RENAISSANCE ACADEMY

CURRICULUM GUIDE
2026-2027

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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

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

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.

[1] 40 credit units is recommended.
[2] 40 credit units is recommended. 10 credit units must be from life science. 10 credit units must be from a physical science.
[3] 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.

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

Math	3 years	3 years necessary: Algebra, Geometry, Algebra II	4 years	3 years	3-4 years: varied requirement
Science (primarily Biology, Chemistry, Physics)	3 years	2 years minimum: Biology and Chemistry, Physics, Earth Sciences	4 years of lab sciences	2 years	3-4 years: varied requirement
Social Science	3 years	3 years including U.S. History and Government	3-4 years varied requirement	2 years	3-4 years varied requirement
World Language	2 years	2 years of the same language	3-4 years: varied requirement	None required	2-3 years: varied requirement
Fine Arts	1 years	1 year of the same art	2-3 years: varied requirement	None required	1-2 years: varied 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 FUNDAMENTAL A/B – 10 Credit Units

Students build foundational reading and writing skills through short fiction, nonfiction, and guided discussion. They practice identifying main ideas, using textual evidence, developing vocabulary, and revising organized paragraphs and short essays.

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.

ALGEBRA II / TRIG A/B – 10 Credit Units

Students extend their study of algebra through polynomial, rational, exponential, and logarithmic functions. They use the unit circle, trigonometric graphs, and identities to model relationships and solve problems.

ALGEBRA II A (H) A/B – 10 Credit Units

This honors course develops fluency with advanced equations, complex numbers, and families of functions. Students connect symbolic, graphical, and numerical representations, justify solutions, and use functions to model unfamiliar problems.

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.

COLLEGE PRECALCULUS (DE) – 10 Credit Units

This course prepares students for calculus through the study of polynomial, rational, exponential, logarithmic, and trigonometric functions. Students analyze graphs, solve systems of equations, and use functions to model mathematical relationships. The course also covers analytic trigonometry, complex numbers, vectors, and parametric equations, with an emphasis on explaining how representations inform problem solving.

COLLEGE CALCULUS I (DE) – 10 Credit Units

This course introduces differential and integral calculus for functions of one variable. Students use limits to study continuity and to describe a function's instantaneous rate of change. They interpret derivatives and definite integrals in applied problems, using the former to analyze change and the latter to describe accumulation over an interval.

COLLEGE CALCULUS II (DE) – 10 Credit Units

This course extends the study of calculus through definite and indefinite integrals and the fundamental theorem of calculus. Students select integration techniques and use them to find areas and volumes and solve problems from physics and engineering. They also examine introductory differential equations and use graphical and analytical methods to interpret solutions.

COLLEGE STATISTICS (DE) – 10 Credit Units

This course introduces statistical reasoning and methods without calculus. Students organize and summarize data, use probability to describe uncertainty, and draw conclusions from samples through estimation and hypothesis testing. They use correlation and regression to analyze relationships between variables and use statistical software to tabulate data and interpret results.

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.

ENVIRONMENTAL SCIENCE A/B – 10 Credit Units

Students examine ecosystems, biodiversity, natural resources, and the effects of human activity on the environment. They interpret data on issues such as pollution, land use, and climate change and evaluate possible responses.

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.

BIOLOGY (HONORS) – 5 Credit Units

Students investigate cell structure and function, energy transfer, genetics, evolution, and ecology. They use models, data analysis, and evidence-based explanations to connect biological processes across levels of organization.

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.

AP PHYSICS 2 A/B – 10 Credit Units

This algebra-based college-level course uses inquiry and laboratory investigations to explore thermodynamics, electric and magnetic fields, circuits, optics, and modern physics. Students apply models and conservation principles to explain physical phenomena and interpret experimental evidence.

HUMAN ANATOMY & PHYSIOLOGY – 5 Credit Units

Students examine the structure and function of major human body systems. They use anatomical models and physiological data to explain how organs and systems interact to maintain homeostasis.

COLLEGE GENERAL BIOLOGY 1 (DE) – 10 Credit Units

This course introduces the molecular and cellular foundations of life. Students connect the properties of biological molecules to the structure and function of cells and examine how genetic information is inherited. The course relates these principles to evolution by considering how inherited variation can contribute to changes in populations over time.

COLLEGE GENERAL BIOLOGY 2 (DE) – 10 Credit Units

This course builds on introductory biology through the study of organismal biology, evolution, and ecology. Students compare the structure and function of plants and animals and examine how organisms interact with one another and their environments. They investigate population change, biodiversity, and ecosystem processes, using observations and laboratory evidence to evaluate biological explanations.

COLLEGE GENERAL CHEMISTRY I (DE) – 10 Credit Units

This course introduces the principles of college chemistry through the study of atomic and molecular structure, periodic relationships, states of matter, and solutions. Students use stoichiometry to relate quantities of reactants and products and examine energy changes in chemical processes. Quantitative work draws on proportional reasoning, scientific notation, and logarithms to interpret chemical relationships.

COLLEGE GENERAL CHEMISTRY II (DE) – 10 Credit Units

This course continues the study of general chemistry with reaction kinetics, chemical equilibrium, acid–base chemistry, thermodynamics, and electrochemistry. Students examine the factors that affect reaction rates and equilibrium and use chemical principles to interpret energy changes and electrochemical behavior. The course also introduces nuclear chemistry and coordination compounds. Laboratory investigations connect chemical theory to experimental observations.

COLLEGE PHYSICS 1 (DE) – 10 Credit Units

This course introduces classical physics through Newton's laws and the study of linear, circular, and harmonic motion. Students use algebra and trigonometry to describe physical systems and connect those models to the behavior of fluids, heat, waves, and sound. Laboratory work complements the study of these principles through observation and measurement.

COLLEGE PHYSICS 2 (DE) – 10 Credit Units

This second algebra-based college physics course examines electricity and magnetism, electric circuits, waves, and optics. Students use mathematical relationships to describe physical behavior and explore selected topics in fluid mechanics and modern physics. Laboratory investigations give students practice applying physical laws, interpreting measurements, and comparing experimental results with predictions.

COLLEGE PHYSICS WITH CALCULUS 1 (DE) – 10 Credit Units

This course applies introductory calculus to classical physics problems in science and engineering. Students describe motion in one and two dimensions, use Newton's laws to explain how forces affect motion, and extend their analysis to the rotation of rigid bodies. They apply energy concepts to physical systems and examine harmonic motion and thermodynamics.

COLLEGE PHYSICS WITH CALCULUS 2 (DE) – 10 Credit Units

This course uses calculus and vector reasoning to study electric and magnetic fields, electric potential, capacitance, and direct- and alternating-current circuits. Students apply Gauss's law to electric fields and examine how induction and Maxwell's equations relate electricity and magnetism. The course also covers thermodynamic processes and laws. In laboratory investigations, students compare measurements with theoretical predictions and communicate their findings.

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.

WORLD HISTORY II A/B – 10 Credit Units

Students trace major developments in modern world history, including industrialization, imperialism, global conflicts, decolonization, and globalization. They analyze primary and secondary sources to compare changes across regions and argue from historical evidence.

WORLD STUDIES A – 5 Credit Units

Students examine how geography, culture, government, and economic activity shape societies. They use maps, sources, and regional case studies to compare responses to shared global issues.

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.

PHYSICAL EDUCATION I – 5 Credit Units

Students build movement skills and personal fitness through individual and team activities. They practice safe participation, assess their fitness, and set goals for improvement.

PHYSICAL EDUCATION II – 5 Credit Units

Students refine movement skills and apply offensive and defensive strategies in individual and team activities. They monitor their progress and adjust fitness goals as they develop healthy exercise habits.

PHYSICAL EDUCATION III – 5 Credit Units

Students apply training principles to improve endurance, strength, and flexibility. They use performance data to make adjustments and demonstrate leadership and cooperation in group activities.

PHYSICAL EDUCATION IV A/B – 10 Credit Units

Students design, implement, and evaluate a personal fitness plan. They refine skills in selected activities and develop strategies for staying active beyond high school.

FITNESS FOR TEAM SPORTS A/B – 10 Credit Units

Students build strength, endurance, agility, and coordination through conditioning and team-sport drills. They apply game strategies, practice safe training, and evaluate their progress as individuals and teammates.

FITNESS FOR TEAM SPORTS – 5 Credit Units

Students develop fitness for team sports through conditioning, skill practice, and games. They set personal goals and practice teamwork, fair play, and safe exercise techniques.

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.

HEALTH & FITNESS A/B – 10 Credit Units

Students examine how physical activity, nutrition, sleep, and stress management affect personal well-being. They evaluate health information, assess their fitness, and develop a plan for maintaining healthy habits.

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.

MUSIC HISTORY A/B – 10 Credit Units

Students explore musical styles across historical periods and cultural traditions. Through guided listening and discussion, they connect changes in musical form, instrumentation, and performance to their social and historical contexts.

BAND I A/B – 10 Credit Units

Students develop instrumental technique and ensemble skills through rehearsal and performance. They practice reading notation, keeping time, listening across sections, and following a conductor.

BAND III A/B – 10 Credit Units

Students refine technique, intonation, balance, and interpretation through advanced ensemble repertoire. Rehearsals emphasize independent preparation, responsive listening, and leadership within the ensemble.

DIGITAL AUDIO I A/B – 10 Credit Units

Students record, edit, and mix sound using digital audio tools. They learn microphone basics, signal flow, and multitrack production as they develop original projects and revise them through feedback.

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.

DIGITAL PHOTOGRAPHY A – 5 Credit Units

Students learn to control exposure, focus, lighting, and composition while creating digital photographs. They use basic image editing and critique to refine a portfolio and communicate ideas through images.

COLLEGE ART HISTORY 2 (DE) – 10 Credit Units

This course surveys Western art from the Renaissance through the modern period and into the present. Students examine representative works of painting, sculpture, architecture, and the decorative arts. Through the study of images and discussion, they compare artistic periods, identify developments across media, and interpret works in their historical context.

WORLD LANGUAGES

The World Languages Department offers students the opportunity to study Spanish and Chinese 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.

CHINESE I A/B – 10 Credit Units

Students begin communicating in Mandarin through listening, speaking, reading, and writing. They practice pronunciation and tones, use pinyin and introductory characters, and explore cultural practices through everyday topics.

CHINESE II A/B – 10 Credit Units

Students expand their Mandarin vocabulary, character recognition, and sentence patterns. They interpret short texts, sustain conversations on familiar topics, and write connected passages while comparing cultural practices.

AP CHINESE LANG. & CULTURE A/B – 10 Credit Units

Students develop proficiency in Mandarin through interpersonal, interpretive, and presentational communication. They interpret authentic texts and recordings, discuss cultural perspectives, and present ideas in spoken and written Chinese.

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.

CREATIVE WRITING A/B – 10 Credit Units

Students develop original fiction, poetry, and creative nonfiction through close reading, writing exercises, and peer workshops. They experiment with voice, imagery, and structure, then revise selected work for a portfolio.

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 A/B – 10 Credit Units

Students examine the foundations of speech, including ethics, verbal and nonverbal communication, reasoning, and effective language. They analyze speeches and research, write, revise, present, and reflect on their own speeches while developing interpersonal communication skills.

COLLEGE COMPOSITION I (DE) – 10 Credit Units

This course introduces college-level composition as a process of developing, organizing, and revising ideas. Students consider how audience and purpose shape the way an argument is written or presented. They work with source material to support their ideas and practice adapting a message for written, oral, and multimedia formats.

COLLEGE COMPOSITION II (DE) – 10 Credit Units

This course continues the study of rhetoric and composition begun in College Composition I. Students practice using written language to explain ideas, persuade readers, and critically analyze texts. They examine how a writer's choices about organization, evidence, and style support a particular purpose, then apply those choices as they develop and revise their own work.

COLLEGE PUBLIC SPEAKING (DE) – 10 Credit Units

This course develops the principles of effective oral and written presentation, with an emphasis on professional communication. Students prepare and deliver informative, persuasive, ceremonial, and group presentations. They practice shaping a message for its audience and occasion and analyze written material to improve the organization and style of their presentations.

COLLEGE SOCIAL MEDIA (DE) – 10 Credit Units

This course examines how organizations use social media to reach specific audiences and support communication and marketing goals. Students compare platforms, consider how audience expectations and online trends influence strategy, and create content for a defined audience. They develop a campaign strategy and use engagement data to evaluate its performance and identify improvements.

COMPUTER 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.

COMPUTER PROGRAMMING A/B – 10 Credit Units

Students design, write, test, and debug programs using variables, conditionals, loops, functions, and data collections. They break larger problems into smaller tasks and document their solutions.

AP COMPUTER SCIENCE A/B – 10 Credit Units

Students design and analyze programs using object-oriented concepts. They work with classes, methods, control structures, and collections while developing strategies for testing, debugging, and evaluating solutions.

COLLEGE INTRO TO PROGRAMMING WITH PYTHON (DE) – 10 Credit Units

This course introduces computer-based problem solving through Python. Students use abstraction to identify the parts of a problem that a program needs to represent and apply algorithmic thinking to develop a solution. They use simulation and testing to examine program behavior and refine their solutions using software development tools.

COLLEGE OBJECT-ORIENTED SOFTWARE DESIGN WITH JAVA (DE) – 10 Credit Units

This course develops object-oriented software design through Java. Students use classes and interfaces to organize programs, work with the Java application programming interface, and apply object-oriented design methods to software projects. The course introduces graphical interfaces and web application development, giving students practice designing programs that respond to user actions or communicate over a network.

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.

PHILOSOPHY: INTRODUCTION TO PHILOSOPHY A/B – 10 Credit Units

Students explore questions about knowledge, reality, identity, and ethics. They read philosophical texts, evaluate the reasoning behind competing positions, and defend their own arguments in discussion and writing.

COLLEGE U.S. HISTORY SINCE 1865 (DE) – 10 Credit Units

This course surveys the United States from Reconstruction to the present. Students trace how industrialization, immigration, reform movements, wars, and struggles for civil rights shaped American institutions and public life. The course connects political, economic, and cultural developments and examines how historical evidence supports different interpretations of change over time.

COLLEGE AMERICAN GOVERNMENT (DE) – 10 Credit Units

This course examines how the United States organizes and exercises governmental power at the national level. Students study the principles of the Constitution and the roles of Congress, the presidency, and the federal courts. They examine how public opinion, elections, political parties, and interest groups influence government decisions and apply these concepts to questions of public policy.

COLLEGE MICROECONOMICS (DE) – 10 Credit Units

This course examines how specialization and exchange shape markets and how supply and demand influence prices. Students analyze how firms make decisions about output and pricing under different competitive conditions. They apply microeconomic reasoning to selected problems and consider how government decisions affect markets in a mixed economy.

COLLEGE MACROECONOMICS (DE) – 10 Credit Units

This course studies the economy as a whole through national income accounting and measures of output, employment, and prices. Students examine what drives changes in economic activity and long-run growth. They analyze the roles of money and banking, monetary and fiscal policy, and international economic relationships in shaping national economic outcomes.

COLLEGE GENERAL PSYCHOLOGY (DE) – 10 Credit Units

This course introduces psychology as the scientific study of behavior and mental processes. Students examine biological influences on behavior, perception, learning, and the assessment of intelligence and personality. They consider theories of personality and study how psychological principles apply to adjustment, mental health, interpersonal relationships, and behavior in social settings.

COLLEGE HUMAN GEOGRAPHY (DE) – 10 Credit Units

This course examines the distribution of landscapes around the world and the interaction of landforms, living environments, and human activity over time. Students compare how different habitats influence cultural practices and how societies adapt to or modify their surroundings. They also evaluate ecological problems that arise when people alter landscapes.

COLLEGE PRINCIPLES OF SOCIOLOGY (DE) – 10 Credit Units

This course introduces the scientific study of human society and social behavior. Students examine how culture and socialization shape individuals and how institutions and inequality influence social life. Topics include deviance, race, gender, and globalization. Students apply sociological perspectives to contemporary issues through research, discussion, and case studies.

COLLEGE FINANCIAL ACCOUNTING (DE) – 10 Credit Units

This course introduces the accounting principles used to record business transactions and prepare financial statements. Students examine how businesses value assets and account for liabilities and owners' equity, including corporate debt and equity transactions. They use these principles to interpret what financial statements show about a business's financial position and results.

COLLEGE MANAGERIAL ACCOUNTING (DE) – 10 Credit Units

This course examines how managers use accounting information to plan operations, monitor performance, and make decisions. Students work with budgets, standard and variable costing, and break-even analysis to evaluate how changes in costs and activity affect results. Additional topics include internal control, inventory management, ratio analysis, capital budgeting, and transfer pricing.