

# RENAISSANCE A·C·A·D·E·M·Y



## **CURRICULUM GUIDE 2026 - 2027**

**325 N. Santa Anita Ave.  
Arcadia, CA 91006  
Phone: (626) 693-1308  
Website: [renaissanceacademy.com](http://renaissanceacademy.com)**

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## GRADUATION REQUIREMENTS

Renaissance is committed to preparing each student for success in college or university coursework. Therefore, our students are expected to meet the following courses and credit requirements in order to be eligible to graduate and earn a diploma.

### GRADUATION CREDIT REQUIREMENTS

|                                                             |                              |
|-------------------------------------------------------------|------------------------------|
| <b>English</b>                                              | 40 credit units              |
| English I, English II, English III, English IV              |                              |
| English III and IV options:                                 |                              |
| AP Language, AP Literature                                  |                              |
| <b>Mathematics</b>                                          | 30 credit units <sup>1</sup> |
| <b>Science</b>                                              | 30 credit units <sup>2</sup> |
| <b>Social Science</b>                                       | 25 credit units              |
| World History                                               |                              |
| U.S. History                                                |                              |
| U.S. Government or AP Government                            |                              |
| Social Science Elective                                     |                              |
| <b>Economics</b> or AP Macroeconomics and AP Microeconomics | 5 credit units               |
| <b>Health Education</b>                                     | 5 credit units               |
| <b>Physical Education</b> (special exemptions may apply)    | 5 credit units               |
| <b>Fine Arts</b>                                            | 10 credit units              |
| Visual Arts, Music, Drama                                   |                              |
| <b>World Languages</b>                                      | 20 credit units              |
| <b>Additional Electives</b> (any content area)              | 40 credit units              |
| <b>Total Credits Required</b>                               | <b>210 units<sup>3</sup></b> |

Units of credit are generally reflective of the time spent in class. 5 units of credit is extended for a semester class and 10 units of credit for a year-long class. Generally, students should expect to have at least 60 credit units at the end of the freshman year, 120 credit units at the end of sophomore year, and 180 credit units at the end of junior year. If a student has not earned enough credits or is missing credits by the end of the academic year, the student may not be promoted to the next grade level for the following academic year. Those student will have the opportunity to recover credits during summer school.

<sup>1</sup> 40 credit units is recommended.

<sup>2</sup> 40 credit units is recommended. 10 credit units must be from life science. 10 credit units must be from a physical science.

<sup>3</sup> Students who have a modified program (e.g., students who are in the athletics program, students with a modified education plan, etc...) that has been approved by the administration may have the credit unit requirement waived and may be eligible to graduate with fewer credit units.

### CHOOSING A COLLEGE PREPARATORY EDUCATION PLAN

Parents and students should begin to think about career and college plans early so that courses taken in high school will be selected to meet the subject requirements of the colleges the students wish to attend. It is not too early to investigate the various kinds of colleges: the liberal arts college, the university, the community college, or

the specialized school. College entrance requirements vary greatly. Students should plan academic programs in high school which maximize opportunities for admission to college. For those students who are planning to participate in athletics in college, the NCAA requirements for admission should be researched for each institution.

College admissions officers are concerned with a student's overall record. They consider the types of courses selected, GPA, college essays, extracurricular activities, and the school's recommendation. They may also attach importance to demonstrated interest, leadership and service. Scores on tests such as the Scholastic Achievement Test (SAT) and/or the American College Testing Program (ACT) should be considered for those schools that are not test optional..

## REQUIREMENTS FOR FOUR-YEAR COLLEGE/UNIVERSITY ADMISSION

Students who plan to attend a four-year college or university directly from high school should begin planning their academic programs accordingly, beginning with freshman year. The expectation of most four-year colleges and universities is that students will have completed a more rigorous academic program in high school than that required for high school graduation alone. The subject pattern required by most of our state universities, which are representative of most systems is: English, 4 units; mathematics, 3 units through advanced algebra; lab science, 2 units required, 3 units recommended; social science, 3 units; 2-3 units of the same world language; 1 unit of the same area of fine arts; other electives, like computer science, or vocational education. While these standards are listed as "minimal requirements," some exceptions may be allowed on a case-by-case basis at some of the universities in specific programs.

Students who plan to attend highly selective colleges and universities should take a rigorous high school curriculum throughout their four years in high school. Advanced Placement (AP) courses are likely to be considered strongly in admission decisions at those institutions. While the specific courses may vary somewhat, a typical pattern of high school courses needed for admission to more competitive colleges would include: English, 4 units; mathematics (beginning with algebra or geometry), 4 units; social science, 3-4 units; lab science, 3-4 units; world language, 2-3 units; other electives, 2 units. AP courses are not necessarily expected in every curricular area, but students who excel in two or more areas should take the maximum number of courses in those areas at the highest level possible. Other factors considered important in selective college admission include: special talents and interests, co-curricular activities, service to the community, leadership, college essays, recommendations, and college interviews. Geographic and demographic balance may be a consideration in admission decisions as well.

The first step in college preparation is taking essential courses while in high school. Many colleges expect an educational program to include at least four academic courses each year including English, world language or fine arts, math, science, and social science. Highly selective institutions require more. Listed below is an overview comparison of specific academic guidelines.

| <b>Academic Area</b> | <b>Renaissance Academy</b> | <b>State University / Community College transfer programs</b> | <b>Highly selective Colleges or Universities*</b> | <b>Community College</b> | <b>Out-of-State Universities and Colleges</b> |
|----------------------|----------------------------|---------------------------------------------------------------|---------------------------------------------------|--------------------------|-----------------------------------------------|
| <b>English</b>       | 4 years                    | 4 years                                                       | 4 years                                           | 4 years                  | 4 years                                       |

|                                                                    |         |                                                                          |                                  |                  |                                  |
|--------------------------------------------------------------------|---------|--------------------------------------------------------------------------|----------------------------------|------------------|----------------------------------|
| <b>Math</b>                                                        | 3 years | 3 years necessary:<br>Algebra, Geometry,<br>Algebra II                   | 4 years                          | 3 years          | 3-4 years: varied<br>requirement |
| <b>Science</b><br>(primarily<br>Biology,<br>Chemistry,<br>Physics) | 3 years | 2 years minimum:<br>Biology and Chemistry,<br>Physics, Earth<br>Sciences | 4 years of lab<br>sciences       | 2 years          | 3-4 years: varied<br>requirement |
| <b>Social<br/>Science</b>                                          | 3 years | 3 years including U.S.<br>History and<br>Government                      | 3-4 years varied<br>requirement  | 2 years          | 3-4 years varied<br>requirement  |
| <b>World<br/>Language</b>                                          | 2 years | 2 years of the same<br>language                                          | 3-4 years: varied<br>requirement | None<br>required | 2-3 years: varied<br>requirement |
| <b>Fine Arts</b>                                                   | 1 years | 1 year of the same art                                                   | 2-3 years: varied<br>requirement | None<br>required | 1-2 years: varied<br>requirement |

\*Advanced Placement courses are strongly recommended.

## CHOOSING A TWO-YEAR COLLEGE PREPARATORY EDUCATION PLAN

Students attend community colleges for a number of reasons. Some students are undecided as to the major or field of study they wish to enter, some take advantage of the low cost, and others enter to improve their academic records. No specific pattern of high school courses is required for such acceptance. However, admission to a state-supported community college does not necessarily mean entry into all of its programs. Once admitted, students are counseled into programs and courses commensurate with their abilities and interests. Transfer programs are suggested for some students while career programs are suggested for others. While there is an open-door admission policy, placement into some of the programs is selective. Students expecting to attend a community college and transfer to a four- year state institution should pursue a high school program of studies as strongly academic as their talents permit so that as many options as possible will be available to them in college. Some CSU and UC universities have signed cooperative agreements with local community colleges to transfer courses taken as a general education core. Private two-year colleges sometimes have entrance requirements similar to those of four-year colleges.

## CLASS LOAD

- **Full-Time Minimum Load:** The minimum class load for a full-time student shall be fifteen (15) units of credit. In order to be eligible to participate in extra-curricular activities, a student must be enrolled as a full- time Renaissance Academy student. See *Graduation Requirements* section for further details.

- **Part-Time Attendance:** Part-time attendance in the regular educational program by pupils enrolled in another private school or home schools will be allowed only if there is sufficient space and if such request is submitted to the principal.

## GENERAL HIGH SCHOOL PROGRAM

The general high school program can best be described as a program of study that includes course work that will provide a strong educational (academic) foundation as well as courses that give the student an opportunity to explore possible career or vocational choices. For example, students who may be interested in visual arts as a career could combine academic course work with programs offered in the fine arts department. A general high school program can be designed for students who are uncertain of their post-high school plans. By combining academic and electives students may increase their options.

Students are placed based on their goals, expectation of results, test scores and grades, content difficulty and the pace at which the material is studied. The purpose of course level placement is to challenge students to maximize success and minimize failure. The final responsibility for placement rests with the parents. A student may be in different levels in different subjects.

## REGULAR COLLEGE PREP LEVEL COURSES

Regular level courses are designed for students who learn best at an average pace and level of difficulty.

## ADVANCED PLACEMENT COURSES (AP)

The rigor of an Advanced Placement course is equivalent to that of a college course. Advanced Placement courses follow at least 75% of the syllabus provided by the College Board Advanced Placement Division. Students in Advanced Placement classes have the opportunity to take AP exams. Students are recommended for Advanced Placement courses based upon test scores, objective criteria, past academic performance and teacher recommendations. They may also have an opportunity to earn college credit for scores of 3, 4 or 5 on AP exams. Students planning to attend highly selective schools are generally encouraged to take two or more Advanced Placement courses as admission decisions are affected by the rigor of a students' program.

|                          |                                     |                               |
|--------------------------|-------------------------------------|-------------------------------|
| AP Biology               | AP English Language & Composition   | AP Physics                    |
| AP Calculus AB           | AP English Literature & Composition | AP Statistics                 |
| AP Calculus BC           | AP Macroeconomics                   | AP U.S. Government & Politics |
| AP Chemistry             | AP Microeconomics                   | AP U.S. History               |
| AP Environmental Science | AP Psychology                       |                               |

## GRADES AND GRADE POINT AVERAGES (GPA)

Grades are intended to reflect and communicate student achievement in courses. Teachers should issue grades in a valid and reliable manner so that grades reflect achievement in the content of instruction in a course and are determined in a consistent way, i.e., grades should be consistent over time.

| Grade       | Numeric Value | AP    |
|-------------|---------------|-------|
| A (94-100%) | 4.0           | 5.000 |
| A- (90-93%) | 3.7           | 4.662 |
| B+ (88-89%) | 3.3           | 4.212 |
| B (82-87%)  | 3.0           | 3.875 |
| B- (80-81%) | 2.7           | 3.537 |
| C+ (78-79%) | 2.3           | 3.087 |
| C (72-77%)  | 2.0           | 2.750 |

|             |     |       |
|-------------|-----|-------|
| C- (70-71%) | 1.7 | 2.412 |
| D+ (68-69%) | 1.3 | 1.300 |
| D (62-67%)  | 1.0 | 1.000 |
| D- (60-61%) | 0.7 | 0.700 |
| F (0-59%)   | 0.0 | 0.000 |

## HONOR ROLL

Honor Roll is computed by semester grades. Thus, there are two Honor Rolls per year. An incomplete may prevent a student from being eligible for the Honor Roll. The criteria are as follows: "First Honors" Honor Roll: GPA of 3.5 and above; "Second Honors" Honor Roll: GPA of 3.000 to 3.499.

## ALTERNATIVE COURSEWORK AND COURSE REMEDIATION

### CREDIT RECOVERY

Credit recovery are courses taken by a student as correspondence courses, distance learning courses (including virtual or online courses), and off-site summer school. For a student to receive high school credit for work completed in one of these alternative courses, the following criteria must be met:

1. The course is taught by an accredited institution.
2. The course is approved in advance by the dean and/or the principal.
3. The student assumes responsibility for all fees (including tuition and textbooks).
4. An official transcript demonstrating successful completion of the course is submitted.
5. The grade earned will be computed in the student's grade-point average.

### SUMMER SCHOOL

A student will receive high school credit for successfully completing a semester summer school course that is offered on-site or off-site. The student assumes responsibility for all fees (including tuition and textbooks). The grade earned will be computed in the student's grade-point average. In the event a course is offered but does not run for any reason, a student can take that course in an alternative setting, provided:

1. The course is offered by an accredited institution.
2. The course is approved in advance by the dean and/or the principal.
3. The student assumes responsibility for all fees (including tuition and textbooks).
4. An official transcript demonstrating successful completion of the course is submitted.
5. The grade earned will be computed in the student's grade-point average.

### INDEPENDENT STUDY

A student will receive high school credit for successfully completing independent study in a curriculum area not currently offered by the school, provided:

1. The student has maintained at least a 3.0 GPA in the sequence of studies being pursued and is presently carrying no more than one study hall
2. A teacher certified in the content area agrees to supervise the student
3. A signed proposal specifying work to be accomplished, timelines for assignments, and credit to be earned is approved by the cooperating teacher
4. The student obtains the consent of the principal and/or dean
5. The independent study is not to be used to satisfy graduation requirements within a department unless agreed to by dean and/or principal

6. The student assumes responsibility for all fees (including tuition and textbooks).
7. The grade earned will be computed in the student's grade-point average.

## COLLEGE COURSES

A student may receive high school and college credit by taking a credit course at an approved community college, provided:

1. The course is on the approved list of credit classes.
2. The student meets all requirements set by the cooperating college.
3. The student provides an official transcript to demonstrate successful completion of the course.
4. The course is approved in advance by the student's guidance counselor and the principal.
5. The student assumes responsibility for transportation and all the fees (including tuition and textbooks).
6. The grade earned will be computed in the student's grade point average.

## COURSE DESCRIPTIONS

The pages that follow provide the course descriptions for all courses offered at Renaissance Academy. Some courses do not run every year due to low enrollment and/or staffing challenges. All students should be prepared with a second course option to ensure they are able to take a course in which they are interested. During the registration/scheduling process, in the event that a course does not meet the minimum threshold of enrollment to run, a student will be moved on to the student's second choice.

## ENGLISH

The English Department is committed to preparing students in the communicative arts for the challenges of college and career and education after high school. Listening, speaking, analyzing, and writing skills are integrated into all English courses. All students are enrolled in college prep courses in their freshman, sophomore, junior, and senior years. Some alternate English courses are available to students who are non-native English speakers. Qualified juniors and seniors may choose from Advanced Placement electives to complete their graduation requirement if those courses are being offered.

### **ENGLISH LANGUAGE DEVELOPMENT (ELD): READING AND WRITING – 10 Credit Units**

Prerequisite: English Placement Exam

This course is designed for non-native English speaking [English Language Learner] students who are eligible as a result of assessment data and learning needs related to English Language Learning. The course fulfills English credit requirements. The class is intended to engage students in English with a focus on close reading, critical thinking, and communication. Students will participate in inquiry projects and will practice the skills necessary for a variety of writing and speaking skills. This course will count towards graduation requirements.

### **ENGLISH LANGUAGE DEVELOPMENT (ELD) – 10 Credit Units**

Prerequisite: English Placement Exam

This course is designed for non-native English speaking [English Language Learner] students who need strategic interventions in one or more components of literacy: reading fluency, reading comprehension, writing, vocabulary, and/or speaking/listening. Students are enrolled in this course to ensure that they can be successful in the literacy demands of other content areas, especially those courses with high reading and writing demands. Much emphasis is placed on academic vocabulary and the skills necessary to succeed in other content areas. This course will count towards graduation requirements.

### **ENGLISH I (Grade 9) – 10 Credit Units**

English 9 is designed to expose students to a variety of literary genres and deepen student engagement with literature and language. Students develop their abilities to read closely, analyze insightfully and write clearly. Research skills, grammar and vocabulary are taught in concert with the study of literature.

### **ENGLISH II (Grade 10) – 10 Credit Units**

Prerequisite: English I

Students will be exposed to a variety of literary genres. Research and technology development are also integrated into the curriculum. Students are expected to work independently on a number of projects, including paper writing, multi-media projects, and presentations.

### **English III: AMERICAN LITERATURE (Grade 11) – 10 Credit Units**

Prerequisite: English I and II

Through novels, poems, plays, short fiction, non-fiction, and essays students will survey American literature. Students will refine and improve their grammar, composition, speech, and analytical skills from English II. Students will be required to write both timed and processed papers throughout the year.

### **English IV: WORLD LITERATURE (Grade 12) – 10 Credit Units**

Prerequisite: Students should have completed English I, II, and III

This course is designed to be college preparatory and introduce students to a few key literary works from around the world outside of America. There is a focus on literature from the ancient world, as well as modern and contemporary fiction. This class varies from traditional world lit courses in that students engage in the kind of critical thinking required for inquiry, research, and cross-disciplinary projects. Ancient literary works and projects may include *Beowulf*; the theory of monster as culture through a range of folkloric studies, poetry, and essays; world mythologies from New Zealand to Alaska and Central America to Russia, culminating in a myth to class project. Contemporary literature may include Mishima, Calvino, Martel, Marquez, and a student choice for the independent study of a novel. Students will be expected to synthesize diverse sources, including non-fiction essays, into authentic discussion and writing.

### **AP LANGUAGE AND COMPOSITION – 10 Credit Units**

Prerequisite: A minimum “B” average in English II or English III. A teacher recommendation is necessary.

*This course may be offered as an online course if the minimum number of students are not enrolled for in-person.*

Students are challenged to become skilled readers of prose written in a variety of rhetorical contexts. Students read to understand the writer’s purposes, the audience’s expectations, and the use of the resources of language. A variety of writing forms and stylistic elements will be taught with a primary goal of improving students’ college readiness in composition. Students are expected to take the AP exam in May. Students are expected to take the AP exam in May, and outstanding achievement (usually a 3 or higher) on this exam may result in college credit for the course..

### **AP LITERATURE AND COMPOSITION – 10 Credit Units**

Prerequisite: A minimum “B” average in English II or English III. A teacher recommendation is necessary.

*This course may be offered as an online course if the minimum number of students are not enrolled for in-person.*

Advanced Placement Literature and Composition reflects the College Board standards. Students will critically examine a variety of contemporary and classical works of literature in a variety of genres. Student compositions will often be graded using the AP rubric. Additionally, timed writings are a key instructional strategy. It is anticipated most students will sit the AP examination. Much focus is also given to assorted poetry and prose to

ensure preparedness for the AP exam. Students are expected to take the AP exam in May, and outstanding achievement (usually a 3 or higher) on this exam may result in college credit for the course..

## **MATHEMATICS**

The purpose of our curriculum is to provide opportunities for the development of problem-solving skills and techniques for theoretical and applied settings. The Mathematics Department strives to create a learning environment that motivates the students of Renaissance Academy to achieve their fullest potential. Technology will be used to promote student engagement within the learning activities. Graphing calculators are used as an integral part of concept development. The skills and techniques the students will learn in the Mathematics Department will motivate and prepare them to become life-long learners of mathematics.

### **CALCULATOR POLICY**

Students enrolled in Pre-Algebra are required to have a scientific calculator as part of the supplies necessary to the course. Students enrolled in Algebra and more advanced courses are required to have a calculator with graphing capabilities. The graphing calculator currently recommended by the department is the Texas Instruments TI 83 Plus or TI 84 Plus or higher.

### **PRE-ALGEBRA – 10 Credit Units**

This course reinforces and builds upon mathematical skills taught in previous classes with additional advanced computation, including an emphasis on algebraic concepts. Students study fractions, decimals, ratios, integers and rational numbers. Students will expand their problem-solving skills in order to solve application problems and algebraic equations. A Scientific Calculator is required.

### **ALGEBRA I – 10 Credit Units**

Prerequisite: Pre-Algebra or equivalent

Algebra helps the student: 1) to understand some of the basic structure of algebra (the number system); 2) to recognize the techniques of algebra as reflections of this structure; 3) to acquire facility in applying algebraic concepts and skills; 4) to perceive the deductive reasoning role in algebra; 5) to appreciate the need for precision of mathematical language; and 6) to become familiar with the graphing calculator. This course includes the following topics: verbal and algebraic models, exploration and analysis of data, real number properties and operations, solving equations and inequalities, systems of equations, powers and exponents, quadratic equations, polynomial operations, functions, radicals, and rational equations. A graphing calculator is required.

### **GEOMETRY – 10 Credit Units**

Prerequisite: Algebra I or placement by exam

Geometry contains subject matter of plane, solid, and coordinate geometry. The goals set for the course are the following: the understanding of the basic structure of geometry; the visualization of three dimensions; the knowledge of the relationships among geometric elements; a focus on geometric language and application; the application of algebraic skills; the knowledge of the methods of coordinate geometry; the ways in which algebra and geometry complement each other; applications of probability; inductive and deductive reasoning; parallel and perpendicular lines and planes; congruency; similarity; right triangles; circles; special stress in coordinate geometry-methods and proofs; area and volume for plane and solid figures; and the experience of the stimulation and satisfaction that comes from clear and creative thinking.

### **ALGEBRA II – 10 Credit Units**

Prerequisite: Geometry or placement by exam

Algebra 2 is a complete second course in algebra enriched with units in trigonometry which will continue the preparation of the student for further work in mathematics. The course includes the following advanced algebra topics: fundamental operations of arithmetic and algebra, factoring, algebraic equations, first degree equations, functional relations, radical equations, quadratic equations, theory of quadratic equations, exponents, roots, logarithms, and sequences. The trigonometry topics include: trigonometric functions and their inverses, right and oblique triangles, and trigonometric equations. A graphing calculator is required.

#### **PRE-CALCULUS – 10 Credit Units**

Prerequisite: Algebra II or placement by exam

Pre-Calculus is designed for students who are looking for the academic rigor of an advanced level mathematics course. Course content and assignments are structured to deepen students' engagement with mathematical concepts. Pre-Calculus includes the subject matter covered in Algebra II. Such topics as linear functions, quadratic functions, rational functions, logarithmic functions, exponential functions and complex numbers, equations, and quadratic inequalities are also covered. Trigonometry concepts include: trigonometric functions, functions of two angles, trigonometric equations, vectors, right and oblique triangles, and inverse trigonometric functions. A graphing calculator is required.

#### **AP PRE-CALCULUS – 10 Credit Units**

Prerequisite: Algebra II or placement by exam

*This course may be offered as an online course if the minimum number of students are not enrolled for in-person.*

The course will follow very closely the prescribed curriculum offered by the Advanced Placement Program for AP Pre-Calculus. This course is designed to cover the content in Pre-Calculus. The topics to be covered in class will include all of the content in Pre-Calculus and the theory of mathematics, but in greater depth and with more rigor. Each student will work on computational skills, formulating ideas, and problem solving. These topics will be approached in both an individual and group setting. When and where appropriate real-world problems will be addressed and solved in order to show the application of different strategies and topics. A graphing calculator is required. Students are expected to take the AP exam in May, and outstanding achievement (usually a 3 or higher) on this exam may result in college credit for the course.

#### **AP CALCULUS AB – 10 Credit Units**

Prerequisite: A minimum grade of "B" in Pre-Calculus or instructor approval with a placement exam.

*This course may be offered as an online course if the minimum number of students are not enrolled for in-person.*

The course will follow very closely the prescribed curriculum offered by the Advanced Placement Program for Calculus, level AB. The course is concerned with an intuitive understanding of the concepts of calculus and experience with its methods and applications. A graphing calculator is required. Students are expected to take the AP exam in May, and outstanding achievement (usually a 3 or higher) on this exam may result in college credit for the course.

#### **AP CALCULUS BC – 10 Credit Units**

Prerequisite: A minimum grade of "B" in Pre-Calculus or Calculus AB or instructor approval with a placement exam.

*This course may be offered as an online course if the minimum number of students are not enrolled for in-person.*

This course includes all topics studied in Calculus AB Advanced Placement. Sequences and series, differential equations, and polar coordinates are also taught. A graphing calculator is required. Students are expected to take the AP exam in May, and outstanding achievement (usually a 3 or higher) on this exam may result in college credit for the course.

#### **AP STATISTICS – 10 Credit Units**

Prerequisite: Algebra II or instructor approval

*This course may be offered as an online course if the minimum number of students are not enrolled for in-person.*

This course is an introductory, non-calculus-based course in statistics and allows students the opportunity to take Statistics Advanced Placement exam. Students are introduced to the concepts and tools for collecting, analyzing, and drawing conclusions from data. The four major themes of the course are exploratory analysis, experimental design, probability, and statistical inference. A graphing calculator is required. Students are expected to take the AP exam in May, and outstanding achievement (usually a 3 or higher) on this exam may result in college credit for the course.

## SCIENCE

The goal of the science Department is to create tomorrow's scientifically literate citizens. The science Department strongly encourages taking at least one biological and at least one physical science to complete the three-year science requirement.

### **EARTH SCIENCE – 10 Credit Units**

The first semester of Earth Science uses hands-on lab activities, graphs, maps and videos to explore major concepts of Geology. Students will learn how earth's crustal plates move and how this movement changes the map of the world. They will study the two most visible symptoms of plate movement; earthquakes and volcanoes. Students will study the movement of landforms that produced Pangaea and eventually evolved into our modern world. Students will discuss and explore current earth science events and relate these to class curriculum. Meteorology: Students will learn the basic components of weather through hands-on activities, graphs, maps, and labs. This knowledge will be applied to gain an understanding of how the atmosphere functions to impact weather systems. Students will study and identify types of clouds and measure relative humidity, as well as track and report weather trends. The second semester of Earth Science covers topics of Oceanography, Meteorology, and Astronomy. Oceanography: Students will learn about the basic features of the oceans floors and how they were formed, how life forms survive on the ocean floor, and the technologies that allow scientists to explore the depths of the sea. Students will study the oceans as a "living" form that impacts all Earth's systems. Astronomy: Students will gain an understanding of how Earth was formed and how extraterrestrial objects have played and will continue to play an important role in our planet's geologic history. Students will study our moon, Sun, and other planets in the solar system. Students will have the opportunity to do independent research on astronomy topics of choice.

### **BIOLOGY – 10 Credit Units**

The course focuses on the study of the characteristics and properties common to all life. This course is designed around a thematic approach based on NGSS (Next Generation Science Standards). Units include: scientific inquiry, homeostasis, energy, heredity, evolution, and microbiology. Students will gain experience with science practices and develop the skills important for future science courses, especially the process and application of scientific inquiry.

### **AP BIOLOGY – 10 Credit Units**

Prerequisite: Students should have completed Biology and Chemistry with a minimum of a "B" or need Department Approval. Course is equivalent to a college-level course.

*This course may be offered as an online course if the minimum number of students are not enrolled for in-person.*

AP Biology is designed with two main goals: to foster a deeper level of learning with the concepts of Biology, and to develop advanced inquiry and reasoning skills which can be connected across all domains. Emphasis is on developing an understanding of broad biological concepts as well as building on science practices which enable students to establish lines of evidence and use them to refine explanations and predictions of natural phenomena. This course is equivalent to a two-semester college introductory biology course and follows the curriculum

designed by the College Board. Students are expected to take the AP exam in May, and outstanding achievement (usually a 3 or higher) on this exam may result in college credit for the course.

#### **AP ENVIRONMENTAL SCIENCE – 10 Credit Units**

Prerequisite: Students should have completed Biology and Chemistry with a minimum of a "B" or need Department Approval. Course is equivalent to a college-level course.

*This course may be offered as an online course if the minimum number of students are not enrolled for in-person.*

AP Environmental Science is an ecology course which allows students to apply many of the principles learned in introductory biology, chemistry, and physics to better understand the biosphere and the environmental and economic choices facing contemporary society. Topics include: sustaining terrestrial and aquatic biodiversity; the history of the modern environmental movement; ecological principles; climate, weather, and biomes; the harvesting and use of renewable and non-renewable energy resources; petrochemicals (e.g., pesticides, plastics, and flame retardants), hazardous wastes, and toxicology; human population growth; soil and water resources; food and agriculture; mining and solid waste; the atmosphere and air pollution; climate change and ozone depletion; renewable resource sustainability and environmental ethics. The AP Environmental Science course will provide students with the concepts and methodologies required to understand, identify, and analyze environmental problems, both natural and man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students are expected to take AP exam in May, and outstanding achievement (usually a 3 or higher) on this exam may result in college credit for the course.

#### **CHEMISTRY – 10 Credit Units**

Prerequisite: Algebra, Biology

Chemistry is designed for college-bound students. It covers most of the traditional concepts of general chemistry by investigating the nature of matter. Topics include the scientific method, energy, atomic structure, the periodic table, chemical bonds, and chemical reactions. Students experience the use and application of relevant chemistry and perform inquiry-based laboratory activities. This course provides a general background in chemistry and improves science literacy. The remainder of the theoretical and descriptive materials of the course focuses on teaching students, through scientific inquiry, the relationship between structure of matter and the properties that matter exhibits.

#### **AP CHEMISTRY – 10 Credit Units**

Prerequisite: Students should have completed Biology and Chemistry with a minimum of a "B" or need Department Approval. Physics is recommended.

*This course may be offered as an online course if the minimum number of students are not enrolled for in-person.*

Advanced Placement Chemistry is intended to provide a college level course in chemistry for interested and capable students. Those who complete the course are prepared to take the AP examination. This course is equivalent to two semesters of college chemistry. Topics include electronic and atomic structure, stoichiometry, reactions, thermochemistry, Periodicity, bonding, intermolecular forces, kinetics, equilibrium, acids and bases, thermodynamics, and electrochemistry. Students are expected to take the AP exam in May, and outstanding achievement (usually a 3 or higher) on this exam may result in college credit for the course.

#### **PHYSICS – 10 Credit Units**

Prerequisite: Geometry or Concurrently Enrolled, Chemistry

This course uses the phenomenological approach in the study of physics. It stresses the use of scientific reasoning and logical deductions to describe the qualitative relationships that exist in the following topics: motion, Newton's Laws, uniform circular motion, gravity, energy, momentum, electrostatics, electromagnetism, circuits, and waves.

**AP PHYSICS 1 – 10 Credit Units**

Prerequisite: AP Physics is the equivalent of a college level course. Students should have completed Chemistry, Physics, and AP Calculus or Concurrently Enrolled.

*This course may be offered as an online course if the minimum number of students are not enrolled for in-person.*

The AP Physics curriculum includes topics in both classical and modern physics. A strong background in Algebra and basic Trigonometry is required for the course, and the basic ideas of calculus will be introduced and explored. The following topics will be examined: Newtonian Mechanics, Thermal Physics, Electricity and Magnetism, Waves and Optics, Atomic and Nuclear Physics. Those who complete this course are prepared to take the AP Physics 1 and 2 exams. Students are expected to take the AP exam in May, and outstanding achievement (usually a 3 or higher) on this exam may result in college credit for the course. Students who have taken regular physics need both a teacher AND an Instructional Coach recommendation to enroll in AP Physics.

## **SOCIAL SCIENCE**

People, both collectively and individually, are the focus of social science. The dimensions of this focus are historical, political, geographic, economic, sociological and psychological. Social science may include the study of historical events, government functions, natural resources, business cycles, group behavior, and individual personality to understand better the past, the present, and the possible future of human society. An additional goal of social science is education for citizenship. A democracy demands citizens who are knowledgeable concerning human affairs and who can apply this knowledge effectively in the critical task of self-government.

**GLOBAL STUDIES – 10 Credit Units**

Students will be given the opportunity to learn about non-Western cultures and how those cultures have impacted history, as well as the world in which we live in today. The geography, history, culture, religion, current events, and politics of the Middle East, Africa, South America, and Asia will be emphasized to give students a basic understanding of various cultures around the world. In addition to the history of these regions, students will learn the geographical importance of each place and how geography can impact the people who live there. This course provides a narrative for regions of the world that are often under-represented in history while emphasizing the importance of being a global citizen.

**WORLD HISTORY – 10 Credit Units**

*Meets the World History graduation requirement. Must be taken during the freshman or sophomore year.*

*Freshmen who are enrolled in reading may not enroll in World History until their sophomore year.*

In this full year course, students will explore the expanse of World History from 13.82 billion years ago to the future, with emphasis on human history. Students will hone their historical thinking skills including close reading, argumentative writing, geography, categorization, comparison, causation, contextualization, change and continuity over time, and sourcing. The course will expose students to a variety of perspectives and interpretations of historical events. The course centers around essential questions, or era problems, that students will grapple with.

**UNITED STATES HISTORY – 10 Credit Units**

*Required for Graduation. Must be taken during the junior or senior year.*

United States History is a history course that all students are required to take during their junior year. The course concentrates upon the historical development of United States political, economic, and social institutions. The role and contributions of women, racial, and ethnic groups in the history of our country and state are included in the course of study.

**ELD UNITED STATES HISTORY – 10 Credit Units**

Prerequisite: This course is for students of limited English abilities. Included in this group are some bilingual students with testing difficulties, foreign students with limited English skills, and anyone with a background in another language that has an impact on their academic performance in English.

*Meets the United States History graduation requirement. Must be taken during the junior or senior year.*

This course is intended to meet the needs of students with limited English abilities in order to acquire the concepts and vocabulary relevant to the study of United States History. The focus is a chronological study of the United States history with an emphasis on language development vocabulary, critical thinking, testing formats, note taking, and debating skills.

### **AP UNITED STATES HISTORY – 10 Credit Units**

Prerequisite: AP United States History is the equivalent of a college level course. Students will be recommended for placement based on test scores and grade-point averages. Academic performance history in social science and English will be most heavily weighted in placement decisions. Counselor and Instructional Coach approval is necessary.

*Meets the United States History graduation requirement. Must be taken during the junior or senior year. This course may be offered as an online course if the minimum number of students are not enrolled for in-person.*

The Advanced Placement Program in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. The course takes a chronological approach to United States history and will train students to analyze and interpret primary sources, including documentary material, maps, statistical tables, and pictorial and graphic evidence of historical events. Students will learn to take notes from both printed materials and lectures or discussions, write essay examinations, and write analytical and research papers. Students are expected to take the AP exam in May, and outstanding achievement (usually a 3 or higher) on this exam may result in college credit for the course.

### **ECONOMICS – 5 Credit Units**

*Course meets the requirement for graduation. Must be taken during the senior year.*

This course introduces economics as a social science. Students examine the topics and issues of: capitalism and market economies, supply and demand, forms of economic enterprise, labor and unions, sources of capital, savings and investment, determining prices, measuring economic performance, inflation, unemployment, income distribution, the Federal Reserve System and monetary policy, taxes, national debt and fiscal policy, government regulation, comparing economic systems, developing nations, international trade, consumer economics, and others.

### **AP MICROECONOMICS – 5 Credit Units**

AP Microeconomics is the equivalent of a college level course. Counselor and teacher approval is necessary.

*Course meets the requirement for graduation. Can only be taken during the senior year. This course may be offered as an online course if the minimum number of students are not enrolled for in-person.*

The purpose of an Advanced Placement course in Microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. Students are expected to take the AP exam in May, and outstanding achievement (usually a 3 or higher) on this exam may result in college credit for the course.

### **AP MACROECONOMICS – 5 Credit Units**

AP Macroeconomics is the equivalent of a college level course. Counselor and teacher approval is necessary.

*Course meets the requirement for graduation. Can only be taken during the senior year. This course may be offered*

*as an online course if the minimum number of students are not enrolled for in-person.*

The purpose of an Advanced Placement course in Macroeconomics is to give students a thorough understanding of the principles that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price determination, and also develops students' familiarity with economic performance measures, economic growth, and international economics. Students are expected to take the Advanced Placement Students are expected to take the AP exam in May, and outstanding achievement (usually a 3 or higher) on this exam may result in college credit for the course.

#### **UNITED STATES GOVERNMENT – 5 Credit Units**

*Meets the United States Government graduation requirement. Must be taken during the senior year.*

The course in United States Government concentrates on the information United States citizens need to know to maintain a democratic system and influence officials when they have concerns. The focus is on the kind of people who attain positions of power in the United States political system, what roles they are expected to follow, and what influences their decisions on policies. The national level of politics is dealt with including Presidents, Congressmen, Supreme Court Justices, and some of the Federal bureaucracy. The part played by lobbyists for special interest groups, public opinion polling, and the news media's influence on people's political attitudes and behavior are also studied.

#### **ELD UNITED STATES GOVERNMENT – 5 Credit Units**

*Meets the U.S. Government graduation requirement. Must be taken during the senior year.*

This course is for students of limited English abilities. Included in this group are some bilingual students with testing difficulties, foreign students with limited English skills, and anyone with a background in another language that has an impact on their academic performance in English. Due to enrollment, this course may be offered on an as-needed basis. This course is intended to meet the needs of students with limited English abilities in order to acquire the concepts and vocabulary relevant to the study of United States Government. The focus is a study of the United States political system with an emphasis on language development vocabulary, critical thinking, testing formats, note taking, and debating skills.

#### **AP UNITED STATES GOVERNMENT AND POLITICS – 5 Credit Units**

Prerequisite: AP United States Government and Politics is equivalent to an introductory college course in politics and government. Counselor and teacher approval is necessary.

*This course meets the U.S. Government graduation requirement. Can only be taken during the senior year. This course may be offered as an online course if the minimum number of students are not enrolled for in-person.*

The Advanced Placement Program in United States Government is intended to not only familiarize seniors with the inner-workings of our government, but also challenge students to both analyze and evaluate the merits of our political system. Students will interpret and analyze the Constitution, court cases, and primary documents from varying political perspectives. The course will focus on national, state, and local government. After examining the constitutional foundations of United States government, students will then investigate how real-world policies are created through the interaction of politicians, parties, interest groups, bureaucrats, and the voters themselves. Finally, students will study the evolving nature of civil rights and liberties resulting from our political choices. Students are expected to take the AP exam in May, and outstanding achievement (usually a 3 or higher) on this exam may result in college credit for the course.

## **HEALTH AND PHYSICAL EDUCATION**

Students are required to complete one year of physical education or health. To be excused from physical education courses, a student may submit a written request to the principal or dean for the reasons stated below.

1. Ongoing participation in an interscholastic athletic program
2. Medical Waiver - a doctor's note is required

### **PHYSICAL EDUCATION – 10 Credit Units**

This course consists of a variety of physical activities and team activities that may include: volleyball, basketball, flag football, ultimate Frisbee, weight training and fitness activities. Students are also provided with information relating to decisions about improvement or maintenance of their current physical fitness levels, goal setting, selection of activities, and how to design a personal physical fitness program.

### **HEALTH – 10 Credit Units**

The major goal of this curriculum is to provide students with health-related skills necessary to living and working as adults. Students will be given information on how to attain and maintain good health. It will also assist them in becoming knowledgeable health-care consumers. Units dealing with body systems, diseases, nutrition, mental health, relationships, human development, and drug abuse/addiction will be covered.

## **FINE ARTS**

Study in the fine arts – art, music, and drama – encourages students to better understand and value themselves, others, and fundamental human issues. Further, through an increased knowledge of the arts of other historical periods and cultures, students are given the chance to discover the universality of those dimensions of life that transcend mere survival, such as beauty, love, justice, and truth. Such explorations in the fine arts encourage students to consider, understand, and even to challenge the values of their own contemporary culture while learning to appreciate and value the artistic and cultural heritage of other peoples.

## **DRAMA/PERFORMING ARTS**

### **PERFORMING ARTS – 10 Credit Units**

Performing Arts is a full year course in which the students learn the basic skills needed to perform onstage and see with a director's eye. The class will focus on theatre games, short-form improvisation, story theatre, monologues, scene work, long-form improvisation, and acting. Through ensemble work, students will exercise creativity and learn to become comfortable in front of a group and in their own skin throughout their daily lives.

## **MUSIC**

### **STUDIO MUSIC – 10 Credit Units**

No pre-requisite and no musical playing ability or prior musical experience necessary.

Students in Studio Music will explore music from many cultures, time periods, styles, and genres as they build upon their ability to think musically. Students will actively engage in music listening, performing, improvising, and composing throughout the course. Throughout the course, students will explore many techniques and technologies to create their own original music. This course is particularly recommended for students who wish to take only one music course, who enjoy stimulating discussion as well as hands-on music projects.

### **BAND – 10 Credit Units**

No pre-requisite and no musical playing ability or prior musical experience necessary.

Band is a semester-long course in which students will explore music while learning guitar, bass, keyboard, or drums. Prior experience on instruments is not required. Students will study the music of the past and current,

learn how to write songs, learn about music history and its cultural significance. This class is specifically designed for students who have always wanted to perform an instrument as part of a band. Students do not need to own an instrument.

#### **ORCHESTRA – 10 Credit Units**

No pre-requisite and no musical playing ability or prior musical experience necessary.

Students enrolled in Orchestra will gain experience with a diverse set of music honoring all styles and genres of music. Orchestra is a performance-based music class that holds the music studies at the core of its curriculum. Therefore, the curriculum evolves as the music studies presents different learning situations. In addition to performing on instruments, students will participate in many varied activities that deepen the musical experience.

## **VISUAL ARTS**

#### **VISUAL ARTS I - 10 Credit Units**

Prerequisite: None

This course teaches students how to draw with drawing and painting techniques in a variety of materials (pencil, ink, charcoal and watercolor, tempera, etc.). Students are introduced to the Elements and Principles of art and design. This course will provide a student with a foundation in drawing and painting skills.

#### **VISUAL ARTS II – 10 Credit Units**

Prerequisite: Visual Arts I or approval of Fine Arts Instructional Coach

This course is a continuation of Drawing and Painting I on a higher level of competency. Students will use art to design, problem solve, and explore their creativity. Students will use a variety of materials and be introduced to higher level techniques. Specific periods of art history are introduced with the emphasis on artistic problem solving.

#### **VISUAL ARTS III – 10 Credit Units**

Prerequisite: Visual Arts II or approval of Fine Arts Teacher

This course continues efforts to have students use a variety of materials to master techniques and skills in drawing and painting. Students will explore the different purposes of art involving self-expression, storytelling, and communication. Specific periods of art history are introduced with the emphasis on artistic problem solving.

#### **VISUAL ARTS IV: Portfolio Building – 10 Credit Units**

Prerequisite: Drawing and Painting III or approval of Fine Arts Instructional Coach

This course is designed for highly motivated and talented students who wish to develop their portfolio in drawing and painting. Students must have background, knowledge, and expertise to be able to work independently and explore his/her specific art form in depth. This allows students to create a series of artworks related around a visual theme. Students are required to submit two quarterly contracts outlining proposed projects for each quarter.

## **WORLD LANGUAGES**

The World Languages Department offers students the opportunity to study the Spanish languages through in-person instruction. Students who pass a placement test in Spanish are invited to begin those languages at the second-year level. In addition, participation and communication in the language classes is an integral component

of world language study. The World Languages Department is committed to developing our students' skills in listening, speaking, reading, and writing the respective languages. Additionally, foreign language students explore the cultures of all the countries speaking the respective languages around the world. The World Languages Department believes that it is vital, in our changing world, that our students think globally and are well-versed in multiple languages and cultures.

### **SPANISH I - 10 Credit Units**

The first year aims to give the student an introduction to the Spanish language both orally and in written form. In this class the student will learn to communicate in Spanish through the four modes of communication: reading, writing, listening and speaking. Additionally, the student familiarizes himself or herself with the Spanish culture.

### **SPANISH II - 10 Credit Units**

Prerequisite: Spanish I or successful placement exam

The second year of Spanish continues the work begun in the first level, emphasizing oral comprehension, communication, vocabulary and grammatical structure. Students gain insight of the Spanish and Latin American cultures through the study of geography and customs.

### **SPANISH III - 10 Credit Units**

Prerequisite: Spanish II or Consent of Teacher

The purpose of Spanish III is to further develop the skills that the student has acquired in the first two years of study and to give the student an appreciation of the Spanish and Latin cultures through the use of various media. Textbooks, classroom discussion, lectures, audio, slides, and videos are integrated with the curriculum. Grammatical structures, vocabulary, and communication continue to be emphasized.

## **GENERAL ELECTIVES**

### **ENGLISH ELECTIVES**

#### **CREATIVE WRITING – 5 Credit Units**

Creative Writing is a one semester course and encourages creative written expression for the purpose of self-discovery. Students write a variety of literary compositions.

#### **DEBATE – 5 Credit Units**

Debate is a one semester elective offering, open to all students. Topics and skills studied in the course include public speaking, debate issues and resolutions, types of debates, and debate procedures and styles.

#### **SPEECH – 5 Credit Units**

Debate is a one semester elective offering. Students will examine the foundations of speech, including ethics and responsibility, verbal and nonverbal communication, confidence, logic and reasoning, and effective language. After reading, viewing, listening to, and critiquing a variety of speeches, students will research, write, revise, present, and reflect on multiple original speeches, while also improving skills related to interpersonal communication.

### **SCIENCE ELECTIVES**

### **COMPUTER SCIENCE – 10 Credit Units**

Students will study the structured program and syntax of computer languages. Object-oriented programming techniques will be studied and implemented in all programs in Java.

## **SOCIAL SCIENCE ELECTIVES**

### **PSYCHOLOGY – 10 Credit Units**

Psychology is a general survey of the field of psychology. Topics which are examined include: the biology of behavior (brain, central nervous system, etc.), perception, learning (classical and operant conditioning), language, thought, intelligence, and personality theory. The primary emphasis is on the exploration of individual human behavior and experience.

#### **AP PSYCHOLOGY – 10 Credit Units**

Prerequisite: Academic history in social science and English will be heavily weighted in placement decisions. Teacher approval is necessary.

*This course may be offered as an online course if the minimum number of students are not enrolled for in-person.*

AP Psychology is the equivalent of a college level course. The Advanced Placement Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. Students are expected to take the Advanced Placement Examination in the spring and outstanding achievement on the examination may result in receiving college credit for the class. Students are expected to take the AP exam in May, and outstanding achievement (usually a 3 or higher) on this exam may result in college credit for the course.