sport” is that time period between the first practice and the final contest for that particular sport. The basic seasons are:

Fall: August through November

Winter: November through February

Spring: February through June

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

PARTICIPATION REQUIREMENTS

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

PROCEDURES TO REGISTER FOR ATHLETICS

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

ATHLETIC DEPARTMENT COURSE LISTINGS

COURSE TITLE	ENTRY: FALL	ENTRY: SPRING	TRY-OUTS
FALL SPORTS:			
Boys & Girls Cross Country	X		Yes – Must meet minimum standards
Girls Tennis	X		Yes
Girls Volleyball	X		Yes
Girls Golf	X		Yes
Boys Water Polo	X		No
Football	X		No
Pep Squad	X		Yes
WINTER SPORTS:			
Girls Basketball	X		Yes
Boys Basketball	X		Yes
Boys Soccer	X		Yes
Girls Soccer	X		Yes
Girls Water Polo	X		No
Wrestling	X		No
SPRING SPORTS			
Boys & Girls Track & Field		X	Yes – Must meet minimum standards
Boys & Girls Swimming		X	Yes
Softball		X	Yes
Baseball		X	Yes
Golf		X	Yes
Boys Tennis		X	Yes
Boys Volleyball		X	Yes
Boys Lacrosse		X	Yes
Girls Lacrosse		X	Yes

COED PHYSICAL EDUCATION

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

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

Understanding and Knowledge:

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

Skills: Students will be able to...

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

Skills: Students will be able to...

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

Assessments & ESLRs: Students will...

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

Physical Fitness Tests: All ninth grade and new students will take a physical fitness test in the spring. Ed code requires students continue to take physical education classes if they do not meet the passing criteria of 5 out of 6 Healthy Fitness Zones (HFZs) on the physical fitness test. While this requirement will continue for each subsequent year of high school, passing the physical performance test will not be a graduation requirement. Taking and passing a minimum of 20 units of physical education in high school still remains a requirement for a diploma. Any student who passes the physical performance test in ninth grade may continue the current practice of taking the remaining required units of physical education in grades 10, 11 or 12 for the district's high school diploma. Students who do not pass the physical fitness test in ninth grade will be automatically enrolled in a physical education class with a personal fitness emphasis the following year and will be tested again in the spring.

PHYSICAL EDUCATION ELECTIVES

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

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

- Basketball
- Racquet Sports
- Weight Training
- Yoga

The course objectives parallel those outlined for Coed Physical Education.

BASKETBALL

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

WEIGHT TRAINING

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

YOGA

Prerequisite: None

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

Understanding and Knowledge:

- A strong appreciation of the ancient discipline of yoga.
- An understanding of the Pilates technique.

Skills: Students will be able to...

- Execute a series of physical postures.
- Execute strong body alignment.
- Execute proper breathing methods.
- Execute a strong core.

Assessment and ESLRs:

- Students will learn how to strive for balance.
- Students will learn how to develop self-discipline.
- Students will develop a strong emotional well-being.

RACQUET SPORTS

Prerequisite: Sophomores, Juniors, and Seniors Only

This course will emphasize basic strokes, rules and strategies of tennis and badminton. Strokes include ground strokes (backhand and forehand), volleys, overheads, lobs and the serve. Rules of play and scoring, as well as strategies for singles and doubles play will be introduced and students will implement their skills in live play situations.

SCIENCE

The Science program at Northwood High School will give students an important foundation in all of the sciences by using an integrated approach. In-depth exposure to concepts from biology, physics, chemistry and earth / space sciences, with particular focus on the interrelationships among these disciplines will be provided. The Integrated Science program will emphasize critical thinking skills.

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

Science Class Sequence

Honors Focus	College Prep Focus	Non-College Prep Focus
9th	9th	9th
Honors Integrated Science 1	Integrated Science 1	General Science 1
10th	10th	10th
Honors Integrated Science	Integrated Science 2	General Science 2 or Integrated Science 1
11th	11th	11th
Physics	Marine Science	Horticulture or Integrated Science 2
Chemistry	Anatomy and Physiology	
AP Biology	Physics	
AP Environmental Science	Chemistry	
AP Physics AP Chemistry	Engineering Biotechnology(IVC)	
12th	12th	12th
AP Physics	Anatomy and Physiology	Advanced Horticulture
AP Biology	Physics	
AP Chemistry	Chemistry	
AP Environmental Science	Marine Science	
H. Forensics Science	Engineering or Biotech(IVC)	

GENERAL SCIENCE 1

Prerequisite: Freshman concurrently enrolled in Math IAB.

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

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

Understanding and Knowledge: Students will understand and know:

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

Skills and Assessment: Students will be able to:

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

- Investigate science-based societal issues by researching the literature, analyzing data, and communicating the findings.
- Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.
- Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g. the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets.)
- Communicate effectively and appropriately in oral and written form.
- Demonstrate complex thinking through a variety of expressive forms, including but not limited to tests, quizzes, lab practices, lab write-ups, oral presentations, individual and group projects, model building, and debates.
- Produce quality work.
- Become healthy individuals.
- Become self-directed, life-long learners.
- Become community participants.

INTEGRATED SCIENCE 1

Prerequisite: The signature of their 8th grade science teacher.

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

Understanding and Knowledge: Students will understand and know:

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

- The geology of California underlies the state's wealth of natural resources as well as its natural hazards.

Skills and Assessment: Students will be able to:

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

HONORS INTEGRATED SCIENCE 1

Prerequisite: A grade of A in the three trimesters of 8th grade science with the signature of their 8th grade science teacher.

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

Understanding and Knowledge: Students will understand and know:

- The role of science in our daily lives.
- Scientific Progress is made by asking meaningful questions and conducting careful investigations.
- Newton's laws predict the motion of most objects.
- The laws of conservation of energy and momentum provide a way to predict and describe the movement of objects.
- Energy cannot be created nor destroyed, although in many processes energy is transferred to the environment as heat.
- Waves have characteristic properties that do not depend on the type of wave.
- The periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure.
- Biological, chemical, and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules.
- The kinetic molecular theory describes the motion of atoms and molecules and explains the properties of gases.

- Solutions are homogenous mixtures of two or more substances.
- Energy is exchanged or transformed in all chemical reactions and physical changes of matter.
- Nuclear processes are those in which an atomic nucleus changes, including radioactive decay of naturally occurring and human-made isotopes, nuclear fission, and nuclear fusion.
- Mutation and sexual reproduction lead to genetic variation in a population.
- A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization.
- Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism.
- Evolution is the result of genetic changes that occur in constantly changing environments.
- Astronomy and planetary exploration reveal the solar system's structure, scale, and change over time.
- Earth-based and space-based astronomy reveal the structure, scale, and changes in stars, galaxies, and the universe over time.
- Plate tectonics operating over geologic time have changed the patterns of land, sea, and mountains on Earth's surface.
- Energy enters the Earth system primarily as solar radiation and eventually escapes as heat.
- Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents.
- Climate is the long-term average of a region's weather and depends on many factors.
- Each element on Earth moves among reservoirs, which exist in the solid earth, in oceans, in the atmosphere, and within and among organisms as part of biogeochemical cycles.
- Life has changed Earth's atmosphere, and changes in the atmosphere affect conditions for life.
- The geology of California underlies the state's wealth of natural resources as well as its natural hazards.

Skills and Assessment: Students will be able to:

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

GENERAL SCIENCE 2

Prerequisite: Sophomores recommended by current science teacher.

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

Understanding and Knowledge: Students will understand and know:

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

Skills and Assessment: Students will be able to:

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

- Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.
- Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g. the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets.)
- Communicate effectively and appropriately in oral and written form.
- Demonstrate complex thinking through a variety of expressive forms, including but not limited to tests, quizzes, lab practices, lab write-ups, oral presentations, individual and group projects, model building, and debates.
- Produce quality work.
- Become healthy individuals.
- Become self-directed, life-long learners.
- Become community participants.

INTEGRATED SCIENCE 2

Prerequisite: Sophomores. Completion of IS1 with teacher recommendation.

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

Understanding and Knowledge: Students will understand and know:

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

- Each element on Earth moves among reservoirs, which exist in the solid earth, in oceans, in the atmosphere, and within and among organisms as part of biogeochemical cycles.

Skills and Assessment: Students will be able to:

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

HONORS INTEGRATED SCIENCE 2

Prerequisite: Honors Science 1 with a “C” or better and teacher recommendation. CP IS1 with an “A” and teacher recommendation.

Integrated Science 2 AB satisfies part of the IUSD graduation requirement in the sciences and is a full-year college preparatory class that meets part of the University of California and California State University entrance requirements. IS-2 is the second year of a two year course in integrated science. This course prepares students for advanced courses in the science department. It is designed to integrate Biology, Chemistry, Physics and Earth/Space Science in a thematic approach with an emphasis on environmental sustainability, problem solving and critical thinking. Student participation in laboratory exercises and the development of critical thinking and problem-solving skills will be stressed in this course. This course content is similar to Integrated Science 2, but topics are explored in greater depth. Students will be expected to take a more scholarly approach to the material as well as demonstrate a high level of motivation, engagement, and creativity.

Understanding and Knowledge: Students will understand and know:

- The role of science in our daily lives.
- Scientific Progress is made by asking meaningful questions and conducting careful investigations.
- The laws of conservation of energy and momentum provide a way to predict and describe the movement of objects.
- Energy cannot be created nor destroyed, although in many processes energy is transferred to the environment as heat.
- Electric and magnetic phenomena are related and have many practical applications.
- The conservation of atoms in chemical reactions leads to the principle of conservation of matter and the ability to calculate the mass of products and reactants.
- The kinetic molecular theory describes the motion of atoms and molecules and explains the properties of gases.
- Acids, bases, and salts are three classes of compounds that form ions in water solutions.
- Energy is exchanged or transformed in all chemical reactions and physical changes of matter.
- Chemical reaction rates depend on factors that influence the frequency of collision of reactant molecules.

- Chemical equilibrium is a dynamic process at the molecular level.
- The bonding characteristics of carbon allow the formation of many different organic molecules of varied sizes, shapes, and chemical properties and provide the biochemical basis of life.
- The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells.
- Mutation and sexual reproduction lead to genetic variation in a population.
- A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization.
- Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism.
- The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells.
- Stability in an ecosystem is a balance between competing effects.
- The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time.
- Evolution is the result of genetic changes that occur in constantly changing environments.
- As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment.
- Organisms have a variety of mechanisms to combat disease.
- Energy enters the Earth system primarily as solar radiation and eventually escapes as heat.
- Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents.
- Each element on Earth moves among reservoirs, which exist in the solid earth, in oceans, in the atmosphere, and within and among organisms as part of biogeochemical cycles.

Skills and Assessment: Students will be able to:

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

ANATOMY AND PHYSIOLOGY

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

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

Understanding and Knowledge:

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

Skills: Students will be able to:

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

Assessment and ESLRs: Students will...

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

MARINE SCIENCE

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

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

Understanding and Knowledge:

Physical Oceanography

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

Marine Biology

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

Skills: Students will be able to...

- Use the scientific process.
- Use the scientific method to solve problems.
- Use the metric system.
- Design and conduct research through scientific and laboratory investigations using qualitative and quantitative measurements.
- Exhibit, organize and present the results and conclusions of experiments and research.
- Use problem-solving skills to conduct laboratory investigations in the world around them.
- Communicate effectively and appropriately in oral and written form.

Assessment & ESLRs: Students will...

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

HORTICULTURE 1

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

Horticulture 1 consists of two semester classes. It is a hands-on course providing an introduction to horticulture practices. This course is designed for the responsible, self-motivated student who wants to actively participate in the design and maintenance of school gardens while learning basic principles of horticulture science. Horticulture 1 content includes: plant growth, soils, plant diseases, native California plants, and gardening tools and techniques. It also explores pest management, plant propagation, vegetable and herb gardening, hydroponics, and designing gardens.

Understanding and Knowledge:

- Discuss the importance of soils, to include understanding soil texture and structure, and soil amendments.
- Understand basic gardening activities such as seed planting, watering schedules, and careful use of fertilizers.
- Understand the botany of plant structures and cells
- Understand common plants and environmental conditions unique to California horticulture.
- Understand organic gardening
- Knowledge of how climate and environment affects horticulture
- Gain an introduction to horticulture business
- Understand the basics in landscaping

- Identify common plant pests and diseases.
- Discuss various plant propagation methods, to include seeds, cuttings, bulbs, and grafting.
- Discuss how to grow plants using hydroponic systems.
- Understand basic greenhouse structures and nursery facilities
- Demonstrate Irrigation systems and watering needs

Skills: Students will be able to ...

- Identify conditions required for good plant growth
- Maintain olericulture production
- Demonstrate the knowledge and use of soil amendments
- Effectively use and maintain garden tools and equipment
- Develop a general understanding of introductory horticulture
- Propagate plants from seeds
- Identify common plant pests
- Maintain healthy school garden plots
- Collaborate appropriately with instructor and classmates while functioning as part of a group
- Demonstrate an understanding of the role climate in successful gardening.

Assessment and ESLRs: Students will ...

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

ADVANCED HORTICULTURE

**Prerequisite: Non-college prep course open to Seniors
Completion of Horticulture 1**

Horticulture 2 is a hands-on, project based course which builds upon the student's knowledge of tools and techniques involved in horticulture. The course is designed for the student interested in pursuing horticulture in more depth. Students work toward improving craftsmanship and understanding of horticulture industry and practices. Projects allow students to focus on aspects of horticulture that motivate their active learning and participation. Topics include vermicomposting and environmental issues in horticulture, horticulture business such as plant production for local companies, plant sales, holiday designs; soils science and soil development, plant propagation such as grafting and cuttings, sustainable practices especially with water conservation and water use, creation of a well-designed portfolio, landscaping with California natives and the ecology of those plants, greenhouse design and maintenance. Projects require greater follow through and application and must be approved by instructor.

Understanding and Knowledge:

- Discuss important considerations for growing edible plants, including pest management, irrigation systems, watering needs, nursery and greenhouse practices
- Understand horticulture business management practices
- Explain how soil amendments and fertilizers augment natural soil conditions.
- Discuss plant propagation methods
- Discuss important considerations for growing edible plants.
- Understand the many different components to a successful garden design.
- Create a portfolio of work
- Gain insight into business management of horticulture crops

Skills: Students will be able to ...

- Improve and refine the skills necessary to work within the horticulture industry
- Apply their knowledge and skills toward developing and completing ideas from origin to a finished product.
- Identify conditions required for good plant growth
- Demonstrate the knowledge and use of soil amendments
- Effectively use and maintain garden tools and equipment
- Propagate plants

- Identify common plant pests and diseases
- Maintain healthy school garden plots.
- Collaborate appropriately with instructor and classmates while functioning as part of a group

Assessment and ESLRs: Students will

- Appropriately demonstrate the ability to communicate clearly
- Study and evaluate plant growth patterns for signs of both health, and stress.
- Identify and use garden tools for maintaining a healthy, growing garden.
- Design and develop school gardens that aesthetically reflect a sense of pride and satisfaction.
- Develop, create, and support horticulture projects.
- Effectively collaborate on small group projects

AP BIOLOGY

Prerequisite: Grade level: 11th or 12th. 4.0 in 11th grade CP Science, or 3.5 in Honors IS2 and teacher recommendation. Chemistry is highly recommended.

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

Time commitment: Optional laboratories may be offered throughout the year outside of the regular classroom time, during weekday evenings. A summer reading assignment is required, which includes a summer assignment test during the first week of the school year

Understanding and knowledge:

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

Skills: Students will be able to...

- Use scientific equipment.

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

Assessment & ESLRS: Students will...

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

CHEMISTRY

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

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

Understanding and Knowledge:

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

- Oxidation and Reduction, electron transfer reactions, half reactions, oxidation numbers, balancing redox reactions, use and applications of redox.
- Chemical reactions.
- Understand the concept of the mole and perform stoichiometric problems and computations.
- Understand states of matter and physical changes.
- Discuss scientific and technological advances and their relationship to the modern world.
- Understand the role of chemistry in our daily lives.

Skills: Students will be able to...

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

Assessment & ESLRS: Students will...

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

AP CHEMISTRY

Prerequisite: 4.0 in 11th grade CP Science or 3.5 in Chemistry, or 3.5 in HIS2. Summer school chemistry will not fulfill the prerequisite. Concurrent enrollment with Enh. Math 3 & science teacher recommendation.

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

Time Commitment: Optional laboratories may be offered throughout the year outside of the regular classroom time after school. A four-chapter summer reading assignment is required and it includes answering approximately 75 chapter questions and memorizing names of some ions, elements, and compounds and knowing the solubility rules and common reactions. A quiz on the names of ions, elements, and compounds will be given on the first day of class and a test on the summer assignment will be given on the third day that the class meets in the Fall.

Understanding and Knowledge: The content required by the College Board includes:

- The chemical elements are fundamental building materials of matter, and all matter can be understood in terms of arrangements of atoms. These atoms retain their identity in chemical reactions.
- Chemical and physical properties of materials can be explained by the structure and the arrangement of atoms, ions, or molecules and the forces between them.
- Changes in matter involve the rearrangement and/or reorganization of atoms and/or the transfer of electrons.
- Rates of chemical reactions are determined by details of the molecular collisions.
- The laws of thermodynamics describe the essential role of energy and explain and predict the direction of changes in matter.
- Any bond or intermolecular attraction that can be formed can be broken. These two processes are in dynamic competition, sensitive to initial conditions and external perturbations.

Skills: The skill practices required by the College Board include:

- The student can use representations and models to communicate scientific phenomena and solve scientific problems.
- The student can use mathematics appropriately.
- The student can engage in scientific questioning to extend thinking or to guide investigations within the context of the AP course.
- The student can plan and implement data collection strategies in relation to a particular scientific question. [Note: Data can be collected from many different sources, e.g., investigations, scientific observations, the findings of others, historic reconstruction, and/or archived data.
- The student can perform data analysis and evaluation of evidence.
- The student can work with scientific explanations and theories.

Assessment & ESLRS: Students will...

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

AP ENVIRONMENTAL SCIENCE

Prerequisite: Grade level: 11th or 12th. 3.5 in 11th grade CP Science (except MS), or IS 2 with a grade of A both semesters and permission by the student's current science teacher, or H IS 2 with a grade of B both semesters and permission by the student's current science teacher.

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

Time commitment: A summer reading assignment.

Understanding and knowledge:

- Scientific Analysis (5%)
 - A. Observing the Natural World and Developing Hypotheses
 - B. Collecting Data
 - C. Modeling
 - D. Critical Interpretation of Data
- Interdependence of Earth's Systems: Fundamental Principles and Concepts (25%)

- A. The Flow of Energy
- B. The Cycling of Matter
- C. The Solid Earth
- D. The Atmosphere
- E. The Biosphere
- Human Population Dynamics (10%)
 - A. History and Global Distribution
 - B. Carrying Capacity -- Local, Regional, Global
 - C. Cultural and Economic Influences
- Renewable and Nonrenewable Resources: Distribution, Ownership, Use, Degradation (15%)
 - A. Water
 - B. Minerals
 - C. Soils
 - D. Biological
 - E. Energy
 - F. Land
- Environmental Quality (20%)
 - A. Air/Water/Soil
 - B. Solid Waste
 - C. Impact on Human Health
- Global Changes and Their Consequences (15%)
 - A. First-order Effects
 - Higher-order Interactions
- Environment and Society: Trade-Offs and Decision Making (5%)
 - A. Economic Forces
- B. Cultural and Aesthetic Considerations
- C. Environmental Ethics
 - D. Environmental Laws and Regulations (International, National, and Regional)
- Choices for the Future (5%)
 - A. Conservation
 - B. Preservation
 - C. Remediation
 - D. Sustainability

Skills: Students will be able to...

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

Assessment & ESLRS: Students will...

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

PHYSICS

Prerequisite: Concurrent enrollment in Math 3 and completion of IS1 and IS 2 with a C or better.

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

Understanding and Knowledge:

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

Skills: Students will be able to...

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

Assessment & ESLRS: Students will...

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

AP PHYSICS

Prerequisite: Juniors or Seniors. Concurrent enrollment in Enh. Math 3 or above and 3.5 in 11th grade CP Science or completion of H IS 2 with GPA of 3.5 or higher and current science teacher recommendation.

This course includes topics in both classical and modern physics. Knowledge of algebra and basic trigonometry is required for the course; the basic ideas of calculus may be introduced in the theoretical development of some physical concepts, such as acceleration and work. Understanding of the basic principles involved and the ability to apply these principles in the solution of problems should be the major goals of the course. Topics include but are not limited to Newtonian Mechanics, Thermal Physics, Electricity and Magnetism, Waves and Optics and Atomic and Nuclear Physics.

Understanding and knowledge:

Newtonian Mechanics

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

Thermal Physics

- Temperature and heat
- Kinetic theory and thermodynamics

Electricity and Magnetism

- Electrostatics
- Conductors, capacitors, dielectrics
- Electric circuits
- Magnetostatics
- Electromagnetism

Optics and Motion

- Wave Optics
- Physical motion
- Geometric optics

Atomic and Nuclear physics

- Atomic physics and quantum effects
- Nuclear physics

Skills: Students will be able to...

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

Assessment & ESLRS: Students will...

- Form hypotheses and conclusions based on observations, explanations, models and predictions consistent with evidence while continually re-evaluating those hypotheses as new evidence is discovered.

- Design and use tables, graphs, charts and written analyses to communicate findings and conclusions obtained from collected data while comparing and contrasting other conclusions based on the same data.
- Investigate scientific phenomena through experiments, field studies and research done independently and as a group by identifying variables which could affect experimental results.

THE FORENSICS CORE: HONORS FORENSIC SCIENCE

Prerequisite: Juniors or Seniors. Concurrent enrollment in Critical Theory and Forensic Psychology and completion of IS2. By application only.

Forensic Science is the application of science to the law. It has become a comprehensive subject incorporating Biology, Chemistry, Physics, Entomology, Earth Science, Anatomy and Physiology as well as other aspects of Science. Major topics include processing a crime scene, collecting and preserving evidence, identifying types of physical evidence, organic and inorganic analysis of evidence, hair, fibers, and paint, toxicology, arson and explosion investigations, serology, DNA, fingerprints, firearms, and document analysis. The main focus of this course will be to emphasize the evidential value of crime scene and related evidence and the services of what has become known as the crime laboratory. This course combines basic theory and real laboratory experiments, creating an experiment based situation for the better understanding of the students. The experiments used reinforce previously learned scientific principles rooted in Biology, Chemistry and Physics.

Understanding and knowledge:

Forensic Science and the Law

- Crime Laboratories
- Methodology
- Criminal Justice
- Federal Rules of Evidence

Finger Prints

- Anatomy and Types of prints
- Chemical restoration of prints

Hair and Fibers

- Form and Structure of Hair
- Hair as a chemical indicator
- Sources and Types of fibers
- Fiber morphology and analysis

Drugs and Toxicology

- Thin-Layer Chromatography
- Metabolism
- Presumptive and Confirmatory tests
- History of Poisons
- Toxicity

Blood and DNA analysis

- Serology
- Blood typing
- Blood spatter analysis
- Biological aspects of DNA
- RFLP Analysis for DNA Profiling
- Electrophoresis
- Polymerase Chain Reaction
- Short Tandem Repeats

Entomology

- Taxonomy
- Life cycle of insects
- Insects of Death

Human Remains

- Process of Death
- Anthropology
- Skeleton analysis
- Sex and Age Determination

- Facial Reconstruction

Skills: Students will be able to...

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

Assessment & ESLRS: Students will...

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

THE VISUAL AND PERFORMING ARTS

The Fine Arts Program at Northwood High School includes courses that span all areas of both the performing arts and the visual arts. Courses will focus on developing and refining skills of the artist. Each Visual and Performing Arts student will have a meaningful experience and breadth of knowledge of the arts. Students will apply their artistry, technique, and experience in the creation of art. These experiences will provide the basis for being continuous learners, advocates for, and potential industry professionals in the arts. All Fine Arts courses will create linkages with other academic disciplines whenever appropriate to student growth and understanding. Areas of focus in the Fine Arts will include: Drama, Vocal Music, Instrumental Music, Dance and the Visual Arts. The following pages outline the course offerings for Dance, Drama, Instrumental and Vocal Music.

There are a number of courses that are considered both VAPA and CTE classes, offering students artistic experiences with career and technical connections. These classes include: The Computer Graphics Pathway and the Video Production Pathway courses. Course descriptions for these classes can be found in the CTE section of the Program of Studies.

CREATIVE DRAMA 1 & 2

This class is designed for students with little or no theater experience and promotes enjoyment and appreciation for all aspects of theater. Classwork focuses on the exploration of theater literature, performance, historical and cultural connections and technical requirements. Improvisation, creative dramatics and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theater also helps students gain appreciation for other art forms, such as music, dance and visual art. Second semester focuses on scene study. Class provides opportunities for students to develop skills in critical listening and thinking as well as stage presence, ensemble work and aesthetic awareness culminating in periodic classroom and/or public performances. Students also learn about the organizational structure of theater and theater literature. Of importance in Creative Drama is students' opportunity to develop fundamental group and self-assessment skills, problem solving skills; the ability to connect the literature being studied to a variety of cultures, history and other content areas; and development of 21st century skills that will help students be successful after high school graduation.

Understanding and Knowledge:

- The role voice and movement play in character development
- Acting and other areas of the discipline.
- Scene Study
- Character Analysis
- Dramatic Plot Development
- Directing Techniques

Skills: Students will be able to...

- Work alone and in pairs to present pantomimes and improvised monologues and scenes.
- Use scripts in preparation for monologues.
- Self-evaluate through the usage of rubrics, open-ended questions and reflective journals; noting effective elements and making suggestions for improvement.
- Research information about specific theatrical styles that define another time and culture.
- Use the basic terminology of evaluation -- intent, structure, effectiveness and worth -- when critiquing their own and others' performances.
- Perform scenes that provide a wide range of characters with varied speech and movement patterns.
- Develop a video acting portfolio.
- Write a critical analysis of a character from a published play.
- Apply their awareness of history and culture to the development of various theatrical styles and genres.

Assessments & ESLRs: Students will....

- Students will present a believable character in the form of a monologue.
- Students will define and demonstrate a working knowledge of acting, stage and voice terminology, blocking and directing techniques.
- Students will evaluate through the usage of rubrics, open ended questions and reflective journals: noting effective elements of acting technique.
- Students will communicate clearly and appropriately for various audiences.
- Students and teachers will assess video-acting portfolios.
- Students will progress as Effective Communicators by utilizing multiple forms of communications to express understanding of content.

INTERMEDIATE DRAMA

Prerequisites: Creative Drama 1 & 2.

Intermediate Drama is designed for those students who have completed one year of Creative Dramatics. Students will continue to explore the world of theater through the eyes of the playwright, actor, designer and director. Through active participation in theater, students

learn to make artistic choices and critique dramatic works. Students will present a one-act play showcase and produce the Young Playwrights Project. Intermediate students are expected to attend all rehearsals and performances of the Intermediate Drama class.

Understanding and Knowledge:

- Character study
- Audition techniques
- The principles of theatrical make-up design

Skills: Students will be able to...

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

Assessments & ESLRs: Students will...

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

ADVANCED DRAMA

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

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

Understanding and Knowledge:

- Script analysis
- Directorial techniques
- Careers in theater

Skills: Students will be able to...

- Demonstrate artistic discipline to achieve an ensemble in rehearsal and performance.
- Create consistent characters from classical, contemporary, realistic and non-realistic texts in informal and formal theater.
- Participate actively in organized theater.
- Create a performance a resume/portfolio of acting scenes.
- Participate in festivals and competitions.
- Attend two professional theater performances.

Assessments & ESLRs: Students will...

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

TECHNICAL THEATER A, B

This course is designed to provide a working knowledge of the basic aspects of technical theater production. The Northwood High Theater is a 620-seat facility complete with fly loft, light and sound control rooms, materials assembly shop and a studio performance space. Students enrolled in Technical Theater are required to provide back stage assistance for NHS play productions, vocal/instrumental/dance. The curriculum is aligned to the CA CTE Model Curriculum Standards and Career Ready Standards for the Arts, Media, and Entertainment industry sector and Production and Managerial Arts career pathway.

Understanding and Knowledge of:

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

Skills: Students will be able to...

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

Assessments & ESLRs: Students will...

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

PLAY PRODUCTION

Prerequisites: Audition/Interview.

This is a variable credit, quarter long class

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

Understanding and Knowledge of:

- Basic – proficient aspects in producing a theater production.
- Theater etiquette and rehearsal practices.
- Basic -proficient acting techniques.
- Proper use of basic tools, equipment and techniques used in theater production.
- Proper safety procedures in theater production for both actors and stage crew.

Skills: Students will

- Produce a play or musical for public performance.
- Identify and discuss play’s genre and artistic style from both an acting and technical standpoint.
- Analyze the different production elements that contribute to the overall production concept.
- Work collaboratively with the actors’ ensemble, the design team and the director(s).

- Demonstrate proper safety procedures in theater production.

Assessments and ESLERS:

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

BASS CLEF

Prerequisite: No audition is required.

Students are required to attend all rehearsals and performances of the BASS CLEF.

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

Understanding and Knowledge:

- Music notation in treble and bass clefs.
- Basic rhythmic notation.

Skills: Students will be able to...

- Demonstrate knowledge of terminology pertinent to the performance of choral music.
- Demonstrate correct singing technique and understanding of correct technique.
- Demonstrate appropriate rehearsal discipline and performance skills.

Assessments and ESLRS: Students will...

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

TREBLE CLEF

Prerequisite: No audition is required.

Students are required to attend all rehearsals and performances of the TREBLE CLEF.

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

Understanding and Knowledge:

- Music notation in treble and bass clefs.
- Basic rhythmic notation.

Skills: Students will be able to:

- Demonstrate knowledge of terminology pertinent to the performance of choral music.
- Demonstrate correct singing technique and understanding corrects technique
- Demonstrate appropriate rehearsal discipline and performance skills.

Assessments & ESLRS: Students will...

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

VIVA CANTAR

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

Students are required to attend all rehearsals and performances of VIVA CANTAR.

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

Understanding and Knowledge:

- Music notation in treble and bass clefs.
- Advanced rhythmic notation.

Skills: Students will be able to...

- Demonstrate knowledge of terminology pertinent to the performance of choral music.
- Demonstrate correct singing technique and understanding of corrects technique.
- Demonstrate appropriate rehearsal discipline and performance skills.

Assessments & ESLRs: Students will...

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

BEL CANTO

Prerequisite: An audition only ensemble intended for sopranos and altos singers of intermediate to advanced ability. Students are required to attend all rehearsals and performances of BEL CANTO.

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

Understanding and Knowledge:

- Music notation in treble and bass clefs.
- Advanced rhythmic notation.

Skills: Students will be able to...

- Demonstrate knowledge of terminology pertinent to the performance of choral music.
- Demonstrate correct singing technique and understanding of corrects technique.
- Demonstrate appropriate rehearsal discipline and performance skills.

Assessments & ESLRs: Students will...

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

CONCERT CHORALE

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

Selection is dependent upon appropriate balance between sopranos, altos, tenors, and basses.

Students are required to attend all rehearsals and performances of the CONCERT CHORALE.

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

Understanding and Knowledge:

- Music notation in treble and bass clefs.
- Advanced rhythmic notation.

Skills: Students will be able to...

- Demonstrate knowledge of terminology pertinent to the performance of choral music.
- Demonstrate correct singing technique and understanding of corrects technique.
- Demonstrate appropriate rehearsal discipline and performance skills.

Assessments and ESLRS

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

CHAMBER SINGERS

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

Students are required to attend all rehearsals and performances of the CHAMBER SINGERS.

This ensemble specializes in the performance of challenging literature of diverse genre. Students will acquire skills in reading music notation and in vocal production. Through singing, students will express themselves creatively. During the course of the year, students

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

Understanding and Knowledge:

- Music notation in treble and bass clefs.
- Advanced rhythmic notation.

Skills: Students will be able to:

- Demonstrate knowledge of terminology pertinent to the performance of choral music.
- Demonstrate correct singing technique and understanding of corrects technique.
- Demonstrate appropriate rehearsal discipline and performance skills.

Assessments & ESLRs: Students will...

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

STUDIO GUITAR 1, 2

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

Understanding and Knowledge:

- Music terminology.
- Performance discipline.
- Historical and cultural perspective of the piano.

Skills: Students will be able to...

- Demonstrate the ability to sight-read.
- Perform competently as a soloist.
- Demonstrate the ability to perform in major and minor keys.

Assessments & ESLRS: Students will...

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

CONCERT BAND

Prerequisite: None.

Concert Band is a performing ensemble that studies class C and B music literature. Students will study beginning theory and vocabulary used in concert literature. During the learning process, students will discover the historical concepts for various styles of wind music. Students will understand and demonstrate music as a way to create and communicate musical meaning and emotion. They will identify and demonstrate listening skills, analyze group and individual performances using appropriate musical language and pedagogical skills related to their chosen instruments. Guest clinicians and conductors will be used throughout the course to extend the

students' knowledge of instrument skills and music literature. Students will develop fundamental artistic and aesthetic understanding by writing critiques of live music concerts. Communication and interpretation skills will be used by the students while producing and performing in their own concerts, which may include collaboration with other arts disciplines.

Understanding and Knowledge:

- Intermediate musical notation.
- Intermediate music vocabulary and terminology.

Skills: Students will be able to...

- Demonstrate well-developed rehearsal and performance skills.
- Play independently and expressively, with appropriate dynamics, phrasing, and interpretation.

Assessments and ESLRS: Students will...

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

SYMPHONIC BAND

Prerequisite: Audition Only.

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

Understanding and Knowledge:

- Advance musical notation.
- Advanced music vocabulary and terminology.

Skills: Students will be able to...

- Demonstrate well-developed rehearsal and performance skills.
- Play independently and expressively, with appropriate dynamics, phrasing, and interpretation.

Assessments & ESLRS: Students will...

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

WIND ENSEMBLE

Prerequisite: Audition Only.

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

Understanding and Knowledge of:

- Musical notation.
- Advanced music vocabulary and terminology.

Skills: Students will be able to...

- Demonstrate well-developed rehearsal and performance skills.
- Play independently and expressively, with appropriate dynamics, phrasing, and interpretation.

Assessment & ESLRS: Students will...

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

WIND SYMPHONY

Prerequisite: Audition Only.

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

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

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

Assessment Techniques:

- Written exams on music terminology and theory.
- Written and oral critiques of professional and amateur music concerts.

- Public performances and music festivals.
- Small Symphony and individual assessments.

Instructional Materials

- CD's
- Videos
- Reference Texts

STRING ORCHESTRA

Prerequisite: None.

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

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

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

Assessment Techniques:

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

Instructional Materials

- Compact Discs and other recorded material
- Videos
- Reference Texts

SYMPHONIC ORCHESTRA

Prerequisite: Audition Only.

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

Understanding and Knowledge:

- Advanced musical notation
- Advanced music vocabulary and terminology

Skills: Students will be able to...

- Demonstrate well-developed rehearsal and performance skills.
- Play independently and expressively, with appropriate dynamics, phrasing, and interpretation.

Assessments and ESLRs: Students will:

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

CONCERT ORCHESTRA

Prerequisite: Audition and Instructor Recommendation.

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

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

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

Assessment Techniques:

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

Instructional Materials:

- CD's
- Videos
- Reference Texts

PHILHARMONIC ORCHESTRA

Prerequisite: Audition Only

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

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

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

Assessment Techniques:

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

Instructional Materials

- CD's
- Videos
- Reference Texts

CHAMBER WINDS AND PERCUSSION

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

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

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

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

- Play independently and expressively, with appropriate dynamics, phrasing, and interpretation.

Understanding and Knowledge of:

- Musical notation.
- Advanced music vocabulary and terminology
- Advanced pedagogical skills for the students chosen instrument.
- Orchestral Literature and traditions.

Skills: Students will be able to...

- Demonstrate well-developed rehearsal and performance skills.
- Play independently and expressively, with appropriate dynamics, phrasing, and interpretation.

Assessment & ESLRS: Students will...

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

Assessment Techniques:

- Written exams on music terminology and theory.
- Written and oral critiques of professional and amateur music concerts, performances and music festivals, small ensembles and individual assessments.

Instructional Materials

- Compact Discs and other recorded material.
- Videos.
- Reference Texts.
- Music Software.

JAZZ ENSEMBLE (I, II, III)

Prerequisite: Audition Only.

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

Understanding and Knowledge:

- Musical notation.
- Advanced music vocabulary and terminology.

Skills: Students will be able to...

- Improvise in different jazz styles.
- Demonstrate well-developed rehearsal and performance skills.
- Play independently and expressively, with appropriate dynamics, phrasing, and interpretation.

Assessment & ESLRs: Students will...

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

MUSIC THEORY

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

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

Understanding and Knowledge:

- MIDI technology.
- Stylistic and historical music periods, along with general performance practices.

Skills: Students will be able to...

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

Assessment & ESLRs: Students will...

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

ADVANCED PLACEMENT MUSIC THEORY

Prerequisite: Teacher Recommendation required.

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

Understanding and Knowledge

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

Skills: Students will be able to...

- Play basic melodies and harmonies on a piano keyboard.
- Compose a 32 measure musical composition in a chosen style.
- Demonstrate developing speed and fluency in working with musical notation.
- Exhibit advanced skill in melodic, harmonic and rhythmic dictation.

- Perform sight singing in four to eight measure melodies in major and minor tonalities.
- Display advanced compositional and analytical skills.
- Earn college credit for Freshman Music Theory by passing the Advanced Placement test.

Assessment & ESLRs: Students will...

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

THE TIMBERWOLF MARCHING BAND

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

5 units of Physical Education credit is received for the course, however 9th graders must be enrolled in PE/sport.

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

Understanding and Knowledge of:

- Proper marching techniques.
- Proper warm-up and cool down strategies and techniques.
- Proper practice strategies and techniques.

Skills: Students will be able to...

- Demonstrate proper marching techniques while performing their chosen instrument.
- Develop cooperative work habits and leadership skills.

Assessments and ESLRs: Students will...

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

COLOR GUARD

Prerequisite: None.

Physical Education credit is received for the course, however 9th graders must be enrolled in PE/sport.

Fall semester activities include performing as part of the NHS Marching Band at football games, in parades, at competitions and other functions. All performances, rehearsals and after school commitments are required for students enrolled in the course.

DANCE TECHNIQUE LEVEL ONE

Prerequisite: None.

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

Understanding and Knowledge...

- A basic knowledge of the history of dance.
- A dance vocabulary.

Skills: Students will be able to...

- Execute proper body alignment.
- Demonstrate growth in flexibility.
- Demonstrate growth in coordination.
- Demonstrate growth in strength and endurance.
- Perform basic movement patterns.

Assessments and ESLRS: Students will...

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

DANCE TECHNIQUE LEVEL TWO

Prerequisites: Placement Audition or instructor permission.

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

Understanding and Knowledge...

- Historical choreographic studies.
- Goal setting techniques.

Skills: Students will be able to...

- Demonstrate personal growth in dance skills.
- Demonstrate personal growth in performance skills.
- Identify specific muscles.

Assessments and ESLRS: Students will...

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

DANCE TECHNIQUE LEVEL THREE

Prerequisites: Placement Audition or Instructor permission.

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

Understanding and Knowledge...

- Choreography.

- Problem solving techniques.

Skills: Students will be able to...

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

Assessments and ESLRS: Students will...

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

DANCE THEATER

Prerequisite: Placement Audition.

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

Understanding and Knowledge:

- Choreography.
- Problem solving techniques.
- Leadership skills.

Skills: Students will be able to...

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

Assessment & ESLRS: Students will...

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

DANCE THEATER II

Prerequisite: Placement Audition.

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

Understanding and Knowledge:

- Choreography.
- Problem solving techniques.

- Leadership skills.

Skills: Students will be able to...

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

Assessment & ESLRS: Students will...

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

INTRODUCTION TO ART

Prerequisite: None.

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

Understanding and Knowledge:

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

Skills: Students will be able to...

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

Assessments & ESLRS: Students will....

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

PAINTING AND DRAWING

Prerequisite: Introduction to Art and/or art teacher approval via portfolio review.

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

Understanding and Knowledge:

- Various drawing and painting techniques.
- Drawing and painting media applications.
- One or more artists and/or styles from art history.

Skills: Students will be able to...

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

Assessments & ESLRS: Students will....

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

ART PORTFOLIO PREP

Prerequisite: For grades 11 and 12 only and an “A” or “B” in Painting and Drawing or AP Studio art or art teacher approval via portfolio review.

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

Understanding and Knowledge:

- Various drawing and painting techniques.
- Drawing and painting media applications.
- One or more artists and/or styles from art history.

Skills: Students will be able to...

- Utilize various drawing and painting media in a creative work of art.
- Develop ideas into a finished drawing and/or painting.
- Work cooperatively with other students on a painting or drawing.
- Utilize and identify various surfaces used with drawing and painting.
- Utilize research skills in employing school and public libraries as reference sources.

- Employ language skills through classroom discussion of visual art concepts.
- Employ writing skills to describe the formal and expressive qualities of art.
- Employ mathematical skills related to proportion and scale
- Employ organizational skills to complete a project on time.
- Produce an art portfolio that they can utilize at college fairs and interviews.

Assessments & ESLRS: Students will...

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

ADVANCED PLACEMENT STUDIO ART: DRAWING

Prerequisite: An “A” grade in 1 year of Painting and Drawing and permission of instructor via Portfolio Evaluation. Grades 11 & 12 only.

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

Understanding and Knowledge:

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

Skills: Students will be able to:

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

Assessments & ESLRS: Students will...

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

Assessments & ESLRS: Students will....

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

ADVANCED PLACEMENT ART HISTORY

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

This course focuses on the major forms of artistic expression of the past as well as the present. It is taught at the level of an introductory college course and requires a considerable amount of reading and writing. The course format is lecture, slide

presentations, discussion, examinations and in-class essays. AP Art History is designed to provide the tools necessary to do well on the very rigorous AP exam by developing a student's artistic knowledge base while improving his or her thinking and writing skills.

Understanding and Knowledge:

- Architecture, sculpture, painting and other art forms

Skills: Students will be able to...

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

Assessment & ESLRS: Students will...

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

BEGINNING CERAMICS

Prerequisite: None.

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

Understanding and Knowledge:

- Hand building,
- Potter's wheel methods,
- Ceramics terminology,
- Surface design and texture,
- Firing temperatures and glaze components,

Skills: Students will be able to:

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

Assessment & ESLRS: Students will...

- Develop, create, support and evaluate artistic projects.
- Establish and use rigorous standards of quality in the evaluation of artwork.
- Acquire knowledge regarding the historical and cultural role of ceramic artwork and demonstrate this knowledge on written tests and quizzes.

INTERMEDIATE CERAMICS Prerequisite: Beginning Ceramics A&B.

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

Understanding and Knowledge:

- Hand building.
- Potter's wheel methods.
- Ceramics terminology.
- Surface design and texture.
- Firing temperatures and glaze components.

Skills: Students will be able to:

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

Assessment & ESLRs:

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

ADVANCED CERAMICS

Prerequisite: College Prep Ceramics.

Advanced Studio Ceramics is a rapid paced, dynamic course designed for the student interested in pursuing a college art degree, or an art related career. Individual projects are student driven concepts based around the following clay forms: jar with lid, cup and saucer, set of four, tea pot, vase with handle, free form sculpture, and multi technique-joined form. These forms are integral to the continued student technical and artistic development. Students are required to research each form, sketch, and thoroughly discuss the process with the instructor before any clay construction begins. By researching contemporary and historical artists students gain important insight into how the ceramic medium affects the art world. This research also plays a valid role in student motivation, and stylistic development. Students will also find motivation, and artistic influence, through exploration of required museum, gallery, and web site visitation. During the first semester, students will spend time in small group collaboration, give presentations and develop a body of work in which refinement of skill is learned on a continual basis. First semester emphasis is placed equally on the product and the process. Students will focus in depth on surface firing effects by exploring Saggar, Raku, Pit and Reduction firings. Students will be

introduced to glaze chemistry, and create several signature glazes through exploration and test tile firings. Second Semester focus will draw from first semester research. Development of ideas will be carried out during this semester in the form of series oriented work. Students will choose a primary mode of creation either wheel thrown, or hand built projects. Students will create work that requires longer time frames. Some samples are place settings, realistic sculptures, and detailed surface carvings. The emphasis shifts to the quality of the finished product versus the quantity of initial skill development.

Understanding and Knowledge:

- Advanced ceramics techniques and terminology.
- Contemporary and historical artists.
- Saggar, Raku, Pit and Reduction firings.
- Glaze chemistry.

Skills: Students will be able to...

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

Assessment & ESLRs:

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

SCREEN PRINT DESIGN

Prerequisites: None.

This course is designed for the student who has an interest in the area of printmaking and silk screening. This class is designed to give students insight into the world of design as it pertains to advertising, promotion and production. The course will focus on the concepts, processes and production needs required to take ideas from start to finish culminating with an original art piece.

Skills: Students will...

- Gain experience in printmaking techniques such as silk screen lino print, etching and wood cut processes.
- Students will utilize Adobe Photoshop and Illustrator during the design and creation of their ideas.
- Express their creativity visually and develop and showcase their ability to communicate ideas through a variety of graphic media incorporating the elements & principles of art.
- Be able to print images onto paper, canvas and clothing.

VISUAL IMAGERY (Photography)

Prerequisite: None.

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

Understanding and Knowledge:

- Producing and printing photographic imagery in a digital format.

Skills: Students will...

- Learn technical use of a digital camera.
- Have understanding of depth-of field.
- Have knowledge of light source.
- Learn compositional analysis and development.

- Have knowledge of photographic terminology.
- Have understanding of Adobe Photoshop.
- Learn digital scanning and print processing.
- Learn portfolio presentation.
- Have understanding of the history of photography.
- Learn use of photography for aesthetic expression.
- Have knowledge of photography for portraiture and historical documentation.
- Learn commercial applications of photography.

Assessments and ESLRS: Students will...

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

ADVANCED VISUAL IMAGERY (Photography)

Prerequisite: 1 year of Visual Imagery or ROP Visual Imagery. Grades 10-12.

This is a 1 year studio course which builds upon the student’s knowledge of tools and techniques involved in making photographs digitally. Photographic composition will continue to be emphasized through Elements of Art and Principles of Design further developing the student’s “artistic eye”. Advanced instruction in Adobe Photoshop will be used to edit photos. Students must be able to work independently to shoot a series of photos for each assignment.

Understanding and Knowledge:

- Producing and editing photographs digitally.
- Ability to work with computers, scanners, and digital storage devices.
- Elements of Art and Principles of Design.

Skills: Students will be able to...

- Understand the history of photography as an art form.
- Demonstrate their knowledge of advanced photographic techniques.
- Show understanding of photographic terminology.
- Describe the Elements of Art and Principles of Design relative to photography.
- Research a photographer of their choice and write a paper about them.
- Visit a gallery and view and critique a photographic exhibit.

Assessments & ESLRS: Students will...

- Create a Portfolio of work and an artist’s statement ready for submission for college entrance or internships.
- Establish and use rigorous standards of quality in the evaluation of artwork.
- Effectively collaborate on small group projects.

ADVANCED PLACEMENT VISUAL IMAGERY (AP 2D-DESIGN PHOTOGRAPHY)

Prerequisite: Advanced Visual Imagery.

Students will engage in advanced study of photography culminating with the submission of a portfolio of work to the College Board. Students will concentrate their focus on the three aspects of the AP 2D-Design which include; Quality, Breadth and Concentration. Principles of design provide the foundation of instruction while research of master and student works by other photographers, written critiques, group critiques and a variety of technical skills support instruction. Students will be expected to maintain a highly advanced level of discipline to work independently in the creation of quality work.

Portfolio Requirements

As outlined by the College Board, students submit a portfolio for examination. The portfolio must include the criteria listed below.

- **Quality:** 5 actual pieces of artwork sent to the College Board. (Everything else will be sent as a slide). These pieces should reflect excellence in technique and design.
- **Concentration:** This section requires the student to explore a compelling idea, theme, concept, subject or issue. 12 slides are submitted for this portion. All 12 works will revolve around the subject student will choose at the beginning of the year.
- **Breadth:** In this section, students are encouraged to explore a variety of subjects, techniques, mediums and aesthetic issues. 12 slides are required of 12 different works.

YEARBOOK

Prerequisite: Approval of Instructor.

Yearbook is a class designed to give the student experience in all aspects and techniques utilized in the production of *The Element*, the Northwood High School Yearbook. Students are selected for this class on the basis of interest, good writing skills and art and/or photography experience. Yearbook is structured to give the student an understanding of the role of print media in society. Students will develop through training and practical use, the skills of writing for publication, page layout and composition, the use of artwork and photography in a publication, and to gain a historical awareness of print media. The student will develop the ability to search out information, organize, edit, and prepare it for publication. Students will work individually and in groups in the preparation of these materials. Each student will be responsible for a particular section of the yearbook. In this section they will determine the content, layout of the spread, utilize necessary art and/or photography and check proofs for correctness.

Understanding and Knowledge:

- Commonly used tools and terms used in yearbook production.
- The artistic and historical uses of a yearbook.

Skills: Students will be able to...

- Complete many yearbook pages/spreads utilizing and applying media, techniques and processes of publication production.
- Utilize input from a wide range of sources and disciplines to complete the yearbook.

Assessment & ESLRs: Students will...

- Effectively collaborate with others on group projects.
- Develop, create, support and evaluate artistic projects.
- Student will demonstrate complex thinking in the completion of their specific yearbook duties.
- Acquire knowledge regarding publication techniques and vocabulary and demonstrate this knowledge on written tests and quizzes.
- Prioritize and use time effectively in the completion of yearbook pages and spreads.

CAREER TECH EDUCATION (CTE)

INTRODUCTION TO CULINARY ARTS

Grades: 10-12

Prerequisite: None.

This year-long course emphasizes life and career skills to benefit students with an interest in the restaurant and hospitality industry, as well as students with a simple interest in cooking. Students will learn foundation kitchen knowledge, such as basic kitchen safety and sanitation, knife skills, knowledge of *mise en place*, and kitchen measurements and conversions. They will also learn the terminology, techniques, and ingredients used in a professional kitchen. The course will concurrently develop students' practical application of technical skills and their culinary knowledge base to create a fun and challenging learning environment. Students will have the opportunity to earn their California Food Handler certificates as part of the course. This class covers both savory and sweet culinary topics. Kitchen activities include: demonstrations, experiments, and cooking a variety of cultural foods and desserts. The curriculum is aligned to the CA CTE Model Curriculum Standards and Career Ready Standards for the Hospitality, Tourism, and Recreation industry sector and Food Science, Dietetics, and Nutrition career pathway.

Understanding and Knowledge:

- Food preparation.
- Nutrition.
- Techniques and Terminology.

Skills: Students will be able to....

- Demonstrate safe and sanitary food preparation.
- Prepare nutritionally balanced meals to promote a healthy diet.
- Cook and prepare a wide variety of foods.

Assessments & ESLRs:

- Students will create unique and nutritionally balanced meals.
- Students will participate actively in organized groups.
- Students will learn about career pathways involving culinary skills.

FOODS

Grades 9-12

Prerequisite: None.

This semester course provides students with basic nutrition and wellness knowledge and basic food preparation skills. Emphasis is placed on food preparation, kitchen and meal management and the relationship of diet to health. Topics of study include nutrition, meal planning, label information, safety and sanitation, kitchen equipment, measuring, use of recipes, basic food preparation and consumer skills. The curriculum is aligned to the CA CTE Model Curriculum Standards and Career Ready Standards for the Hospitality, Tourism, and Recreation industry sector and Food Science, Dietetics and Nutrition career pathway.

Understanding and Knowledge:

- Food preparation.
- Nutrition.

Skills: Students will be able to....

- Demonstrate safe and sanitary food preparation.
- Prepare nutritionally balanced meals to promote a healthy diet.
- Prepare a variety of foods.

Assessments & ESLRs:

- Students will create unique and nutritionally balanced meals.
- Students will participate actively in organized groups.
- Students will apply USDA recommendations to daily eating habits.

ADVANCED CULINARY ARTS

Grades: 11-12

Prerequisite: Completion of Intro to Culinary Arts and teacher recommendation

This course builds on the foundations built in Intro to Culinary Arts. It emphasizes life and career skills and their application to real world situations. This class will cover various global cuisines and expose students to advanced techniques in food preparation, as they continue to refine their skills. This class covers both savory and sweet culinary topics. Kitchen activities include: demonstrations, experiments, and cooking a variety of cultural foods and desserts. The curriculum is aligned to the CA CTE Model Curriculum Standards and Career Ready Standards for the Hospitality, Tourism, and Recreation industry sector and Food Science, Dietetics, and Nutrition career pathway.

Understanding and Knowledge:

- Food preparation.
- Nutrition.
- Techniques & Terminology.

Skills: Students will be able to....

- Demonstrate safe and sanitary food preparation.
- Prepare nutritionally balanced meals to promote a healthy diet.
- Cook and prepare a wide variety of foods.

Assessments & ESLRs:

- Students will create unique and nutritionally balanced meals.
- Students will participate actively in organized groups.
- Students will learn about career pathways involving culinary skills.

COMPUTER GRAPHICS

Prerequisite: None.

Introduction to Computer Graphic Design course is a beginning course that explores how to utilize artistic elements and principles of design in various computer graphic software and media. The class is structured around various projects emphasizing the elements of art (line, shape, color, space and texture). It will also introduce the student to the principles of compositional design (rhythm, balance, proportions, unity and variety). The class is designed to allow students the opportunity to learn of and utilize various graphic and desktop publishing software programs such as PhotoShop, InDesign and Illustrator. This course will be essential for students of today's technology and computer dominated world. Students will create various projects such as magazine covers, movie posters, travel guides, business cards, business cards, and restaurant menus, logo creation and design, visual graphic art and text effects. Students will also learn computer tech related terminology and the components of computer hardware. The course is UC/Cal State A-G Fine Arts approved and also follows and meets the CTE (Career Tech Education) standards/requirements. The curriculum is also an IVC articulated course. Completion of this class may lead to earning course and/or credit in Irvine Valley College's Technology Department. The curriculum is aligned to the CA CTE Model Curriculum Standards and Career Ready Standards for the Arts, Media, and Entertainment industry sector and Design, Visual, and Media Arts career pathway.

Understanding and Knowledge:

- The importance and influence graphic software design programs have in today's society.
- The Elements of Art and their importance in layout and composition.
- One or more graphic software programs.

Skills: Students will be able to...

- Demonstrate the proper use of hardware devices as it relates to assigned projects.
- Incorporate different graphic software programs into one integrated design.
- Prepare a professional virtual digital portfolio of all of their work for use in related interviews.
- Demonstrate the use of vocabulary as it relates to the computer and its software.
- Demonstrate the ability to reach various aspects of computer graphic design on the Internet.

- Develop and complete ideas from origin to finished product.

Assessment & ESLRS: Students will...

- Effectively collaborate with others on group projects.
- Develop, create, support and evaluate artistic projects.
- Student will demonstrate complex thinking on written tests and quizzes covering related vocabulary, terminology, and programs.

INTERMEDIATE COMPUTER GRAPHICS

Prerequisite: A or B grade in Introduction to Computer Graphics or Teacher Recommendation.

Intermediate Computer Graphics is designed to allow students the opportunity to gain further skill and complete projects that require more advanced, critical thought and complete application integration of graphic software programs utilizing the Elements and Principles of Design as they relate to digital visual arts. The course will assist students in learning how to incorporate these and other software programs (Flash, Quicktime, Swift3D, Photoshop, Audacity) in animation concepts, Flash for website design, creating commercial advertisements and movie trailers that are of high quality and with a professional presentation. This course will be a catalyst for future advanced computer graphics classes concentrating on 3D CAD programs and 3D printing. The course is UC/Cal State A-G Fine Arts approved and also follows and meets the CTE (Career Tech Education) standards/requirements. The curriculum is also an IVC articulation course. Completion of this class may lead to earning course and/or credit in Irvine Valley College’s Technology Department. The curriculum is aligned to the CA CTE Model Curriculum Standards and Career Ready Standards for the Arts, Media, and Entertainment industry sector and Design, Visual, and Media Arts career pathway.

Understanding and Knowledge:

- The importance and influence graphic software design programs have in today’s society.
- One or more computer hardware components.
- One or more graphic software programs.

Skills: Students will be able to...

- Demonstrate the proper use of hardware devices as it relates to assigned projects.
- Incorporate different graphic software programs into one integrated design.
- Create one or more Flash animations that can be used in web design.
- Prepare a professional “portfolio” of all of their work for use in related interviews.
- Demonstrate the use of vocabulary as it relates to the computer and its software.
- Demonstrate the ability to reach various aspects of computer graphic design on the Internet.
- Develop and complete ideas from origin to finished product.

Assessment & ESLRS: Students will...

- Effectively collaborate with others on group projects.
- Develop, create, support and evaluate artistic projects.

ADVANCED COMPUTER GRAPHICS

Prerequisite: An “A” or “B” in Intro to Computer Graphics, Intermediate Computer Graphics and/or teacher recommendation.

Advanced Computer Graphics will allow Juniors or Seniors the opportunity to explore various CAD software and video graphic programs such as Adobe After Effects, Chief Architect, Google Sketchup, Studio 3D Max, Swift 3D, Painter, Blender, ZBrush, Maya and more. It is intended for those interested in a career as a graphic artist, architect, industrial designer, interior decorator, game designer, video graphics or CAD. Students will also get the opportunity to use NHS’ 3D printer to produce prototypes and models of their 3D designs. The course is UC/Cal State A-G Fine Arts approved and also follows and meets the CTE (Career Tech Education) standards/requirements. The curriculum is also an IVC articulated course. Completion of this class may lead to earning course and/or credit in Irvine Valley College’s Technology Department. The curriculum is aligned to the CA CTE

Model Curriculum Standards and Career Ready Standards for the Arts, Media, and Entertainment industry sector and Design, Visual, and Media Arts career pathway.

Understanding and Knowledge:

- The importance and influence graphic software design programs have in today’s society.
- One or more computer hardware components.
- One or more graphic software programs.

Skills: Students will be able to...

- Demonstrate the proper use of hardware devices as it relates to assigned projects.
- Incorporate different graphic software programs into one integrated design.
- Create one or more projects using 3D graphic imagery.
- Print their designs on the 3D printer
- Prepare a professional “portfolio” of all of their work for use in related interviews.
- Demonstrate the use of vocabulary as it relates to the computer and its software.
- Demonstrate the ability to reach various aspects of computer graphic design on the Internet.
- Ability to work independently on projects and software of their choice.

Assessment & ESLRS: Students will...

- Effectively collaborate with others on group projects.
- Develop, create, support and evaluate artistic projects.

3-D COMPUTER ANIMATION AND DESIGN

Prerequisite: A or B and completion of Intro to Computer Graphics, Intermediate Computer Graphics, Advanced CG and/or teacher recommendation.

Juniors and Seniors only.

Students will continue to explore various CAD software and video graphic programs such as Adobe After Effects, Chief Architect, Google Sketchup, Studio 3D Max, Swift 3D, Painter, Blender, ZBrush, Maya and more. It is intended for those interested in a career as a graphic artist, architect, industrial designer, interior decorator, game designer, video graphics or CAD. Students will also get the opportunity to use NHS’ 3D printer to produce prototypes and models of their 3D designs. This class is structured with many independent, student driven project opportunities and is designed for the student with a passion for computer graphics and design. The course is UC/Cal State A-G Fine Arts approved and also follows and meets the CTE (Career Tech Education) standards/requirements. The curriculum is also an IVC articulated course. Completion of this class may lead to earning course and/or credit in Irvine Valley College’s Technology Department. The curriculum is aligned to the CA CTE Model Curriculum Standards and Career Ready Standards for the Arts, Media, and Entertainment industry sector and Design, Visual, and Media Arts career pathway.

Understanding and Knowledge:

- The importance and influence graphic software design programs have in today’s society.
- One or more computer hardware components.
- One or more graphic software programs.

Skills: Students will be able to...

- Demonstrate the proper use of hardware devices as it relates to assigned projects.
- Incorporate different graphic software programs into one integrated design.
- Print their designs on the 3D printer.
- Create one or more projects using 3D graphic imagery.
- Prepare a professional “portfolio” of all of their work for use in related interviews.
- Demonstrate the use of vocabulary as it relates to the computer and its software.
- Demonstrate the ability to reach various aspects of computer graphic design on the Internet.
- Ability to work independently on projects and software of their choice.

Assessment & ESLRS: Students will...

- Effectively collaborate with others on group projects.
- Develop, create, support and evaluate artistic projects.

AP COMPUTER SCIENCE

Prerequisite: Grade of “B” or better in Enhanced Math 2 or FST, or grade of “A” in Math 2.

AP Computer Science is a college-level course that covers the design, development, testing, and debugging of computer programs using the Java programming language. This introductory course is designed to serve as a first course in computer science for students with no prior computing experience. Emphasis will be placed on the study of Java syntax, object-oriented programming, problem solving, and algorithmic development. This course will also aim to prepare students for the College Board’s Advanced Placement Computer Science A examination. The curriculum is aligned to the CA CTE Model Curriculum Standards and Career Ready Standards for the Information and Communication Technologies industry sector and Information Support and Services career pathway.

Understanding and Knowledge:

- Students will obtain a broad foundational knowledge of the principle elements of computer science.
- Students will build on mathematical content and concepts from prior mathematics coursework.
- Students will investigate and explore logical approaches to problem solving.
- Students will study, create, and interpret functional relationships.
- Students will use methods to model and solve real-life problems.
- Students will engage in high-level critical thinking and problem solving.

Skills: Students will be able to...

- Design and implement computer-based solutions to problems in a variety of application areas by writing, running, and debugging computer programs.
- Discuss the use of computers and computer languages in other fields of study.
- Demonstrate knowledge of programming terminology and concepts.
- Differentiate among different levels of programming languages.
- Use and implement commonly-used algorithms and data structures.
- Develop and select appropriate algorithms and data structures to solve problems.
- Code fluently in an object-oriented paradigm using the programming language Java.
- Demonstrate the ability to read and modify large programs.
- Recognize the ethical and social implications of computer use.
- Collaborate with others to solve problems.

Assessment & ESLRs: Students will...

- Progress as effective communicators by writing and documenting clear and readable programs by collaborating with peers, and presenting their work.
- Progress as complex thinkers by accessing, analyzing, and synthesizing information to solve problems.
- Progress as producers of quality work by designing, creating, and refining their own original work.
- Progress as self-directed, life-long learners by acquiring a foundation in computer science that encourages the continued study of additional programming languages and paradigm.

INTRODUCTION TO ENGINEERING DESIGN

Prerequisite: Concurrent enrollment in Math 3 and completion of IS2 with a C or better.

This is a full-year college preparatory course that partially fulfills the U/CSU “g” elective requirement, but does not fulfill the “d” lab science requirement.

This class digs deep into the engineering design process by applying math, science and engineering standards to hands-on projects. Students work both individually and in teams to design solutions to a variety of problems using 3D modeling software and document their work in an engineering notebook. Topics include: design process, technical sketching and drawing, measurement and statistics, modeling skills, geometry of design, reverse engineering, documentation, advanced computer modeling, design team, and design challenges. The curriculum is aligned to the CA CTE Model Curriculum Standards and Career Ready Standards for the Engineering and Architecture industry sector and Engineering Technology career pathway.

Understanding and Knowledge:

- An engineering design process involves a characteristic set of practices and steps.
- Brainstorming may take many forms and is used to generate a large number of innovative, creative ideas in a short time.

- A solution path is selected and justified by evaluating and comparing competing design solutions based on jointly developed and agreed-upon design criteria and constraints.
- Problem solutions are optimized through evaluation and reflection and should be clearly communicated.
- Project planning tools and management skills are often used in the process of solving engineering design problems.
- Material and fastener choices used in a product design should be carefully chosen based on the impact to the product's design, cost, performance, marketability, environmental impact, and expected service life.
- Physical properties of objects are used to describe and model objects and can be used to define design requirements, as a means to compare potential solutions to a problem, and as a tool to specify final solutions.
- Physical models are created to represent and evaluate possible solutions using prototyping technique(s) chosen based on the presentation and/or testing requirements of a potential solution.
- Technical drawings convey information according to an established set of drawing practices which allow for detailed and universal interpretation of the drawing.
- Computer aided drafting and design (CAD) software packages facilitate virtual modeling of parts and assemblies and the creation of technical drawings. They are used to efficiently and accurately detail parts and assemblies according to standard engineering practice.
- Reverse engineering involves disassembling and analyzing a product or system in order to understand and document the visual, functional, and/or structural aspects of its design.
- Research derived from a variety of sources (including subject matter experts) is used to facilitate effective development and evaluation of a design problem and a successful solution to the problem.
- Statistical analysis of uni-variate data facilitates understanding and interpretation of numerical data and can be used to inform, justify, and validate a design or process.
- The scientific method guides the testing and evaluation of prototypes of a problem solution.
- Engineering consists of a variety of specialist sub-fields, with each contributing in different ways to the design and development of solutions to different types of problems.
- Engineering design and practices are governed by ethics, values, and laws.
- Engineering has a global impact on society and the environment.
- In order to be an effective team member, one must demonstrate positive team behaviors and act according to accepted norms, contribute to group goals according to assigned roles, and use appropriate conflict resolution strategies.

Skills: Students will be able to...

- Identify and define the terminology used in engineering design and development.
- Identify the steps in an engineering design process and summarize the activities involved in each step of the process
- Utilize an engineering notebook to clearly and accurately document the design process according to accepted standards and protocols to prove the origin and chronology of a design.
- Select and utilize technology (software and hardware) to create high impact visual aids
- Create drawings or diagrams as representations of objects, ideas, events, or systems.
- Analyze information gathered during reverse engineering to identify shortcomings of the design and/or opportunities for improvement or innovation.
- Describe the design process used in the solution of a particular problem and reflect on all steps of the design process.

Assessment & ESLRS: Students will...

- Complete design projects utilizing all steps of a design process, and find solutions that meets specific design requirements.
- Clearly justify and validate a selected solution path.
- Construct testable prototypes of problem solutions.
- Analyze the performance of a design during testing and judge the solution as viable or non-viable with respect to meeting the design requirements.
- Demonstrate positive team behaviors and contribute to a positive team dynamic.

PRINCIPLES OF ENGINEERING

Prerequisite: Concurrent enrollment in Math 3 and completion of IS2 with a C or better.

This is a full year college preparatory course that partially fulfills the UC/CSU “g” elective requirement. Does not fulfill the “d” lab science requirement.

Class focuses on problems that engage and challenge. Students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. The curriculum is aligned to the CA TE Model Curriculum Standards and Career Ready Standards for the Engineering and Architecture industry sector and Engineering Technology career pathway.

Understanding and Knowledge:

- Engineers and engineering technologists apply math, science, and discipline-specific skills to solve problems.
- Design teams conduct research to develop their knowledge base, stimulate creative ideas, and make informed decisions.
- Technical communication can be accomplished in oral, written and visual forms and must be organized in a clear and concise manner.
- Energy systems can include multiple energy sources that can be combined to convert energy into useful forms.
- Structural member properties including centroid location, moment of inertia, and modulus of elasticity are important considerations for structure design.
- Material properties including recyclability and cost are important considerations for engineers when choosing appropriate materials for a design.
- Material testing aids in determining a product's reliability, safety, and predictability in function.
- Control systems are designed to provide consistent process control and reliability.
- Fluid power systems are designed to transmit force over great distances, multiply an input force, and increase the distance that an output will move.
- Engineers use statistics to make informed decisions based upon established principles.
- When working with bodies in motion, engineers must be able to differentiate and calculate distance, displacement, speed, velocity, and acceleration.

Skills: Student will be able to...

- Present a workable design solution.
- Design, create, test and evaluate a compound machine design.
- Test and apply the relationship between voltage, current, and resistance relating to a photovoltaic cell and a hydrogen fuel cell.
- Design, construct, and test recyclable insulation materials.
- Use the method of joints strategy to determine forces in the members of a statically determinate truss.
- Investigate specific material properties related to a common household product.
- Identify and calculate test sample material properties using a stress strain curve.
- Design and create a control system based on given needs and constraints.
- Design, create, and test hydraulic and pneumatic devices.
- Design, build, and test a vehicle that stores and releases potential energy for propulsion.

Assessments & ESLRS: Students will...

- Complete design projects utilizing all steps of a design process, and find solutions that meet specific design requirements.
- Clearly justify and validate a selected solution path.
- Construct testable prototypes of problem solutions.
- Analyze the performance of a design during testing and judge the solution and viable or non-viable with respect to meeting the design requirements.
- Demonstrate positive team behaviors and contribute to a positive team dynamic.

VIDEO PRODUCTION A, B

This course is designed to give students an introduction into the field of video production. Students will receive training in the operation of a digital video camera and a non-linear video editor. In addition the student will write scripts for video production projects utilizing standard script formats. Storyboard techniques will be used for pre-planning video projects. Students will produce a minimum of four video projects in the semester. Students will also analyze, critique and construct meaning from film, television, and electronic media productions as a way to develop their own media literacy and awareness. The Curriculum is aligned to the CA CTE Model Curriculum Standards and Career Ready Standards for the Arts, Media, and Entertainment industry sector and Design, Visual, and Media Arts career pathway.

Understanding and Knowledge:

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

Skills: Students will be able to...

- Write a script for video production.
- Develop a pre-production storyboard using both line drawing and digital camera images.
- Create a production shooting schedule.
- Collaborate with other students in the completion of a video project.
- Operate a video camera.
- Use the Adobe Premier video editing program.
- Know and use the basic terminology of Non Linear Editing (NLE) systems.
- Select music and sound effects for video project.
- Critique film, television and electronic media for content, camera and editing techniques.

Assessments and ESLRs: Students will...

- Students will progress as Effective Communicators by utilizing multiple forms of communications to express understanding of content.
- Students will progress as Complex Thinkers by learning to access, analyze, interpret, and synthesize information to formulate conclusions and solve problems.
- Students and teachers will assess an ongoing video project portfolio.
- Students will be given assessments to help the teacher and students assess knowledge of the material and concepts.

INTERMEDIATE FILM AND BROADCAST PRODUCTION

**Prerequisite: A grade of “C” or better in Beginning Video, or a signature from the teacher of the class.
Grades 10-12**

This is a full year college prep course. Students will study advanced film and broadcast production techniques. They will recognize how different film production techniques can be used to affect both form and content of films. Students will also use broadcasting production techniques to produce different types of television, and internet broadcasts. Students will continue to improve their story telling with attention paid to developing voice, style, and mature handling of ideas. Students will continue to refine their production skills, and will express their ideas through oral, written and media presentations.

Understanding and Knowledge:

- An understanding of the need for highly organized preproduction and the ability to properly break down a script into usable reports.
- The ability to analyze the use of colors in production and understanding as to how they can use this skill in their projects.
- A better working knowledge of editing and more advanced uses of the editing system to tell their stories in a successful manner.
- A working knowledge of multi-camera production setups and how to utilize them to produce television and other media content.
- A working knowledge of lights and lighting set-ups, demonstrating the ability to control shadows and create the correct look for their story.
- The ability to communicate with a broadcast production crew, and use that skill to construct a successful show.

Skills: Students will be able to...

- Produce films, features, and other styles of single camera style productions that use advanced production techniques and skills.
- Demonstrate clear, creative thinking and stylistic maturity in the writing of scripts.
- Produce multi-camera live to tape shows and events.

Assessment & ESLRs: Students will...

- Organize and produce films, live shows, features and other types of video and film productions that will assess the students' knowledge of advanced production techniques.
- Ask essential questions about films and television shows and consider the personal and social relevance as well as its application to life-long learning.
- Produce different styles of scripts that will assess the depth of knowledge of advanced writing techniques.
- Assume a high level of responsibility for their own learning including effective time management, organization of materials, and conscientious fulfillment of assignments.

ROP ADVANCED FILM AND BROADCAST PRODUCTION

Prerequisite: Audition only. Beginning Video is strongly recommended.

Grades 10-12

This course is designed to give students an opportunity to continue their study of video production. Students will receive advanced training in operating a digital video camera, the non-linear video editor, and studio lighting techniques as well as advanced editing techniques. In addition the student will create dramatic scripts for video production projects utilizing standard script formats. Students will produce a minimum of four video projects in the semester. Students will continue to analyze, critique and construct meaning from film, television, and electronic media productions as a way to develop their own media literacy and awareness. The curriculum is aligned to the CA CTE Model Curriculum Standards and Career Ready Standards for the Arts, Media, and Entertainment industry sector and Design, Visual, and Media Arts career pathway.

Understanding and Knowledge:

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

Skills: Students will be able to...

- Create imaginative scripts through collaboration.
- Create a pre-production storyboard and produce a production-shooting schedule.
- Collaborate with other students in the completion of a team video project.
- Operate a video camera.
- Use the Adobe Premier Editing system.
- Use the basics of the Adobe After Effects program.
- Select music and sound effects for video project.
- Create a studio lighting plot.
- Critique film, television and electronic media for content, camera and editing techniques.

Assessments & ESLRs:

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

ROP BROADCAST NEWS

This class will prepare students to write, produce, and present news and commentary through our NTV Studio. Students will analyze media, and develop thoughtful and informal news, sports, feature, and opinion pieces. Students will also develop effective communication and camera skills that enable them to produce and present professional quality broadcasts for the Northwood High School students and faculty. The curriculum is aligned to the CA CTE Model curriculum standards and Career Ready Standards for the Arts, Media, and Entertainment industry sector and Design, Visual and Media Arts career pathway.

IVC BIOTECHNOLOGY

Prerequisite - None

Grades 10 - 12

(BioTch) 70, 70L AND 273. Yearlong class

The Biotech pathway consists of three IV courses taught at NHS. These courses are UC/CSU transferable and include: Introduction to Biotechnology, Introductory Biotechnology Laboratory, and Biotechnology A: Basic Lab Skills. By completing these courses plus Chemistry, students will earn a Biotechnology Certificate from IVC and will be eligible for future job placement or internship opportunities. This course introduces students to the field of biotechnology including a history of its origin and development, a survey of modern industrial applications and accomplishments, ethical considerations, and career paths. It will also address basic skills and techniques common to the biotechnology industry. BioT70, and BioT70L will be offered within the school day (with the option of BioT 273 during the summer), or in the afternoon. BioT70, BioT 70L and BioT 273 will be offered in the afternoon.

IVC INTRODUCTION TO BUSINESS/ENTREPRENEURSHIP MGMT. 1

Prerequisite – None

Grades 11-12

Entr 200, 211, 212

This two semester suite of courses in Business and Entrepreneurship include providing a multidisciplinary examination of how culture, society, economic systems, legal, international, political, financial institutions, and human behavior interact to affect a business organization's policy and practices within the U.S. and a global society.

WORLD LANGUAGES

In order to function successfully in the global society and world marketplace of the twenty-first century, it is essential to be equipped linguistically and culturally in English and another World Language. Proficiency in more than one language affords students these opportunities: to communicate with people of other cultures, to expand their thinking beyond customary boundaries, to develop higher level cognitive skills and to become more flexible thinkers, to access additional information firsthand, and to raise awareness of self, others and of the interrelationship between language and culture.

At Northwood High School, we believe all students can and should learn a language other than English. However, World Language courses are academic electives and successful completion at each level is necessary to advance to and succeed in the subsequent level. World Language courses are yearlong with entry in the fall. We offer a five-year program in Spanish. Due to the nature of the five-year program and course offerings at the junior high schools, students who begin the language program in the ninth grade can still advance to the fifth year of the program. Juniors who have earned a strong "A" in Spanish at Northwood High School, are recommended by their Spanish 3 teacher and who pass a competency exam may elect to enroll in AP Spanish. Our current course offerings are:

Spanish Courses	French Courses	American Sign Language	Korean	Chinese
Spanish 1	French 1	ASL 1	Korean 1	Chinese 1
Spanish 2	French 2	ASL 2		
Spanish 3	French 3	ASL 3		
Honors Spanish 4*	Honors French 4*			
Advanced Placement Spanish*				

* Indicates courses that carry a weighted grade with an honor point.

SPANISH 1

Prerequisite: None.

Year-long, academic college prep elective.

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

Understanding and Knowledge:

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

Skills: Students will be able to...

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

Assessments and ESLRs: Students will ...

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

SPANISH 2

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

Native speakers may enter Level 2 without having taken Spanish 1 if they pass a competency exam.

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

Understanding and Knowledge:

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

Skills: Students will be able to...

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

Assessments & ESLRs: Students will ...

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

SPANISH 3

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

This course is a continuation, reinforcement and strengthening of the knowledge and skills acquired in Spanish 1 and Spanish 2. Students expand their understanding of the language system and communicate expressively by effectively synthesizing language skills. Students have opportunities to experience situations they might actually encounter in a Spanish-speaking environment and to use the language to express opinions, wishes, doubts, and hypothetical scenarios at a relatively complex level.

Understanding and Knowledge:

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

Skills: Students will...

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

Assessments & ESLRs: Students will ...

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

HONORS SPANISH 4

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

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

Understanding and Knowledge:

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

Skills: Students will...

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

Assessments & ESLRs: Students will ...

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

ADVANCED PLACEMENT SPANISH

Prerequisite: Honors Spanish 4 with an "A" or "B" is recommended or teacher recommendation. Students entering their senior year with a strong "A" in Spanish 3, a teacher recommendation and who pass the competency exam at a high level may choose to elect AP Spanish over Honors Spanish 4.

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

Understanding and Knowledge:

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

Skills: Students will...

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

Assessments & ESLRs: Students will ...

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

FRENCH 1**Prerequisite: None.****Academic college prep elective.**

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

Understanding and Knowledge:

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

Skills: Students will be able to...

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

Assessments & ESLRs: Students will ...

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

FRENCH 2**Prerequisite: French 1 with a “C” or better and/or teacher recommendation.**

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

Understanding and Knowledge:

- The cultures that use French and how language and cultures interact in societies.

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

Skills: Students will be able to...

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

Assessments & ESLRs: Students will ...

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

FRENCH 3

Prerequisites: French 2 with a “C+” or better and/or teacher recommendation

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

Understanding and Knowledge:

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

Skills: Students will...

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

Assessments & ESLRs: Students will ...

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

HONORS FRENCH 4

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

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

Understanding and Knowledge:

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

Skills: Students will...

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

Assessments & ESLRs: Students will ...

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

AMERICAN SIGN LANGUAGE 1

Academic college prep elective.

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

Understanding and Knowledge

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

Skills: Students will be able to...

- Understand and perform a vocabulary of 1,000 + signs.
- Demonstrate expressive finger spelling with correct placement and rhythm.
- Demonstrate receptive comprehension of finger spelled words.
- Demonstrate expressive and receptive signing skills for numbers and expressions of time.

- Describe and demonstrate basic linguistic and grammatical structures of ASL.
- Describe the history of and current trends in Deaf culture and education.
- Provide and receive basic information in ASL at a slow and moderate rate.
- Explain the differences between ASL and other English based signing systems.

Assessments & ESLRs: Students will...

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

AMERICAN SIGN LANGUAGE 2

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

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

Understanding and Knowledge

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

Skills: Students will be able to...

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

Assessments & ESLRs: Students will...

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

AMERICAN SIGN LANGUAGE 3

Prerequisite: ASL I and II with a C or better.

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

- Converse at a basic level using ASL with few articulation and/or grammatical errors.
- Demonstrate expressive finger spelling with correct placement, fluency, hand shapes, and palm orientation.
- Comprehend finger spelled words in context.
- Demonstrate expressive and receptive signing skills for numbers to 1,000,000 and expressions of time.
- Demonstrate linguistic and grammatical features of the language.
- Describe the history of and current trends in Deaf culture and education.
- Provide and receive basic information in ASL at a conversational rate.
- Contrast ASL and codes of English.

CHINESE 1

**Prerequisites: Must be a non-native speaker
9-12 Grades**

First year Chinese students will learn the basics of both the spoken and written language. A Romanized phonetic pronunciation system called “Pinyin” will be introduced. Listening, speaking and reading will be emphasized and students will be introduced to writing.

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

- Master the Pinyin system.
- Build a primary vocabulary.
- Comprehend basic conversational Chinese.
- Construct both orally and in writing simple sentences about self, family, school and activities.
- Identify different aspects of daily life and customs in Chinese culture.

KOREAN 1

**Prerequisites: Must be a non-native speaker.
9-12 Grades**

This course is designed to assist students to develop low-beginning level skills in the Korean language. These skills are speaking, listening, reading and writing, as well as cultural understanding. This course will begin by introducing the writing and sound system of the Korean language. The remainder of the course will focus on grammatical patterns such as basic sentence structures, some grammatical points, and expressions.

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

- Use basic structure and simple conversational Korean.
- Understand familiar words in limited social contexts.
- Read short dialogues and passages.
- Write short dialogues and paragraphs.
- Have basic knowledge of Korean culture.

THE FORENSIC CORE

Prerequisites: Grades 11 or 12 only with teacher recommendation and completion of program application. Student must receive a “B” or higher in Honors Humanities and Science courses or “A” in CP Humanities and Science courses during the preceding year.

Students must be concurrently enrolled in Honors Forensic Science, Forensic Psychology, and Critical Theory and Literature. Each course is described in the appropriate department.

The Forensics Core Program Description:

The Forensics core Program is a distinct, year-long cross-curricular program that sets out to investigate criminal behavior through scientific, psychological, and philosophical lenses. This inquiry-based program will consist of three courses: Forensic Science (Science), Forensic Psychology (Social Science), and Critical Theory and Literature (English) and will immerse students in a transdisciplinary experience devoted to developing a well-rounded understanding of human behavior, promoting a hand-on approach toward researching and testing theories, and understanding different legal contexts. Students will be expected to maintain a digital portfolio of their work in all three classes in order to complete and present a capstone project each semester that will combine all three courses into a comprehensive inquiry-based project. This program will introduce students to a variety of possible majors or careers related to the criminal justice system.

GENERAL ELECTIVES

ASB: LEADERSHIP

Prerequisites: Appointment or elected to ASB; Students must have and maintain a 2.0 GPA.

The purpose of leadership class is to educate students, through theory and practice, in the various aspects of leadership. Students involved in ASB will have a unique opportunity to influence the culture of their school, better their community, and improve their individual leadership skills. ASB/Leadership class is a year-long course with an emphasis on developing a greater understanding of the skills it takes to be a successful and effective leader. ASB/Leadership class provides a unique educational opportunity for personal growth, community involvement and school improvement. The class meets in the Student Activities Center. ASB students will also spend time before, during and after school promoting, planning and executing school related projects and events.

Course Objectives

- Develop successful leadership skills.
- Develop organizational skills.
- Develop personal and group goals.
- Develop teamwork and team building skills.
- Learn to collaborate and work effectively in small and large groups.
- Understand leadership principles and theory.
- Develop communication skills.
- Develop public speaking skills.
- Develop and implement time management skills.
- Develop and implement problem solving skills.
- Understand and apply successful meeting procedures.
- Promote a positive school climate.
- Support all academics, athletics, arts and activities.
- Plan and execute school wide activities that promote school spirit and unity.

CAREER LINK/INTERNSHIP

Prerequisite: Business Communications

Credit: 1 credit per 40 hours. Maximum 5 credits per semester. P/F grade only.

Career Link is a program that takes the skills that were developed in Business Communications and applies them in a job setting. Students will be able to form work habits and attitudes conducive to job success, personal growth, as well as practice the skills needed for a career.

1. The maximum allowable work hours are 28 hours per week and no more than 4 hours/day on school nights.
2. Students cannot work after 10:00 p.m. on school nights or after 12:30 p.m. on other nights.
3. Students may not work 7 consecutive days.
4. Students may not work more than 8 hours/day.

Students in Career Link must maintain their internship and notify coordinator if there is a change in status. A timecard and journal will be required to be turned in at bi-monthly meetings. **Attendance at scheduled meetings is mandatory.** Students must maintain a 2.0 GPA in order to remain in the Career Link program. A limit of 20 credits combined of Career Link/Work Experience and/or Student/Teaching Assistant will count toward graduation.

Assessments & ESLRs: Students will...

- Set and strive for realistic goals
- Prioritize and use time effectively.
- Learn from mistakes.
- Strive for balance.
- Engage in continual self-reflection and assessment.

COLLEGE AND SCHOLARSHIP APPLICATION GUIDANCE

Prerequisite: None

1 Quarter Class – Seniors

This quarter long course is designed to help seniors with the college application and scholarship writing process. Seniors will take the course in the fall and will primarily work on their UC and Common App applications and receive help with their college scholarship essays.

DIRECTED STUDIES

Prerequisite: IEP (Enrollment is limited to students who qualify for Special Education Support Services)

One year non-college prep course.

This course is designed to help students with Individualized Education Programs to develop organization and time management techniques to complete class and homework assignments. During class, students receive one on one and small group academic interventions designed to help students meet the benchmarks and annual goals contained in their individualized Education Programs.

Understanding and Knowledge

- Organization Techniques
- Time Management Strategies.
- Behavior Management.
- Providing academic interventions designed to help students meet benchmarks and annual academic and organization goals contained in Individualized Education Programs.
- Speech Therapy.
- Development of Post-Secondary Transition Skills: Education, Employment, and Independent Living.

Skills: students will be able to...

- Record and organize all assignments in a planner.
- Prioritize and manage assignments.
- Utilize effective study strategies.
- Utilize visual, auditory, and technological components to ensure comprehension and mastery of curricula and achievement of individual academic goals.

Assessments & ESLRs: students will...

- Effectively collaborate with others on group projects and assignments.
- Maintain an organized system for recording, tracking and completing assignments, come prepared with all class materials, manage their time effectively, and demonstrate respect for staff, peers and their physical environment
- Complete Transitional and Pre-Vocational Inventories.

HEALTH

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

Understanding and Knowledge:

- Discuss the meaning of substance dependence.
- The qualities of drug addiction.
- Understand the effects of substance abuse on the individual and society.
- Understand the symptoms, causes, and prevention of sexually transmitted diseases.

- Recognize his own values as they relate to family and human sexuality, while developing respect for the values of others.
Understand the decision-making process as it relates to substance and rarely life education.
- Understand the principles of nutrition as they apply to a healthful diet.

Skills: Students will be able to....

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

Assessment and ESLRs:

- Personal and social development.
Critical thinking-problem solving.
- Communication and interpretation.

HISTORY OF ROCK

Prerequisite: None

The History of Rock is a semester survey course designed to explore the events, issues, and people surrounding rock music. During this course, students will focus on the historical, social and economic factors that influenced the development of rock. The development of rock as we know it today will be traced up through the blues, swing, early rock and roll, the English Invasion, the singer/songwriter, progressive rock, punk, pop, alternative and beyond! Class will examine how advances in instrumentation and ideas morphed into the many forms rock enjoys today. Through listening and written analysis of music and film, students will respond to the technical and aesthetic aspects of rock music. Guest musicians and lecturers will provide an understanding of rock and help students explore potential careers.

Understanding and Knowledge:

- Students will learn the historical influences on rock music and what rock influences.
- Students will understand the complexity of multiple and varied perspectives.

Skills: students will be able to...

- Evaluate and appreciate music of any form.
- Identify similarities and differences within the rock spectrum and the music spectrum.
- Demonstrate knowledge of rock music and its relationship as an ongoing social barometer.

Assessments & ESLRSs: Students will...

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

JEWELRY AND METAL ARTS

Prerequisite: None
One Semester elective.

This is a survey course for three-dimensional media, introducing students to sculpture techniques including jewelry design and metal-smithing. This course will be dedicated to exploring form through learning different techniques enameling, beading, subtractive sculpture, forging, and engraving. Students will utilize different materials, which could include various metals, plastics, paper products, fibers, and clay. Historical and contemporary three-dimensional art will be discussed to inspire student work, and students will promote and share their ideas through class discussion and group critiques.

Understanding and Knowledge:

- Metal, clay and 3-D art.
- Stylistic and historical art movements.
- Aesthetic judgments when making and critiquing art.

Skills: Students will be able to...

- Develop the skills necessary to work with three-dimensional media in the development and completion of art projects.
- Exhibit beginning skill in enameling, sculpting, woodworking, and metal-smith techniques.
- Manipulate fibers, paper, and recycled materials into unique works of art.
- Demonstrate developing fluency in speaking and writing about the elements and principles of art.
- Display individual, collaborative and public works around the school and community
- Demonstrate developing fluency in speaking and writing about the elements and principles of art.

Assessment & ESLRs: Students will...

- Acquire knowledge of stylistic and historical art movements.
- Use a logical and effective decision-making process to analyze and understand possible outcomes of various art techniques.
- Consider unconventional ideas and solutions.
- Develop, create and support purposeful, intellectual, artistic and practical works.
- Effectively collaborate with others toward a common goal.

LANGUAGE, CULTURE, AND IDENTITY

Prerequisite: None
Grades 10-12. This class is taught completely in English. Students earn one semester of general elective credits toward graduation.

This course is a study of the interactions between language, culture and personal identity. Students will examine culture as a set of learned expectations, values, and behaviors of people. Students will have opportunities to experience language, music, celebrations, food, art, and customs as products of some of the world's cultures. Students will explore various media and materials from across the world. Students work throughout the semester to answer the questions: What is culture? How does my culture affect the way I see myself and the world around me?

Understanding and Knowledge:

- Some fundamentals of the study of linguistics.
- Some of the features and geographical distribution of the world's major languages.
- How language and culture interact to influence an individual's identity.
- Culture as a set of commonly held beliefs, values, expectations, and customs.
- Interpreting cultural features as reflections of cultural values.

Skills: Students will be able to...

- Make comparisons between cultures.
- Identify products and practices from many of the world's cultures.
- Describe cultural products as reflections of different cultural perspectives and values.
- State the ways that the culture influences one's identity.

Assessments & ESLRs: Students will...

- Demonstrate critical thinking by drawing conclusions about diverse cultural perspectives and values.
- Consider unconventional ideas from across the world.
- Become community participants with a global perspective and an expanded appreciation for a wide range of cultural perspectives.
- Respect, accept, and appreciate cultural diversity.
- Become lifelong learners by applying knowledge from class to their own experiences with the world's cultures outside of class.
- Demonstrate understanding and critical thinking through written projects, class discussions, and presentations on topics related to language, culture, and personal identity.

LEARNING SKILLS

Prerequisite: Open to incoming Freshmen with a middle school counselor or administrator recommendation. One year non-college prep course.

This course is designed to improve organization skills, time management, study skills (note taking, test preparation, how to prioritize), homework completion, and class participation to enhance each student's ability to be successful in high school.

Understanding and Knowledge:

- The habits of a successful student.
- Value of goal setting.
- Effective study skills and strategies.

Skills: Students will be able to...

- Write, track progress, and evaluate their individual S.M.A.R.T. goal.
- Learn and apply specific organization, prioritization, and time management skills.
- Learn and use specific test preparation and test taking skills.
- Identify areas of difficulty in learning new content.
- Apply note taking skills for lectures and from the textbook.
- Participate more effectively in the academic classroom.
- Seek help when needed to complete an assignment.
- Communicate more effectively with teachers.
- Complete all assigned academic tasks independently, with a group, or with a tutor.

Assessments & ESLRS: Students will...

- Communicate clearly and appropriately for various purposes.
- Listen with the intent to understand.
- Foster understanding and forge connections.
- Ask essential and relevant questions.
- Establish and use consistent standards of quality.
- Develop a sense of pride in work.
- Prioritize and use time effectively.
- Develop self-discipline and accept responsibility for their own learning.
- Seek help when necessary.
- Learn from mistakes.
- Set and strive toward realistic goals.

PEER TUTORS**Prerequisite:**

- **Open to grade levels 10, 11, 12**
- **3.5+ cumulative GPA (honors classes recommended)**
- **Academic teacher recommendation.**

One Year non-college prep course.

This course is designed to provide students with first hand tutor experience. This practicum class includes tutor training and observation, development of teaching skills, and working one of our on campus tutor sites. The training curriculum covers understanding and motivating students and strategies for the teaching-learning cycle. Along with completion of basic skills training, tutors will work in the on campus tutor center, mandatorial sessions, Learning Skills class, writing classes, or Math 1.

Understanding and Knowledge:

- Teaching and learning cycle.
- To motivate learners.
- To apply specific tutor strategies.

Skills: Students will be able to...

- Understand and motivate their assigned students.
- Teach specific organization, prioritizing, and time management skills.
- Teach test preparation and test taking skills.
- Explain or reteach new content simply and logically.
- Identify sources of difficulty for student in learning new knowledge.
- Recognize complex tasks that can be broken into smaller steps.
- Recognize roadblocks in learning and build detours around them
- Create mnemonics to improve automatic recall.
- Evaluate students' understanding and provide supportive feedback.

Assessments & ESLRs: Students will....

- Listen with the intent to understand.
- Foster understanding and forge connections.
- Develop self-discipline and accept responsibility.
- Engage in continual self-reflection and assessment.
- Experience the satisfaction of making a difference in the school community.
- Become a positive role model.

PERSONAL PHOTOGRAPHY

Prerequisites: None

This is a one-semester course exploring digital photography. This course emphasizes the medium as a means of personal expression through a variety of lessons and photo projects/assignments. The students will learn to successfully use a digital camera in composing photos and to edit and print photos using digital technology software (Photoshop).

Understanding and Knowledge:

- Producing and printing photographic imagery in a digital format.
- Identifying and composing proper layout and composition.

Skills: Students will learn...

- Technical use of a digital camera.
- Compositional analysis and development.
- Understanding of Adobe Photoshop.
- Use of photography for aesthetic expression.

Assessments and ESLRS: Students will...

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

PERSONAL PSYCHOLOGY

One Semester, No Prerequisite

Personal Psychology is a non-college prep course.

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

Understanding and Knowledge:

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

Skills: Students will...

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

Assessment and ESLRs: Students will be able to...

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

PRODUCT DESIGN

Prerequisite: None.

One Semester elective.

This is a course for all skill levels designed to introduce students to the fundamentals of two dimensional design concepts and artistic skill. Students will develop an understanding of visual design, including logo and brand design, color theory, fashion and industrial design, typography, and advertising. Students will use a variety of traditional and nontraditional mediums and tools to expand their knowledge of the design process including basic sketching, pen and ink, collage, printmaking, painting, and available technology. An emphasis will be placed on visually solving a variety of real-life 2D design problems, enhancing composition skills, while creatively and effectively delivering a message using visual means. This course is designed to facilitate a real-world working studio/office environment; students will participate in collaborative brainstorm activities and complete projects on individual, pair, and group basis. Students will be able to promote and share their ideas through class discussion, group collaboration, public showcases, and design for businesses in the community.

Understanding and Knowledge:

- Design techniques including composition, color theory, and creative problem solving.
- Stylistic and historical art movements.
- Aesthetic judgments when making and critiquing art.
- The role of visual arts in our community.
- Career opportunities in the visual arts and design industry.

Skills: Students will be able to...

- Create real-world designs that show an understanding of the basic needs of a given company.
- Exhibit beginning design skills in a variety of diverse media, including but not limited to, pen and ink, sketching, painting, collage, printmaking, and basic technology.
- Use a variety of strategies to create and evaluate the creative problem-solving process through intuitive processes, revisions and risk-taking, to arrive at a final composition.
- Demonstrate developing fluency in speaking and writing about the elements and principles of art.
- Display individual, collaborative and public works around the school and community.
- Develop aesthetic judgment to critique peer and professional design works.
- Employ mathematical skills related to proportion, scale and form.
- Employ organizational skills to complete projects on time.
- Produce individual designs using the basic elements and principles of art.

Assessment & ESLRs: Students will...

- Acquire knowledge of stylistic and historical art movements.
- Use a logical and effective decision-making process to analyze and understand possible outcomes of various art techniques.
- Consider unconventional ideas and solutions.
- Develop, create and support purposeful, intellectual, artistic and practical works.
- Effectively collaborate with others toward a common goal.
- Explore ideas beyond the surface.
- Engage in continual self-reflection and assessment.

STUDENT ASSISTANT

Prerequisite: None.

10 credit max. P/F grade only. Cannot be taken at the same time as Teaching Assistant.

The role of a student assistant is to support the teacher in specific duties in the class. Student assistants may be required to work either individually or within small groups to help facilitate instruction, set up labs, assist with organization and filing, and errands. Credit is based on participation. Excessive absences excused or not, will result in no credits being awarded. More than 7 absences per semester will result in no credit and “F” on the transcript. No more than 10 credits of Student Assistant may be counted toward graduation. A limit of 30 credits combined of Work Experience and Student/Teaching Assistant will count toward graduation

Students must be trustworthy, responsible, neat and self-directed.

- **Trustworthy** because they often have access to “confidential” information.
- **Responsible** because they will be entrusted with valuable materials, equipment and information.
- **Neat** because many tasks involve materials that are distributed to the staff and community.
- **Self-directed** because they often will work without direct supervision of another adult.

Assessments & ESLRs: Students will....

- Foster understanding and forge connections.
- Effectively collaborate with others toward a common goal.
- Experience the satisfaction of making a difference in the world.
- Become positive role models.

STUDY SKILLS

Prerequisite: Open to incoming Freshmen with a middle school counselor or administrator recommendation. One Year non-college prep course.

This course is designed to improve organization skills, time management, study skills (note taking, test preparation, how to prioritize), homework completion, and class participation to enhance each student’s ability to be successful in high school.

Understanding and Knowledge:

- The habits of a successful student.
- Value of goal setting.
- Effective study skills and strategies.

Skills: Students will be able to...

- Write, track progress, and evaluate their individual S.M.A.R.T. goal.
- Learn and apply specific organization, prioritization, and time management skills.
- Learn and use specific test preparation and test taking skills.
- Identify areas of difficulty in learning new content.
- Apply note taking skills for lectures and from the text book.
- Participate more effectively in the academic classroom.
- Seek help when needed to complete an assignment.
- Communicate more effectively with teachers.
- Complete all assigned academic tasks independently, with a group, or with a tutor.

Assessments & ESLRs: Students will....

- Communicate clearly and appropriately for various purposes.
- Listen with the intent to understand.
- Foster understand and forge connections.
- Ask essential and relevant questions.
- Establish and use consistent standards of quality.
- Develop a sense of pride in work.
- Prioritize and use time effectively.
- Develop self-discipline and accept responsibility for their own learning.
- Seek help when necessary.
- Learn from mistakes.
- Set and strive toward realistic goals.

TEACHING ASSISTANT

Prerequisite: None.

10 credit max. P/F grade only. Cannot be taken at the same time as Student Assistant.

The role of a teaching assistant is to support functional academic special education classes. Teaching assistants may be required to work either individually or within small groups to help facilitate instruction, provide positive behavior modeling and support classroom teachers. Credit is based on participation. Excessive absences excused or not, will result in no credits being awarded. More than 7 absences per semester will result in no credit and "F" on the transcript. No more than 10 credits of Teaching Assistant may be counted toward graduation. A limit of 30 credits combined of Work Experience and Student/Teaching Assistant will count toward graduation.

Students must be trustworthy, responsible, neat and self-directed.

- **Trustworthy** because they often have access to "confidential" information.
- **Responsible** because they will be entrusted with valuable materials, equipment and information.
- **Neat** because many tasks involve materials that are distributed to the staff and community.
- **Self-directed** because they often will work without direct supervision of another adult.

Assessments & ESLRs: students will...

- Foster understanding and forge connections.
- Effectively collaborate with others toward a common goal.
- Experience the satisfaction of making a difference in the world.
- Become positive role models.

TECH STAFF

Prerequisite: None

Tech Staff is a service class for students. For this class, students will learn minor computer repair, receive an introduction to networking and the fundamentals of peripheral technology which may include software, installation of equipment, maintenance of equipment and other such items relevant to the technology at our school.

Understanding and Knowledge

- Service
- Repair
- Networking
- Wireless

Skills: Students will be able to...

- Understand networking basics.
- Cabling.
- Minor computer repair
- Imaging of computers.
- Printer repair and toner replacement.
- Service – How to conduct oneself in addressing the needs of staff and students.
- Provide copying services for staff and students.
- Checkout materials at Circulation desk.
- Understand current technological vocabulary.

Assessments and ESLRs: Students will...

- Utilize multiple forms of communication effectively.
- Consider unconventional ideas and solutions.
- Develop of sense of ownership.
- Seek help when necessary.
- Apply knowledge obtained in school to life.
- Experience the satisfaction of making a difference.

WORK EXPERIENCE

Prerequisite: Junior and Senior Standing and currently employed.

Credit: 1 credit per 40 hours. Maximum 5 credits per semester. P/F grade only.

Cannot be taken at the same time as Student Assistant.

Work Experience is a program that develops skills, habits and attitudes conducive to job success, personal growth, and to help student prepare realistically and wisely for a career. Students enrolled in Work Experience who are under the age of 18 MUST APPLY FOR A WORK PERMIT. Work permit applications are available in the College & Career Center. Students with a Work Permit will have the following employment restrictions:

- The maximum allowable work hours are 28 hours per week and no more than 4 hours/day on school nights.
- Students cannot work after 10:00 p.m. on school nights or after 12:30 p.m. on other nights.
- Students may not work 7 consecutive days.
- Students may not work more than 8 hours /day.

Students in Work Experience must maintain their job and notify coordinator if there is a change in status. All required forms, time cards, and related instruction must be completed on time. **Attendance at scheduled meetings is mandatory.** Students must maintain a 2.0 GPA in order to remain in the Work Experience Program.

A limit of 30 credits combined of Work Experience and Student/Teaching Assistant will count toward graduation.

Assessments & ESLRS: Students will...

- Set and strive for realistic goals.
- Prioritize and use time effectively.
- Learn from mistakes.

- Strive for balance.
- Engage in continual self-reflection and assessment.

IUSD Board Policies

Nondiscrimination/Harassment – Students Board Policy 5145.5

The Irvine Unified School District is committed to equal opportunity for all individuals in education. District programs and activities including membership in student clubs shall be free from discrimination based on race, color, ancestry, nationality, ethnic group identification, age, religion, actual or potential parental, family, or marital status, or the exclusion of any person because of pregnancy or related conditions, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

The District does not discriminate in enrollment in or access to any of the activities and programs available. Admission to these programs is based on age appropriateness, class space, interest, aptitude, and prerequisite coursework where applicable. The lack of English skills shall not be a barrier to admission to or participation in the District's activities and programs. The Irvine Unified School District also does not discriminate in its hiring or employment practices.

This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990, and the California Code of Regulations Title 5, Chapter 5.3 Nondiscrimination. Questions, complaints, or requests for additional information regarding these laws may be forwarded to the District's designated compliance coordinators.

Equity/Title IX Compliance Officer:
Keith Tuominen
5050 Barranca Pkwy.
Irvine, CA 92604
Phone: 949-936-5047

IUSD does not discriminate against pregnancy, family or marital status as stated in the IUSD Nondiscrimination Statement and Board Policy 5145.5 posted on the district website and in the above paragraphs, and posted in the school reception and high school counseling reception areas. All students have access to all programs.

The District does not exclude or deny any student from any educational program or activity solely on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom.

Pregnant students and parenting male or female students are not excluded from participation in their regular school programs or required to participate in pregnant-student programs or alternative educational programs.

Pregnant/parenting students who voluntarily participate in alternative programs are given educational programs, activities, and courses equal to the regular program.

The LEA treats pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom in the same manner and under the same policies as any other temporary disability.

Sexual Harassment – Students Board Policy 5145.7

The Board of Education is committed to maintaining a learning environment free from harassment, intimidation or insult, student-to-student or adult-to-student, on the basis of an individual's actual or perceived sex, sexual orientation, gender, gender identity or expression. Positive action will be taken when necessary to eliminate such practices or remedy their effects. Sexual harassment, as defined and otherwise prohibited by state and federal statutes, constitutes an unlawful form of sex discrimination in violation of Title IX of the Educational Amendments Act of 1972 and Title VII of the Civil Rights State Board of Education, and District Policy. As such, sexual harassment may constitute just cause for discipline pursuant to applicable Education Code Sections.

Definition:

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. It includes, but is not limited to, circumstances in which:

1. submission to such conduct is made either explicitly or implicitly a part of the academic environment;

2. submission to or rejection of such conduct by a student is used as the basis for grading, evaluation, or supervision decisions affecting a student; or
3. such conduct has the purpose or effect of unreasonable interference with a student's academic performance or creates an intimidating, hostile or offensive learning environment.

Forms of Sexual Harassment

Forms of sexual harassment include, but are not limited to, the following:

1. verbal harassment: derogatory comments, jokes, or slurs;
2. physical harassment: unnecessary or offensive touching or impeding or blocking movement;
3. visual harassment: derogatory or offensive posters, cards, cartoons, graffiti, drawings or gestures; and
4. sexual favors: unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

Activities such as:

1. comments repeatedly emphasizing the sexual identity of an individual;
2. persistent requests for social-sexual encounters and favors;
3. physical contact of a lewd type;
4. indecent exposure;
5. realized sexual encounters constitute sexual harassment when they are accompanied by one or more of the following terms or conditions:
 - a. explicit or implicit promises of rewards for cooperation via misuse of institutional authority – e.g., to affect a student's academic advancement, grades, graduation, etc.
 - b. explicit or implicit threats of punishment for non-cooperation via misuse of institutional authority – e.g. to effect a student's academic advancement, grades, graduation, etc.
 - c. intimidation which creates a hostile or offensive academic environment; interferes with a student's scholastic performance; prevents a student's full enjoyment of education opportunities; or induces conformance, stress, anxiety, fear, or sickness on the part of the harassed student.

Implicit in the legal definition of sexual harassment is the assumption that sexual harassment prevents the realization of the victim's full potential as a student. A person sexually harassing a student is thus robbing the victim of the freedom to learn. Sexual harassment, then, is considered unethical and unsatisfactory, as well as illegal behavior.

Resolution Process

Informal Process:

To accommodate the unique nature of sexual harassment complaints, an informal process is provided for the primary purpose of resolution of a complaint at the earliest possible date. Elements of this process are:

1. The principal, an assistant principal, or a counselor may receive sexual harassment complaints from students and/or parents/guardians. The individual receiving the complaint will:
 - a. counsel the student, outline the options available and, when parents/guardians have not been involved, inform them of the complaint and the procedures to be followed;
 - b. obtain a factual written statement of the complaint and forward such to the Superintendent;
 - c. assist in the follow-up investigation, as appropriate;
 - d. make recommendations regarding the disposition of the complaint to the Superintendent or designee.
2. The Superintendent or designee will review the factual information collected to determine whether the alleged conduct constitutes sexual harassment, giving consideration to the record as a whole and the totality of procedures or due process requirements.
3. An effort will be made to protect the privacy of the parties involved in a complaint. Files which pertain to complaints handled under the informal process shall be kept confidential and will not be made available to the public.

Formal Process:

If the complaint is not resolved to the satisfaction of the student or his/her parents in the informal process, the following formal procedure is available:

1. The complaint shall be reduced to writing by the complainant and sent to the Superintendent within 10 working days of the completion of the informal process.
2. The Superintendent shall investigate the complaint and respond within 10 working days after receipt of the complaint.

Legal References:

Education Code Sections 200, 212.5, 230
 Title VII of the Civil Rights Act of 1964
 Title IX of the Education Amendments Acts of 1972
 Meritor Savings Bank v. Vinson, 477 U.S. 57, (1966)

Franklin v. Gwinett County Schools, 112 S. Ct 1028 (1992)
Board Policy Adopted: August 25, 1992
Revised: January 12, 2016

The following persons have been designated to handle inquiries regarding the nondiscrimination policies:

Site Coordinators

Northwood Program Compliance Coordinator
Leslie Roach, Principal
4515 Portola Parkway
Irvine, CA 92620
Phone: 949-936-7200

Northwood High School, Coordinators, Section 504
Casey Kramer & Ann Marie Simmons, School Psychologists
4515 Portola Parkway
Irvine, CA 92620
Phone: 949-936-7200

District Coordinators

Coordinator, Section 504
Melissa DiScala
Coordinator, Mental Health
3387 Barranca Parkway
Irvine, CA 92606
Phone: 949-936-7523

Coordinator, CTE
Patsy Janda
5050 Barranca Parkway
Irvine, CA 92604
Phone: 949-936-5000

Coordinator, Title IX, Title V
Keith Tuominen
Director, Secondary Education
5050 Barranca Parkway
Irvine, CA 92604
Phone: 949-936-5047

Coordinator, Title II, Title VI
Tim Hornig
Director Student Services
5050 Barranca
Irvine, CA 92604
949-936-5176

Coordinator, Title VII
Age Discrimination Act & Age
Discrimination in Employment Act
Susan Kemp
Director, Human Resources
5050 Barranca Parkway
Irvine, CA 92604
949-936-5136

Coordinator, CCR Title V
Keith Tuominen
Director, Secondary Education
5050 Barranca Parkway
Irvine, CA 92604
949-936-5047

Any Person may also contact the following:

San Francisco Office for Civil Rights,
US Department of Education, regarding the
District's Compliance with Section 504,
Title II, Title VI, Title IX, and the Age Discrimination Act
Office for Civil Rights
U.S. Department of Education
50 Beale Street, Suite 7200
San Francisco, CA 94105
Phone: 415-486-5555

Equal Employment Opportunity Commission for Concerns
Relating to the Age Discrimination in Employment Act, or Title VII
Roybal Federal Building
255 East Temple St., 4th Floor
Los Angeles, CA 90012
Phone: 1-800-669-4000

Other agencies dealing with nondiscrimination issues:

California Human Rights Commission
U.S. Department of Justice
25 Van Ness Avenue, Room 800
San Francisco, CA 94102-6033

Phone: 415-252-2500

900 Pennsylvania Avenue, NW
San Francisco, CA 94012-0001
Phone: 202-353-1555

For assistance in translating this document, please contact Language Minority Programs at 949-936-8500 or Lang-Minority@iusd.org.